

Meeting Packet

REGULAR SESSION

1/9/2025

07:00 PM



PHILOMATH SCHOOL DISTRICT 17J

REGULAR SESSION

PHILOMATH SCHOOL DISTRICT 17J
Philomath High School Community Conference Room
2054 Applegate Street, Philomath

1/9/2025 07:00 PM

A. EXECUTIVE SESSION ~ 6:30 p.m.

The Board will meet in executive session at 6:30 pm per ORS 192.660(2)(i) to review and evaluate the performance of the chief executive officer or any other public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing.

B. REGULAR SESSION ~ 7:00 p.m.

1. Call to Order: Chairperson

i. Pledge of Allegiance

ii. Approval of Consent Agenda

[Consent Agenda \(p. 5\)](#)

iii. Request for Agenda Modifications

2. Public Comment

C. REPORTS~

1. Student Government Report

2. Association Reports

- PEA
- OSEA

3. School Stuff

No Report

4. Superintendent Report

5. Financial Report

[Board Report \(p. 6\)](#)

[Appropriations \(p. 7\)](#)

- Cash Flow Estimate (p. 8)
- PES Student Activities Report (p. 9)
- PMS Student Activities Report (p. 10)
- PHS Student Activities Report (p. 12)
- Enrollment Totals (p. 16)

D. STRATEGY AND DISCUSSION ~

- 1. Board Liaison Assignments**
- 2. Cell Phone Surveys**
- 3. 19th Street Construction**
- 4. 2025-2026 Proposed School Year Calendar**
 - 2025-2026 Proposed SY Calendar (p. 17)
- 5. Board Work Session Agenda**

E. DISCUSSION & ACTION ITEMS ~

- 1. OSBA Board Voting**
- 2. Approval of Budget Calendar**
 - Budget Prep Calendar (p. 18)
- 3. Second Reading Policies**
 - AC - Nondiscrimination and Civil Rights (p. 19)
 - EBBA-Student Health Services (p. 23)
 - EBBAA - Infection Control and Bloodborne Pathogens (p. 26)
 - GBEB-Communicable Diseases in Schools (p. 28)
 - GBEB-AR - Communicable Diseases in Schools (p. 30)
 - JECBD-Homeless Students and Students in Foster Care (p. 33)
 - JFE - Pregnant and Parenting Students (p. 35)
 - JFE-AR - Individualized Plan for Pregnant and/or Parenting Students (p. 37)
 - JHCA/JHCB-Immunizations, etc. (p. 40)
 - JHCCF-Pediculosis (p. 43)
 - JHCD - Medications (p. 44)
 - JHCD-AR - Medications (p. 46)
- 4. LBL-ESD Local Service Plan**
 - LBL-ESD Local Service Plan 25-27 (p. 57)
- 5. Resolution #2425-02**

[Resolution No. 2425-02 \(p. 123\)](#)

[Resolution - Spanish \(p. 125\)](#)

[Staff Training Document \(p. 127\)](#)

F. MEETING CLOSURE ~

1. Next Meeting Agenda Items

- Auditor's presentation
- KVCS Annual Report
- 25-26 Calendar
- Philomath Academy Presentation
- Licensed Renewals

2. Board Thanks

3. Board Requests

4. Adjournment

G. IMPORTANT DATES

Jan 14	Board Work Session
Jan 21	PSD & KVCS Joint Board Meeting
Feb	Black History Month
Feb 3-7	National School Counseling Week
Feb 13	Regular Board Meeting



January 9, 2025

Board Members:

Happy New Year!

Please see the enrollment report included in the board packet, enrollment is holding steady at 1623 including part-time students.

Final audit documents have been received and reported to ODE. The auditors will attend the February board meeting to present the audit information. The final audit document is posted on our website.

The 2025-26 Budget preparation calendar is included in the board packet for Board review and approval. The first budget information session is scheduled for early February.

December 2024 General Fund Expenditures totaled \$2,053,679. Expenditures that exceeded \$10,000 are as follows:

• First Washington	\$ 10,200	(Robotics team registration)
• American Fidelity	\$ 11,017	(PFMLI contributions)
• Les & Bob's Sports & Apparel	\$ 12,406	(HS Gymnasium – chairs, carpet, tables)
• Fitzpatrick Painting	\$ 14,098	(HS Grandstand repair & painting)
• NW Natural Gas	\$ 23,682	(November Gas)
• Fitzpatrick Painting	\$ 25,600	(HS Grandstand repair & painting)
• Corvallis School District	\$ 48,714	(October Food Service billing)
• Mid Columbia Bus Co.	\$ 88,831	(November Transportation)
• Mid Columbia Bus Co.	\$ 102,027	(October Transportation)
• Oregon Educators Benefit Board	\$ 214,730	(November Insurance premiums OEBS)
• Kings Valley Charter School	\$ 230,986	(December SSF payment to KVCS)
• PERS	\$ 253,719	(November PERS payments)

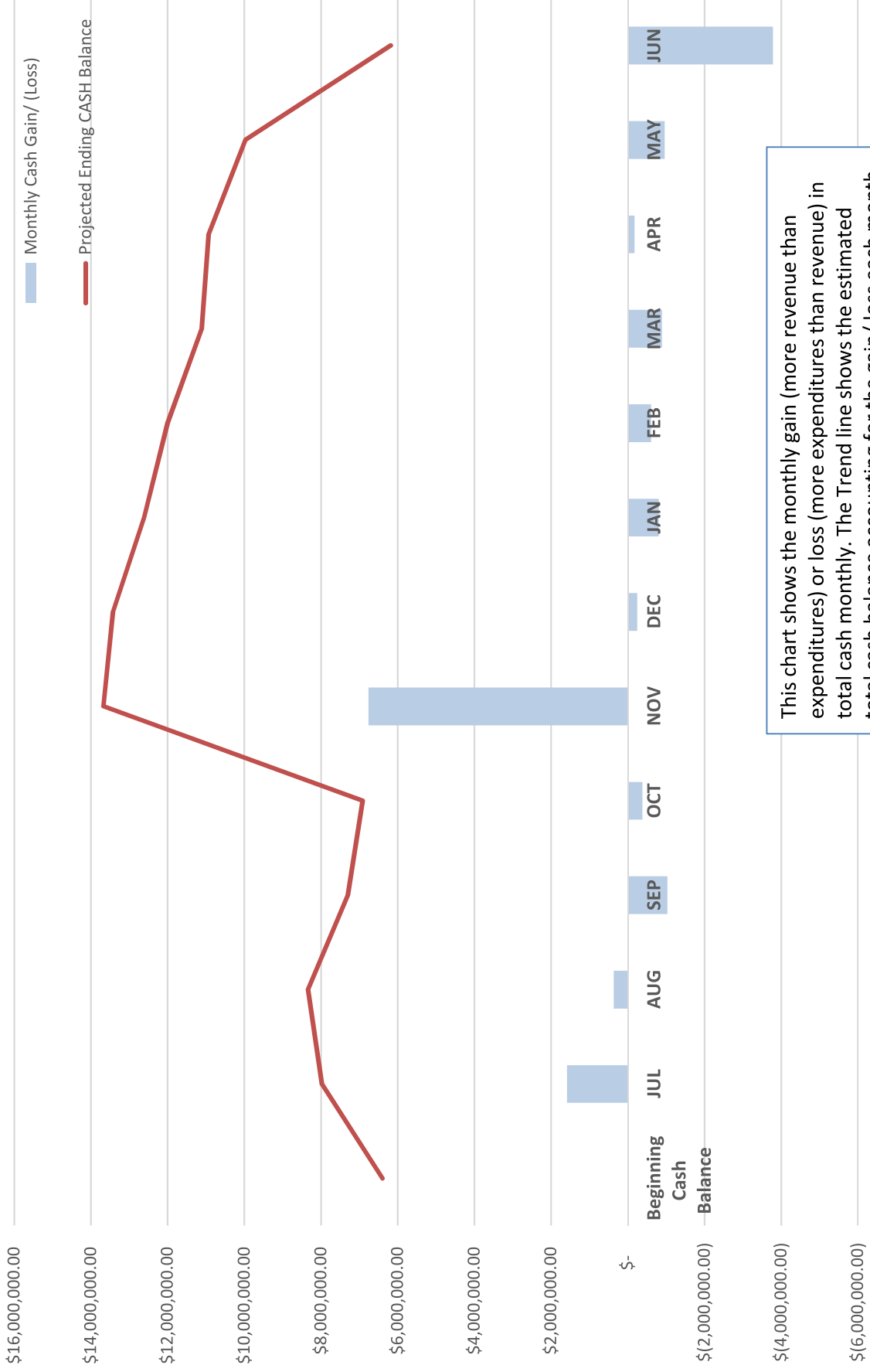
Respectfully Submitted,
Jennifer Griffith
Business Manager

PHILOMATH SCHOOL DISTRICT, 17J
Appropriations, Budget vs. Actual
Fiscal Year 2024-2025

	Appropriations	YTD	Encumbrances	Resolutions	Totals	(Over)/Under Budget
General Fund (100)						
1000 Instruction	15,381,817	5,804,459	9,067,114	-	14,871,573	510,244
2000 Support Services	8,702,563	4,057,341	3,718,021	-	7,775,362	927,201
4000 Facilities	224,000	186,793	-	-	186,793	37,207
5200 Transfers	970,000	691,225	-	-	691,225	278,775
6000 Contingency	368,000	-	-	-	-	368,000
Sub Totals	25,646,380	10,739,818	12,785,135	-	23,524,953	2,121,427
Local/State/Federal Programs Funds						
1000 Instruction	2,276,262	795,475	986,789	-	1,782,264	493,998
2000 Support Services	1,511,713	244,992	271,780	-	516,772	994,941
3000 Community Services	785,716	248,109	249,051	-	497,160	288,556
4000 Facilities	360,000	307,429	-	-	307,429	52,571
5200 Transfers	-	-	-	-	-	-
Sub Totals	4,933,691	1,596,005	1,507,620	-	3,103,625	1,830,066
Pool Operations Fund (295)						
1000 Instruction	9,346	5,026	4,246	-	9,272	74
2000 Support Services	-	-	-	-	-	-
3000 Community Services	180,354	94,374	44,853	-	139,227	41,127
Sub Totals	189,700	99,400	49,099	-	148,499	41,201
Assoc. Student Body (284, 285, 286)						
1000 Instruction	806,119	212,093	77,880	-	289,973	516,146
Debt Service Funds (300)						
5000 Debt Service	1,837,600	547,200	1,290,400	-	1,837,600	-
Capital Improvement Funds (400)						
1000 Instruction	-	-	-	-	-	-
2000 Support Services	547,500	130,152	151,066	-	281,218	266,282
4000 Facilities	470,667	68,818	-	-	68,818	401,849
Sub Totals	1,018,167	198,970	151,066	-	350,036	668,131
Unemployment Fund (600)						
2000 Support Services	151,500	16,080	420	-	16,500	135,000
Reserve Funds (700)						
1000 Instruction	79,750	26,063	50,179	-	76,242	3,508
2000 Support Services	115,850	31,356	27,637	-	58,993	56,857
3000 Community Services	2,400	800	1,600	-	2,400	-
Sub Totals	198,000	58,219	79,416	-	137,635	60,365
Total Appropriations	34,781,157	13,467,785	15,941,036	-	29,408,821	5,372,336
Total Unappropriated	19,417,070	-	-	-	-	19,417,070
Total Adopted Budget	54,198,227	13,467,785	15,941,036	-	29,408,821	24,789,406

2024-2025 Philomath SD - Monthly Cash Gain/Loss

(Trend line Estimates Ending Cash Balance)



This chart shows the monthly gain (more revenue than expenditures) or loss (more expenditures than revenue) in total cash monthly. The Trend line shows the estimated total cash balance accounting for the gain/ loss each month.

Benton County School District 17J

Student Activities Summary Report

Fiscal Year: 2024-2025

From: 7/1/2024 To: 6/30/2025

Print Detail

Exclude Encumbrances

Reverse Signs

Page Break by Activity

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
284.0000.9701.097.797.810 PES Food Pantry	6,681.14	.00	(2,116.06)	4,565.08	.00	4,565.08
284.0000.9701.097.797.812 PES Blodgett	1,657.60	.00	(2,078.73)	(421.13)	.00	(421.13)
284.0000.9701.097.797.815 CPS Donations	950.09	8.77	(3,264.63)	(2,305.77)	(1,349.95)	(3,655.72)
284.0000.9701.097.797.816 PES Grants	3,232.76	3,238.00	(3,258.45)	3,212.31	.00	3,212.31
284.0000.9701.097.797.826 PES Field Trips	.00	.00	.00	.00	.00	.00
284.0000.9701.097.797.827 PES Library	507.69	.00	.00	507.69	.00	507.69
284.0000.9701.097.797.828 PES Donations-Unrestricted	1,232.02	4,737.00	(5,306.65)	662.37	.00	662.37
284.0000.9701.097.797.830 PES Music	223.02	577.00	(175.28)	624.74	.00	624.74
284.0000.9701.097.797.834 Falcon Swag Fund Balance	141.11	1,142.86	(1,240.40)	43.57	.00	43.57
284.0000.9701.097.797.842 PES Social Committee	369.85	941.88	(169.99)	1,141.74	.00	1,141.74
284.0000.9701.097.797.846 PES Yearbook	1,532.76	1,510.00	1,614.03	4,656.79	.00	4,656.79
284.0000.9701.097.797.847 PES Students in Need	(14.88)	50.00	(32.70)	2.42	.00	2.42
284.0000.9701.097.797.849 CPS Students in Need	(29.80)	50.00	.00	20.20	.00	20.20
284.0000.9701.097.797.850 PES School Supplies	.00	.00	.00	.00	.00	.00
284.0000.9701.097.797.851 CPS Cub Swag Fund Balance	.00	.00	.00	.00	.00	.00
GRAND TOTALS	16,483.36	12,255.51	(16,028.86)	12,710.01	(1,349.95)	11,360.06

End of Report

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Exclude Encumbrances Reverse Signs Subtotal By Journal

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285.0000.9701.098.798.500 PMS Apparel	655.60	.00	(200.00)	455.60	.00	455.60
285.0000.9701.098.798.501 PMS Art	1,346.04	240.00	(167.00)	1,419.04	.00	1,419.04
285.0000.9701.098.798.502 PMS Athletics	2,514.43	430.00	(737.15)	2,207.28	.00	2,207.28
285.0000.9701.098.798.503 PMS Band	(18.02)	.00	(315.00)	(333.02)	.00	(333.02)
285.0000.9701.098.798.504 PMS Band Repair/Replace	379.76	.00	.00	379.76	.00	379.76
285.0000.9701.098.798.506 PMS Choir Beginning Balance	592.27	.00	(1,380.50)	(788.23)	.00	(788.23)
285.0000.9701.098.798.508 PMS Drama	14,235.12	.00	(1,558.84)	12,676.28	.00	12,676.28
285.0000.9701.098.798.510 PMS Library	80.47	.00	.00	80.47	.00	80.47
285.0000.9701.098.798.511 PMS Life Skills	612.11	.00	.00	612.11	.00	612.11
285.0000.9701.098.798.512 PMS Lock Replacement	1,710.17	.00	.00	1,710.17	.00	1,710.17
285.0000.9701.098.798.515 PMS Outdoor School	23,262.91	.00	(6,183.00)	17,079.91	.00	17,079.91
285.0000.9701.098.798.516 PMS Sports/Pay-to-Play	25.00	.00	.00	25.00	.00	25.00
285.0000.9701.098.798.519 PMS School Enhancement	133.63	141.52	(162.40)	112.75	.00	112.75
285.0000.9701.098.798.520 PMS Science	12.14	.00	.00	12.14	.00	12.14
285.0000.9701.098.798.521 PMS Shop	(593.64)	1,960.00	(732.79)	633.57	.00	633.57
285.0000.9701.098.798.522 PMS Struxness - Helping Families	1,428.99	120.00	(50.00)	1,498.99	.00	1,498.99
285.0000.9701.098.798.523 PMS Student Body Fees	648.87	8,460.00	(3,320.24)	5,788.63	.00	5,788.63
285.0000.9701.098.798.524 PMS Suspension Account	1,101.88	822.14	(1,010.44)	913.58	.00	913.58
285.0000.9701.098.798.525 PMS Technology	877.35	.00	.00	877.35	.00	877.35
285.0000.9701.098.798.527 PMS Textbook Damage/Replacement	221.77	.00	.00	221.77	.00	221.77
285.0000.9701.098.798.529 PMS Student Wellness	3,585.90	.00	(3,500.00)	85.90	.00	85.90
285.0000.9701.098.798.530 PMS Oregon Research Institute	1,674.93	.00	(1,687.16)	(12.23)	.00	(12.23)

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285.0000.9701.098.798.531 PMS Trip Club	225.08	.00	.00	225.08	.00	225.08
285.0000.9701.098.798.532 PMS Health/PE	1,404.05	.00	.00	1,404.05	.00	1,404.05
285.0000.9701.098.798.533 PMS Elective Rotation fee	.00	.00	.00	.00	.00	.00
285.0000.9701.098.798.534 PMS Battle of the Books	586.72	250.00	.00	836.72	.00	836.72
285.0000.9701.098.798.535 PMS School Supplies	10.00	.00	.00	10.00	.00	10.00
285.0000.9701.098.798.536 PMS Turkey Bingo	.00	6,464.54	(1,301.09)	5,163.45	.00	5,163.45
285.0000.9701.098.798.537 PMS Fitness	426.02	.00	(454.12)	(28.10)	.00	(28.10)
285.0000.9701.098.798.538 PMS Engineering	64.84	610.62	(190.60)	484.86	.00	484.86
285.0000.9701.098.798.685 PMS Lost or Damaged Technology	.00	.00	.00	.00	.00	.00
GRAND TOTALS	57,204.39	19,498.82	(22,950.33)	53,752.88	.00	53,752.88

End of Report

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286.0000.9701.099.799.000 Student Activities	(217.41)	.00	.00	(217.41)	.00	(217.41)
286.0000.9701.099.799.600 PHS Over/Short	149.09	.00	.00	149.09	.00	149.09
286.0000.9701.099.799.604 PHS Art	423.22	1,892.84	(920.06)	1,396.00	(700.00)	696.00
286.0000.9701.099.799.605 PHS Art Club Beginning Fund Balance	56.23	.00	.00	56.23	.00	56.23
286.0000.9701.099.799.606 PHS ASB	6,130.10	6,085.50	(6,893.96)	5,321.64	.00	5,321.64
286.0000.9701.099.799.607 PHS Athletic Officials	.00	22,324.56	(21,336.18)	988.38	.00	988.38
286.0000.9701.099.799.611 PHS Athletics	14,929.55	6,846.25	(15,551.07)	6,224.73	.00	6,224.73
286.0000.9701.099.799.613 PHS Baseball	4,365.51	11,535.00	(9,911.40)	5,989.11	.00	5,989.11
286.0000.9701.099.799.616 PHS Botany	4,221.12	.00	(474.00)	3,747.12	.00	3,747.12
286.0000.9701.099.799.617 PHS Boys Basketball	13,633.33	9,615.00	(9,703.58)	13,544.75	(12,247.25)	1,297.50
286.0000.9701.099.799.618 PHS Cheerleading	14,591.91	36,883.85	(26,675.13)	24,800.63	(9,057.72)	15,742.91
286.0000.9701.099.799.619 PHS Cinematic Art Club	443.86	.00	(8.42)	435.44	.00	435.44
286.0000.9701.099.799.620 PHS Community Service Club-G. Lake	455.06	.00	.00	455.06	.00	455.06
286.0000.9701.099.799.621 PHS Cross Country	8,549.33	5,004.43	(2,610.32)	10,943.44	(600.00)	10,343.44
286.0000.9701.099.799.622 PHS Dance Team	8,334.01	3,200.00	(5,663.52)	5,870.49	(4,480.00)	1,390.49
286.0000.9701.099.799.625 PHS Donation	693.01	.00	.00	693.01	.00	693.01
286.0000.9701.099.799.627 PHS Driver Education	.00	4,400.00	.00	4,400.00	.00	4,400.00
286.0000.9701.099.799.629 PHS Drama Club Beginning Fund Balance	.00	5,200.00	(338.56)	4,861.44	(1,000.00)	3,861.44
286.0000.9701.099.799.633 PHS Robotics Fund Balance	16,191.54	11,784.44	(16,450.64)	11,525.34	(3,433.00)	8,092.34
286.0000.9701.099.799.634 Robotics PHRED FLL Fund Balance	1,000.00	1,000.00	(1,188.00)	812.00	.00	812.00
286.0000.9701.099.799.635 PHS Foods	1,810.54	2,333.30	(527.73)	3,616.11	.00	3,616.11

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286.0000.9701.099.799.636 PHS Football	3,500.59	14,922.50	(8,452.38)	9,970.71	(2,855.55)	7,115.16
286.0000.9701.099.799.637 PHS Forestry	8,042.13	216.00	(573.00)	7,685.13	(1,000.00)	6,685.13
286.0000.9701.099.799.638 PHS GED	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.639 PHS German Class	353.54	.00	.00	353.54	.00	353.54
286.0000.9701.099.799.640 PHS Girls Basketball	17,692.43	6,225.00	(11,446.43)	12,471.00	(10,642.25)	1,828.75
286.0000.9701.099.799.641 PHS Health Occ/Anatomy	799.94	460.00	.00	1,259.94	.00	1,259.94
286.0000.9701.099.799.642 PHS Green Team	289.83	.00	.00	289.83	.00	289.83
286.0000.9701.099.799.643 PHS Racial Equity/Culture Club	145.00	.00	(39.40)	105.60	.00	105.60
286.0000.9701.099.799.644 PHS Life Skills	5,651.57	.00	.00	5,651.57	.00	5,651.57
286.0000.9701.099.799.645 PHS Library	(105.01)	.00	.00	(105.01)	.00	(105.01)
286.0000.9701.099.799.646 PHS Lifeguard	(20.00)	230.00	.00	210.00	.00	210.00
286.0000.9701.099.799.647 PHS Link Crew	215.54	.00	.00	215.54	.00	215.54
286.0000.9701.099.799.649 PHS Manufacturing Technology	6,944.08	1,760.00	(130.74)	8,573.34	(2,500.00)	6,073.34
286.0000.9701.099.799.652 PHS Misc Books	105.78	.00	.00	105.78	.00	105.78
286.0000.9701.099.799.653 PHS Music Band	2,866.97	5,800.00	(27.49)	8,639.48	.00	8,639.48
286.0000.9701.099.799.654 PHS Music Choir	319.00	200.00	.00	519.00	.00	519.00
286.0000.9701.099.799.655 PHS Music Tour	9,354.61	.00	.00	9,354.61	.00	9,354.61
286.0000.9701.099.799.656 PHS National Honor Society	1,992.93	80.00	.00	2,072.93	.00	2,072.93
286.0000.9701.099.799.657 PHS OWC Athletics Account	5,201.48	8,740.98	(4,774.81)	9,167.65	.00	9,167.65
286.0000.9701.099.799.658 PHS OWC Activities Account	(927.71)	6,000.00	927.71	6,000.00	.00	6,000.00
286.0000.9701.099.799.659 PHS Parking/Student Safety	1,436.71	2,160.00	(782.41)	2,814.30	.00	2,814.30

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286.0000.9701.099.799.660 PHS PE Fees	280.60	75.00	.00	355.60	.00	355.60
286.0000.9701.099.799.661 PHS Peer Counseling	195.74	.00	.00	195.74	.00	195.74
286.0000.9701.099.799.664 PHS PHS Pay to Play	.00	13,700.00	.00	13,700.00	.00	13,700.00
286.0000.9701.099.799.665 PHS Preschool	2,623.32	1,400.00	(2,571.64)	1,451.68	.00	1,451.68
286.0000.9701.099.799.666 PHS Prom	6,663.42	.00	.00	6,663.42	(4,026.00)	2,637.42
286.0000.9701.099.799.668 PHS Boys Golf fund Balance	.00	250.00	.00	250.00	.00	250.00
286.0000.9701.099.799.669 PHS Girls Golf Fund Balance	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.670 PHS Scholarship	700.77	.00	.00	700.77	.00	700.77
286.0000.9701.099.799.672 PHS Scholarship - Steve Moos-BES fundraiser	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.674 PHS School Enhancement	10,160.84	57.58	.00	10,218.42	.00	10,218.42
286.0000.9701.099.799.675 PHS School of Business	1,875.43	.00	(427.24)	1,448.19	.00	1,448.19
286.0000.9701.099.799.676 PHS Science	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.678 PHS Soccer Boys	917.60	2,582.00	.00	3,499.60	.00	3,499.60
286.0000.9701.099.799.679 PHS Soccer Girls	1,351.09	3,591.00	(4,075.18)	866.91	.00	866.91
286.0000.9701.099.799.680 PHS Softball	9,860.06	8,520.00	(5,828.35)	12,551.71	.00	12,551.71
286.0000.9701.099.799.681 PHS Spanish Class	1,401.35	.00	(195.85)	1,205.50	.00	1,205.50
286.0000.9701.099.799.682 PHS Youth Transition Program	1,432.52	.00	(40.00)	1,392.52	.00	1,392.52
286.0000.9701.099.799.684 PHS Student Body Fee	2,040.00	15,025.00	.00	17,065.00	.00	17,065.00
286.0000.9701.099.799.685 PHS Lost or Damaged Technology	400.00	315.00	(615.00)	100.00	.00	100.00
286.0000.9701.099.799.686 PHS Swim Team	693.48	1,716.20	.00	2,409.68	.00	2,409.68
286.0000.9701.099.799.687 PHS Boys Tennis	5,131.61	.00	.00	5,131.61	.00	5,131.61

Benton County School District 17J

Student Activities Summary Report

Fiscal Year: 2024-2025

From: 7/1/2024 To: 6/30/2025

Print Detail

Page Break by Activity

Exclude Encumbrances Reverse Signs Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.688 PHS Girls Tennis	4,489.92	.00	.00	4,489.92	.00	4,489.92
286.0000.9701.099.799.689 PHS Theatre	4,112.10	5,009.33	(2,499.52)	6,621.91	(265.85)	6,356.06
286.0000.9701.099.799.690 PHS Track	625.35	1,200.00	(301.17)	1,524.18	.00	1,524.18
286.0000.9701.099.799.692 PHS Boys Volleyball Fund Balance	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.693 PHS Volleyball	11,209.45	6,569.01	(3,783.58)	13,994.88	(2,135.00)	11,859.88
286.0000.9701.099.799.695 PHS Warrior Wellness	2,310.43	.00	(105.68)	2,204.75	.00	2,204.75
286.0000.9701.099.799.696 PHS Wrestling	1,560.66	6,781.89	(5,429.23)	2,913.32	(2,505.00)	408.32
286.0000.9701.099.799.697 PHS Yearbook	(252.74)	16,610.00	(3,690.32)	12,666.94	(19,081.50)	(6,414.56)
286.0000.9701.099.799.698 PHS Lagestee PTP Waiver Scholarship	7,701.36	.00	.00	7,701.36	.00	7,701.36
286.0000.9701.099.799.705 HS Student Transcript Fees	9.24	.00	.00	9.24	.00	9.24
GRAND TOTALS	237,113.01	258,301.66	(173,114.28)	322,300.39	(76,529.12)	245,771.27

End of Report

2024 / 2025 SCHOOL YEAR
ENROLLMENT FIGURES as of: January 9, 2025

District	CPS	PES	BL	PMS	PHS	Academy	Part Time	KVCS	Part Time
Kindergarten	83	64	5			0	3	11	
1st	113	<u>88</u>	5			0	2	18	
2nd	116	89	6			0	1	20	
3rd	117	95	5			1	1	15	
4th	124	96	<u>10</u>			0	0	18	
5th	103	<u>89</u>				0	1	13	
6th	135			114		1	0	20	
7th	139			121		4	0	14	
8th	140			<u>118</u>		2	1	19	
9th	133				112	10	0	11	
10th	133				102	16	0	15	
11th	148				117	21	0	10	
12th	139				<u>111</u>	<u>22</u>	<u>0</u>	6	
Totals	152	369	31	353	442	77	9	190	

TOTAL FULL-TIME ENROLLMENT - All Schools 1,614

Philomath School District 17J - 2024-2025 School Year -- Summary of Enrollment

School	09/12	10/10	11/14	12/09	01/09	02/13	03/13	04/10	05/08	06/12
CPS	169	160	158	158	152					
PES	365	365	367	362	369					
BL	32	32	32	32	31					
PMS	351	349	349	347	353					
PHS	452	445	442	443	442					
Academy	78	72	78	77	77					
KVCS	193	194	195	194	190					
SubTotal	1,640	1,617	1,621	1,613	1,614	0	0	0	0	0
Part-time students	0	10	9	9	9					
Total Enrollment	1,640	1,627	1,630	1,622	1,623	0	0	0	0	0

Philomath School District 17J - 2023-2024 School Year -- Summary of Enrollment

School	09/23	10/19	11/16	12/13	01/18	02/29	03/21	04/18	05/16	06/20
CPS	178	178	183	179	180	179	179	172	171	171
PES	367	367	364	367	370	374	376	376	373	373
BL	35	35	35	35	35	35	35	35	35	35
PMS	344	343	343	352	343	345	345	341	337	339
PHS	476	482	461	448	450	460	457	455	443	444
Academy	71	80	87	85	93	90	98	99	101	97
KVCS	203	202	203	208	205	202	200	199	199	195
SubTotal	1,674	1,687	1,676	1,674	1,676	1,685	1,690	1,677	1,659	1,654
Part-time students	0	1	4	0	0	6	7	7	6	6
Total Enrollment	1,674	1,688	1,680	1,674	1,676	1,691	1,697	1,684	1,665	1,660

Calendar Key	
IS	Staff Inservice Days
(First Day for 2 nd , 6 th , and 9 th Grade
((First Day for 3-5, 7-8, & 10-12.
	Early Release for Students
)	Last Day for Students
	No Students – C/ G/ A
	No School (or Holiday)
MU	Inclement Weather Make-Up

August 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	IS	IS	IS	29	30
31						

September 2025						
S	M	T	W	T	F	S
	H	2	((3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						21

October 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						20

November 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	H	12	13	14	15
16	17	18	19	20	21	22
23	24	25	N	H	H	29
30						16

December 2025							
S	M	T	W	T	F	S	
	1	2	3	4	5	6	
7	8	9	10	11	12	13	
14	15	16	17	18	19	20	
21	Winter Break						27
28	Winter Break						
						14	

January 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	H	20	21	22	23	24
25	26	27	28	29	30	31
						18

February 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	MU	17	18	19	20	21
22	23	24	25	26	27	28
						19

March 2026							
S	M	T	W	T	F	S	
1	2	3	4	5	6	7	
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	Spring Break						28
29	30	31					
						16	

April 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						21

May 2026						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	MU	23
24	H	26	27	28	29	30
31						19

June 2026						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	MU	13
14	MU	MU	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						9

Dates to Remember:

October 10: Conferences – Secondary Grades (TBD)	September 17: Back to School Open House
October 29: End of Q1 – 41 Days	June 4: Last Day for Seniors
October 30-31: C/G: (TBD)	June 6: PHS Graduation
November 25: End of T1 – 57 Days	June 10: PA Graduation
January 23: End of S1/ Q2 – 85/44 Days	
March 12: End of T2 – 60 Days	
April 9: End of Q3 – 46 Days	
June 11: End of S2/Q4 – 88/42 Days	
June 11: End of T3 – 56 Days	



PHILOMATH SCHOOL DISTRICT 17J
Philomath, Oregon

2025-2026 BUDGET PREPARATION CALENDAR

- N/A * Board selects and fills by Appointment all Budget Committee Vacancies
- January 9, 2025 * Adoption of the Budget Calendar by the Board of Directors**
- February 6, 2025 * Budget Committee Informational Meeting: HS Community Conference Room, Thursday, 6:00 pm
- Ongoing * Review of Enrollment/Staffing/Budget Issues by District and Site Staff
- March 6, 2025 * Budget Work Session #1: HS Community Conference Room, Thursday, 6:00 pm**
- April 3, 2025 * Budget Work Session #2: HS Community Conference Room, Thursday, 6:00 pm (only if necessary)**
- April 15, 2025 * Publication of first public notice of Budget Committee meeting (not more than 30 days before the meeting)
- April 30, 2025 * Early Release of Draft Budget Document (7 days prior to Budget Meeting)
- May 6, 2025 * First Budget Committee Meeting: Present proposed budget and budget message; HS Community Conference Room, Tuesday 6:00 p.m. - includes Community Listening Session & Budget Approval**
- May 20, 2025 * Second Budget Committee Meeting: HS Community Conference Room, Tuesday 6:00 p.m. (only if necessary)**
- June 2, 2025 * Publication of Notice of Budget Hearing, Financial Summary and Fund Summaries (not more than 30 days nor less than 5 days prior to the hearing)
- June 12, 2025 * Regular Board Meeting & Public Budget Hearing on budget as approved by Budget Committee: HS Community Conference Room, Thursday 7:00 p.m.**
- Adopt final budget and make appropriations. 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.**
- July 1, 2025 * Levy Certified to Assessor (No later than July 15, 2025)

Philomath School District 17J

Code: AC
Adopted: 11/15/10
Revised/Readopted: 10/18/18; 2/16/21; 5/16/24
Orig. Code: AC

Nondiscrimination And Civil Rights

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

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

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

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

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

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

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

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

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

The district will document and track:

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

Civil Rights Coordinator

{The Philomath Academy Principal is the district's civil rights coordinator.}

The civil rights coordinator(s) will:

1. Be knowledgeable of the requirements in OARs 581-021-0038, 581-021-0045, 581-021-0046, and 581-021-0660;
2. Have the independence and authority necessary to carry out the provisions of OAR 581-021-0660;
3. Monitor, coordinate, and oversee district compliance with state and federal laws prohibiting discrimination in education, including ensuring the availability of, and providing to students and staff:
 - a. The notice of nondiscrimination³ required by OAR 581-021-0045; and
 - b. The district written complaint process for making reports of discrimination.
4. Oversee and ensure the resolution of district investigations of complaints alleging and substantiating discrimination, including the provision of remedies designed to restore or preserve equal access to an education program or activity;
5. Provide guidance to district staff on civil rights issues in the district;
6. Respond to questions and concerns about civil rights in the district;
7. Coordinate efforts to prevent civil rights violations from occurring in the district; and
8. ^{4}{Satisfy the training requirements in OAR 581-021-0660 (2)-(3)} [Satisfy the following training requirements:
 - a. Upon initial designation, a civil rights coordinator must receive the following training in accordance with a schedule established by the Oregon Department of Education (ODE):
 - (1) The meaning of discrimination under state and federal nondiscrimination law, including ORS 659.850, Title VI of the Civil Rights Act of 1964 Title IX of Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990;

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

⁴ {OAR 581-021-0655(3)(a) requires the district adopt a policy including the requirements in OAR 581-021-0660, including the training requirements referenced and listed here. The district can meet this requirement by choosing either of the two bracketed options.}

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

Reporting discrimination, and responding to reports of discrimination, including through complaint processes and investigations.⁵

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)
[ORS 192.630](#)
[ORS 326.051\(1\)\(e\)](#)

[ORS 332.505](#)
[ORS 408.230](#)
[ORS 659.805](#)

[ORS 659.815](#)
[ORS 659.850 - 659.860](#)
[ORS 659.865](#)

⁵ Training must first be completed by June 30, 2025.

[ORS 659A.001](#)
[ORS 659A.003](#)
[ORS 659A.006](#)
[ORS 659A.009](#)
[ORS 659A.029](#)
[ORS 659A.030](#)
[ORS 659A.040](#)
[ORS 659A.103](#) - 659A.145

[ORS 659A.230](#) - 659A.233
[ORS 659A.236](#)
[ORS 659A.309](#)
[ORS 659A.321](#)
[ORS 659A.409](#)
[OAR 581-021-0045](#)
[OAR 581-021-0046](#)
[OAR 581-021-0047](#)

[OAR 581-021-0650](#) - 0665
[OAR 581-022-2310](#)
[OAR 581-022-2370](#)
[OAR 581-075-0001](#) - 075-0005
[OAR 581-075-0901](#)
[OAR 839-003](#)

Age Discrimination Act of 1975, 42 U.S.C. §§ 6101-6107 (2018).
Age Discrimination in Employment Act of 1967, 29 U.S.C. §§ 621-633 (2018); 29 C.F.R Part 1626 (2019).
Americans with Disabilities Act/Americans with Disabilities Act Amendments Act, 42 U.S.C. §§ 12101-12112 (2018); 29 C.F.R. Part 1630 (2019); 28 C.F.R. Part 35 (2019).
Equal Pay Act of 1963, 29 U.S.C. § 206(d) (2018).
Rehabilitation Act of 1973, 29 U.S.C. §§ 791, 793-794 (2018); 34 C.F.R. Part 104 (2019).
Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683, 1701, 1703-1705, 1720 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2024).
Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018); 28 C.F.R. §§ 42.101-42.106 (2019).
Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018); 29 C.F.R. § 1601 (2019).
Wygant v. Jackson Bd. of Educ., 476 U.S. 267 (1989).
The Vietnam Era Veterans' Readjustment Assistance Act of 1974, 38 U.S.C. § 4212 (2018).
Genetic Information Nondiscrimination Act of 2008, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2019).

Cross Reference(s):

ACA - Americans with Disabilities Act
ACB - All Students Belong
JBB - Educational Equity
GBA - Equal Employment Opportunity
JB - Equal Educational Opportunity
KL - Public Complaints

Philomath School District 17J

Code: EBBA
Adopted:

Student Health Services**

(Version 2)

{Highly recommended policy. The requirement for school districts to develop and implement a health services plan comes from OAR 581-022-2220.}

Although the district's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The district shall maintain a written prevention-oriented health services plan for all students. The health services plan will¹:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;
2. Refer to available communicable disease prevention and management plan that includes school-level protocols²;
3. Outline a district-to-school communication plan³;
4. Provide information about health screenings, including immunizations and TB certificate requirements;
5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed⁴;
6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;

¹ For exact language and complete requirement, see OAR 581-022-2220(1).

² For specific protocol content requirements, see OAR 581-022-2220(1)(b).

³ For requirements of this plan see OAR 581-022-2220(1)(c).

⁴ For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

7. Describe how hearing, vision and dental screenings are managed and/or verified for required students⁵;
8. Include a process to assess and determine a student's health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student's access to education, and implement a student's individual health plan prior to attending school⁶;
9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids⁷;
10. Refer to adopted policy and procedures for medications in accordance with Oregon law⁸;
11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities⁹[; and][.]
12. [List the positions in the district which shall be required to obtain and maintain a first-aid/CPR/AED card in accordance with OAR 581-022-2220(3).]

~~[Any nurse(s) employed by the district and providing services to students on behalf of the district shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050—0060.~~

A nurse employed by the district shall follow all applicable requirements of ORS Chapter 678 and OAR Chapter 851. This includes, but is not limited to, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.¹⁰

A nurse employed by the district will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.]

{The district provides a menstrual product dispenser with a variety of products in every student bathroom¹¹ which meets the requirements of law.}

⁵ For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

⁶ For definitions for this policy see ORS 336.201.

⁷ OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

⁸ Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

⁹ For guideline requirements see OAR 581-022-2220(1)(k).

¹⁰ For additional delegation requirements see OAR [851-047-0030](#).

¹¹ [“Student bathroom” means a bathroom that is accessible by students, including a gender-neutral bathroom, a bathroom designated for females, and a bathroom designated for males. (OAR 581-021-0587)]

Legal Reference(s):

[ORS 329.025](#)
[ORS 332.107](#)
[ORS 336.201](#)
[ORS 336.204](#)

[ORS 336.211 – 336.214](#)
[OAR 581-021-0017](#)
[OAR 581-021-0031](#)
[OAR 581-021-0587](#)

[OAR 581-021-0590](#)
[OAR 581-022-2050](#)
[OAR 581-022-2220](#)
[OAR 581-022-2515](#)

Every Student Succeeds Act, 20 U.S.C. § 7928 (2018).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (2018).

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OSBA Model Sample Policy

Code: EBBAA
Adopted:

Infection Control and Bloodborne Pathogens

{Optional policy. The requirements regarding an Exposure Control Plan and infection control, but are not limited to, are outlined below.}

The Board recognizes that staff and students incur some risk of infection and illness each time they are exposed to blood or other potentially infectious materials. While the risk to staff and students of exposure to body fluids due to casual contact with individuals in the school environment is very low, the Board regards any such risk as serious.

Consequently, the Board directs adherence to standard precautions. Standard precautions require that staff and students approach infection control as if all direct contact with human blood and body fluids is known to be infectious for bloodborne pathogens¹.

The district shall develop an Exposure Control Plan in accordance with the requirements in law².

The Exposure Control Plan shall be reviewed and updated at least annually and when necessary to reflect new or modified tasks and procedures which affect occupational exposure and to reflect new or revised employee positions with occupational exposure. The review and update shall also:

1. Reflect changes in technology that eliminate or reduce exposure to bloodborne pathogens;
2. Annually, document consideration and implementation of appropriate commercially available and effective safer medical devices designed to eliminate or minimize occupational exposure.

The plan shall include training followed by an offer of hepatitis B vaccine and vaccination series for all staff who are required to provide first aid to students and/or for all staff who have occupational exposure as determined by the district. Training shall be provided at the time of initial assignment to tasks where occupational exposure may take place and at least annually³ thereafter. Staff will receive the annual training⁴ as well as the location and a content review of first-aid and clean-up kits. Kits shall be readily

¹ “Bloodborne pathogens” are pathogenic microorganisms that are present in human blood and can cause disease in humans. These pathogens include, but are not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV). 29 CFR 1910.1030(b)

² See 29 CFR 1910.1030(c)(1) and OAR 437-002-1059 for more information about an Exposure Control Plan. {A template for an exposure control plan may be available from [Oregon OSHA](#).}

³ [Annual training for all employees shall be provided within one year of their previous training. (29 CFR 1910.1030(g)(2)(iv))]

⁴ See 29 CFR 1910.1030(g)(2) for information about training requirements.

available⁵ in close proximity⁶ to all employees in the building and for district vehicles, including each bus⁷.

Personal protective equipment appropriate to job tasks shall be provided by the district. A post-exposure evaluation and follow-up shall be made available to any employee sustaining an occupational exposure.

The district recognizes that employees who use medical sharps in the performance of their duties (e.g., administering injectable medicines to students, such as epinephrine and glucagon) must, at least annually, be provided with the opportunity to identify, evaluate and select engineering and work practice controls (e.g., sharps disposal containers, self-sheathing needles, safer medical devices, such as sharps with engineered sharps injury protections and needleless systems). The district will implement such work practice controls, as appropriate. The district will document the solicitation of input from such staff in the plan.

Documentation, including a sharps injury log, will be maintained in accordance with law⁸.

The Exposure Control Plan will be accessible to employees in accordance with law⁹.

Students will be instructed in safe practices to prevent transmission of bloodborne pathogens in accordance with Oregon Health Standards.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[OAR 437-002-0161](#)

[OAR 437-002-0360](#)

[OAR 437-002-1030](#)

[OAR 437-002-1035](#)

[OAR 581-022-2050](#)

[OAR 581-022-2220](#)

[OAR 581-053-0240\(23\)](#)

[OAR 581-053-0250\(1\)](#)

[OAR 581-053-0640\(2\)](#)

Occupational Safety and Health Standards, Bloodborne Pathogens, 29 C.F.R. §§ 1910.1020, 1910.1030.

⁵ OAR 437-002-0161(2) First-Aid Supplies. (a) The employer shall provide first-aid supplies based upon the intended use and types of injuries that could occur at the place of employment. The first-aid supplies shall be available in close proximity to all employees. Either bulk pack or unit pack supplies are acceptable. (b) “In proximity” is defined as that which is available nearby to ensure prompt treatment in the event of need.

⁶ “In proximity” is defined as that which is available nearby to ensure prompt treatment in the event of need. (OAR 437-002-0161(1)(b))

⁷ Emergency equipment for buses, includes, but is not limited to, body fluid cleanup and first-aid kits. (OAR 581-053-0240(23); OAR 581-053-0640)

⁸ See OAR 437-002-1030(3) and OAR 437-002-1035.

⁹ See 29 CFR 1910.1020(e) for requirements on providing access.

Philomath School District 17J

Code: GBEB
Adopted: 8/19/19

Communicable Diseases – Staff in Schools

The district shall provide reasonable protection against the risk of exposure to communicable disease for students and employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the Communicable Disease Guidance for Schools published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

A student or ~~An~~ employee may not attend school or work, respectively, while in a communicable stage of a ~~who knows that he or she has or has been exposed to any~~ restrictable disease or when, ~~may not attend work unless authorized by Oregon law. When~~ an administrator has reason to suspect the student or ~~that any~~ employee has or has been exposed to any ~~restrictable~~ disease for which ~~and~~ exclusion is required in accordance with law. The district may provide an educational program in an alternative setting. Services, ~~the administrator shall send the employee home. If the disease is a reportable disease, the administrator~~ will be provided to students as required by law. ~~report the occurrence to the local health department.~~

Employees shall comply with all other measures adopted by the district and with all rules adopted by Oregon Health Authority, Public Health Division and the local health department.

The district shall protect the confidentiality of each student's and employee's health condition and record to the extent possible and consistent with federal and state law.

~~Employees shall provide services to students as required by law.~~ In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator ~~may~~ shall inform ~~the appropriate~~ employees with a legitimate educational interest ~~to protect against the risk of exposure.~~

~~Employees who have the responsibility to work with or to provide services to persons other than students, shall provide the services to all such persons as required by law.~~

~~The district shall protect the confidentiality of an employee's health condition and record to the extent possible and consistent with federal and state law.~~

The district will include, as part of its ~~general emergency plans~~ plan, a description of the actions to be taken by district staff in buildings and by the ~~case of a declared public health emergency or other catastrophe that disrupts~~ district in response ~~operations.~~

~~The superintendent will develop administrative regulations necessary to~~ medical emergencies. ~~implement this policy.~~

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 431.150 - 431.157](#)

[ORS 433.001 - 433.004](#)

[ORS 433.010](#)

[ORS 433.110](#)

[ORS 433.235 - 433.284](#)

[OAR 333-018](#)

[OAR 333-019-0010](#)

[OAR 333-019-0014](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

OREGON DEPARTMENT OF EDUCATION and OREGON HEALTH AUTHORITY, *Communicable Disease Guidance for Schools*. 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 (2023).
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164 (2023).

Philomath School District 17J

Code: GBEB-AR
Revised/Reviewed: 8/19/19

Communicable Diseases – ~~Staff~~in Schools

In accordance with state law, administrative rule, the local health authority and the *Communicable Disease Guidance*, the procedures established below will be followed.

1. “Restrictable diseases” are defined by rule¹ and include but are not limited to COVID-19, chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis and infectious tuberculosis ~~disease~~, and may include a communicable stage of hepatitis B infection in a child who ~~if~~, in the opinion of the local health officer, ~~the person~~ poses an unusually high risk to other children ~~others~~ (e.g., ~~a child that~~ exhibits uncontrollable biting or spitting). Restrictable disease also includes any other communicable disease identified in an order issued by the Oregon Health Authority or the local public health officer as posing a danger to the public’s health. ~~A disease is considered to be a restrictable disease if it is listed in Oregon Administrative Rule (OAR) 333-019-0010, or it has been designated to be a restrictable disease by Board policy² or by the local health administrator after determining that it presents a significant public health risk in the school setting.~~
2. “Susceptible” for a child means ~~lacking documentation~~ ~~being at risk~~ of immunization required under OAR 333-050-0050, or if immunization is not required, lacking evidence of immunity to ~~the~~ ~~contracting a restrictable~~ disease ~~by virtue of being in one or more categories described in law.~~
3. “Susceptible” for a school employee means lacking evidence of immunity to the disease.
4. “Reportable diseases” means a ~~human reportable~~ ~~disease, infection, microorganism~~ or condition, the reporting of which enables a public health authority to take action to protect or to benefit the public health ~~as specified in OAR Chapter 333, Division 18.~~

Restrictable Diseases

A student or

1. ~~An~~ employee of the district will not attend school or work, respectively, at a district school or facility while in a communicable stage of a restrictable disease, unless authorized to do so under Oregon law.
2. When an administrator has reason to suspect that a student or ~~an~~ employee has ~~a~~ ~~or has been exposed to any~~ restrictable disease ~~that requires exclusion~~, the administrator shall send them home.
3. An administrator shall exclude a susceptible student or ~~the~~ employee if the administrator has reason to suspect they have been exposed to measles, mumps, rubella, diphtheria, pertussis, hepatitis A, or hepatitis E, unless the local health officer determines that exclusion is not necessary to protect the public’s health. The administrator may request the local health officer to make a determination as allowed by law. ~~home~~. If the disease is reportable, the administrator or designee may ~~will~~ report the occurrence to the local health department.

¹ OAR 333-019-0010 lists restrictable diseases.

² ~~“OAR 333-019-0010(7) Nothing in these rules prohibits a school or children’s facility from adopting more stringent exclusion standards under ORS 433.284.”~~

4. A student or ~~An~~ employee will be excluded in such instances until such time as the student or employee, respectively, presents a certificate from a physician, a physician assistant licensed under Oregon Revised Statute (ORS) 677.505 - ~~677.525~~, a nurse practitioner licensed under ORS 678.375 - ~~678.390~~, local health department nurse or school nurse stating that the student or employee does not have or is not a carrier of any restrictable disease.
- ~~5. An administrator will exclude a susceptible employee that has been exposed to a restrictable disease that is also a reportable disease unless the local health officer determines that exclusion is not necessary to protect the public's health, or the local health officer states the disease is no longer communicable to others or that adequate precautions have been taken to minimize the risk of transmission. The administrator may request the local health officer to make a determination as allowed by law.~~
- ~~6.5. An administrator may allow attendance of an employee restricted for chickenpox, scabies, staphylococcal skin infections, streptococcal infections, diarrhea or vomiting may be if the restriction has been removed by a school nurse or health care provider.~~
- ~~7.6. More stringent exclusion standards for students or employees from school or work may be adopted by the local health department or by the district through policy adopted by the Board.~~
- ~~8. The district's emergency plan shall address the district's plan with respect to a declared public health emergency at the local or state level.~~

Reportable Diseases Notification

1. All employees shall comply with all reporting measures adopted by the district and with all rules set forth by Oregon Health Authority, Public Health Division and the local health department.
2. An administrator may seek confirmation and assistance from the local health officer to determine the appropriate district response when the administrator is notified that an employee or a student has been exposed to a restrictable disease ~~which that~~ is also a reportable disease.
3. ~~[District staff with impaired immune responses, that are of childbearing age or some other medically fragile condition, should consult with a medical provider for additional guidance³.]~~
4. An administrator shall determine other persons ~~with a legitimate educational interest~~ who may be informed of ~~the communicable nature of an individual student's disease, or~~ an employee's communicable disease, or that of a student's when a legitimate educational interest exists or for health and safety reasons, in accordance with ~~within guidelines allowed by~~ law.

Equipment and Training

1. The administrator or designee shall, ~~on a case by case basis~~, determine what equipment and/or supplies are necessary in a particular classroom or other setting in order to prevent disease transmission.
2. The administrator or designee shall consult with the district's ~~[school]~~ nurse or other appropriate health officials to provide special training in the methods of protection from disease transmission.

³ Refer to *Communicable Disease Guidance for Schools* published by the Oregon Health Authority and the Oregon Department of Education.

- | 3. All district personnel will be instructed annually ~~by the school health nurse~~ to use the proper precautions pertaining to blood and body fluid exposure per the Occupational Safety and Health Administration (OSHA).

Philomath School District 17J

Code: JECBD
Adopted: 12/13
Revised/Reviewed: 01/09/2025
Orig. Code: JECBD

Homeless Students and Students in Foster Care

Homeless students and students placed in foster care in the district will have access to the education and other services needed to ensure that an opportunity is available to meet the same academic achievement standards to which all students are held. Homeless students and students placed in foster care must be provided access to immediate enrollment in schools regardless of access to records or additional requirements.

A liaison for students in homeless situations will be designated by the district to carry out duties as required by law. The district will also appoint a foster care point of contact to carry out the duties required by law with respect to children in foster care.

The district will ensure that homeless students or students in foster care are not stigmatized nor segregated on the basis of their status as homeless or their placement in foster care. A The district will admit a homeless student, in accordance with the student's best interest, to the student's school of origin or enroll the student in a district school in the attendance area in which the homeless student is actually living, unless contrary to the request of the parent or unaccompanied student. Students in foster care will remain in their school of origin unless a court determines that it is in the best interest of the student to move to the school district where the foster home is located. The district will permit a student who exits foster care at any point during the school year to continue to attend the same school until the end of the school year.

Transportation will be provided to and from a homeless student's school of origin at the request of the parent, or in the case of an unaccompanied student, the district's liaison for homeless students. The student will be immediately enrolled in the free lunch program. In coordination with DHS, transportation will be provided to and from a student in foster care's home and school of origin until foster placement is no longer in effect. The student will be immediately enrolled in the free lunch program upon receipt of notice from DHS regarding the student's placement in foster care. in accordance with law.

The superintendent will develop administrative regulations to implement this policy. ~~remove barriers to access and participation by homeless students.~~

END OF POLICY

Legal Reference(s):

ORS 109.056	OAR 581-021-0045
ORS 294.100	OAR 581-021-0046
ORS 327.006	
ORS 339.115	
ORS 339.133	
ORS 433.267	

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2012).
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Philomath School District 17J

Code: JFE
Adopted: Unknown
Revised/Readopted: 12/16/19
Orig. Code: JFE

Pregnant and Parenting Students

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

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

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

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

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

When a district employee is notified of a student's pregnancy or related condition by the student or a person who has a legal right to act on behalf of the student, the employee will provide notice to that person. The notice will include:

1. The Title IX Coordinator's contact information;
2. That the Title IX Coordinator can coordinate specific actions to prevent discrimination and ensure the student's equal access to the district's education program or activity;
3. The district's responsibilities under Title IX; and

4. The district's notice of nondiscrimination.}]

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

The superintendent {or designee} will develop guidelines^{2} ~~administrative regulations as~~ necessary to ensure compliance with the provisions of state and federal law.

END OF POLICY

Legal Reference(s):

[ORS 336.640](#)
[ORS 339.010](#)

[ORS 339.030](#)
[OAR 581-021-0046](#)

[OAR 581-023-0100\(3\)](#)

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

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

² {Guidelines are required according to ORS 336.640 but does not rise to the level of an administrative regulation. A sample form is available to support developing a student's required individual written plan (OAR 581-023-0100(3)).}

OSBA Model Sample Policy

Code: JFE-AR
Revised/Reviewed:

Individualized Plan for Pregnant and/or Parenting Students

District _____ Date _____

School _____

Student Information

Student name: _____

Age: _____ Date of birth: _____

Pregnant? Yes No Due date: _____

Parenting? Yes No No. of children: _____ Ages: _____

Living situation: _____

Sources of financial support: _____

Education status:

Grade completed 6 7 8 9 10 11 12

On track for graduation? Yes No

Number of credits needed to be on track? _____

Date of enrollment in individualized plan: _____

Program Information

Check whether service is to be provided and paid for by family, school or agency. If agency, please indicate source. Briefly describe service to be provided.

Education

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Transportation

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Child Care

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Life Skills Training

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Parenting Education

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Career Development

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Health and Nutrition Services

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Counseling

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

Other Social Services

Provided by:

- Family
- School
- Agency

Paid for by:

- Family
- School
- Agency

Description

I have been informed of the services available for pregnant and/or parenting students in the district and I have received information about the availability of resources provided by other agencies, including health and social services.

Signature of student

Date

Signature of parent/guardian

Date

Signature of school representative

Date

Termination Data

Date of termination from program: _____

Reason (check one): Nonattendance Moved Completed diploma¹ Completed GED
 Returned to regular school program
 Other _____

Comments: _____

¹ A “diploma,” as it pertains to Board policy JFE – Pregnant and/or Parenting Students, means a diploma, a modified diploma, or an extended diploma.

Philomath School District 17J

Code: JHCA/JHCB
Adopted: 8/18/14
Revised/Readopted: 12/16/19; 6/21/21
Orig. Code: JHCA/JHCB

Immunization, Physical Examination and Vision Screening/Eye Examination and Dental Screening**

Immunization

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

Physical Examination

~~The Board recommends that all students initially enrolling in school have a physical examination. Parents will be asked to complete a district Health History form when initially enrolling their child in the district and when registering them for grade 7.~~

School Sports Participation

~~All students~~ A student participating in extracurricular sports in grades 7 through 12 is ~~athletic programs are~~ required to submit to an appropriate ~~the district a~~ School Sports Pre-Participation ~~participation~~ Examination³ ~~form~~ prior to their initial participation in a related district ~~athletic~~ program. The form⁴ is to be completed and signed by a parent or guardian ~~and physician~~ giving permission for the student to participate and be signed by a medical provider authorized by law⁵ who has examined and evaluated the student. The completed form(s) must be returned ~~[as directed] [to the school office].~~

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation ~~in extracurricular sports.~~

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

² Documentation requirements for exemptions are outlined in ORS 433.267.

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

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

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

A student who exhibits signs, symptoms or behaviors consistent with a concussion following an observed or suspected blow to the head or body, or who has been diagnosed with a concussion will not be allowed to participate in any athletic event or training on that day, unless an athletic trainer licensed by the Board of Athletic Trainers or a physician licensed pursuant to ORS 677.100 - 677.228 has determined the student has not suffered a concussion.⁶ Except as allowed above, a student excluded for concussion reasons will not be allowed to return to participate in an athletic event or training until the following three conditions have been met:

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

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

Vision Screening or Eye Examination

~~The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that the student has received:~~

~~A vision screening or eye examination; and~~

~~Any further examination, treatments or assistance necessary.~~

~~The certification is not required if the parent or guardian provides a statement to the district that:~~

- ~~4. The student submitted a certification to a prior education provider; or~~
- ~~5. The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student.~~

Dental Screening

~~The district shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the district. The district will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments and preventative care including fluoride varnish, sealants and daily brushing and flossing.~~

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

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

~~The parent or guardian of a student who is 7 years of age or younger, and is beginning an education program with the district for the first time, shall submit a certification within 120 days of beginning the education program that the student has received a dental screening within the previous 12 months.~~

~~The certification is not required if the parent or guardian provides a statement to the district that:~~

- ~~1. The student submitted a certification to a prior education provider;~~
- ~~2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or~~
- ~~3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:
 - ~~a. The cost of obtaining the dental screening is too high;~~
 - ~~b. The student does not have access to an approved screener;~~
 - ~~c. The student was unable to obtain an appointment with an approved screener.~~~~

~~The certification may be provided by a licensed dentist, a dental hygienist or a health care practitioner as defined by state law. The certification must include the:~~

- ~~1. Student's name;~~
- ~~2. Date of screening; and~~
- ~~3. Name of entity conducting the dental screening.~~

~~The district shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.~~

~~If the district is causing the dental screening to be conducted, the district will follow the notice requirements in accordance with law.~~

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)

[ORS 433.235 - 433.280](#)

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

[ORS 336.479](#)

[OAR 581-021-0041](#)

[ORS 336.485 - ORS 336.490](#)

[OAR 333-019-0010](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2024).

Cross Reference(s):

IGDJ - Interscholastic Activities

Immunization, Physical Examination and Vision Screening/Eye Examination and
Dental Screening** – JHCA/JHCB

3-3

Philomath School District 17J

Code: JHCCF
Adopted: 12/16/19

Pediculosis (Head Lice)

~~A student with a suspected case of head lice will be referred to the school nurse or administrator for assessment. A student found with live lice may be excluded from school. A parent of the student will be notified and treatment will be requested. Students with a severe infestation[†] will be excluded immediately until treated. A student excluded from school that has been treated will be readmitted after an assessment by designated personnel. The student may be subject to periodic checks.~~

~~The successful treatment of head lice requires a coordinated approach and may involve the use of anti-lice products, combing and implementation of preventative measures recommended by health authorities. Treatment information will be provided by the district to the parents of students found to have contracted head lice.~~

~~The superintendent will develop administrative regulations, as necessary, to implement this policy.~~

A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.

School personnel will notify the parent or guardian of a student found with head lice and may provide information on treatment. The student will be allowed to remain in school.

{Suggested school measures for head lice provided in [Communicable Disease Guidance for Schools](#) issued by the Oregon Department of Education and Oregon Health Authority will be consulted.}

END OF POLICY

Legal Reference(s):

[ORS 433.255](#)
[ORS 433.260](#)

[OAR 333-019-0010](#)
[OAR 437-002-0360](#)

[OAR 581-022-2220](#)

National Association of School Nurses, Pediculosis Management in the School Setting: Position Statement Revised 2011.
American Academy of Pediatrics: Position Statement on Head Lice 8-1-2012.
Centers for Disease Control and Prevention Head Lice Information for Schools 2011.

[†]Ten or more live lice are present on the student upon assessment by designated personnel.

OSBA Model Sample Policy

Code: JHCD
Adopted:

Medications**/*

{Required policy. The requirement for policy comes from ORS 339.866 (2).}

The district recognizes administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary to allow the student to attend school. Therefore, the district allows medication, including injectable medications, to be administered to a student by designated personnel and the administration of medication by a student to themselves without assistance from designated personnel, subject to criteria established by the district and in accordance with Oregon law.

The district shall designate personnel authorized to administer medications to students. Medications, including injectable medications, may be administered by designated district personnel as part of a formal delegation by a registered nurse. Annual training shall be provided to designated personnel in accordance with law. The training will align with the ODE Medication Administration Training and include discussion of this policy, procedures and materials, including but not limited to, procedures outlined in administrative regulation JHCD-AR - Medications.

When a licensed health care professional is not immediately available, trained personnel designated by the district may administer epinephrine, glucagon, treatment for adrenal insufficiency, or another medication to a student as prescribed and/or as otherwise allowed by Oregon law.

A current first-aid/CPR/AED card is required for designated personnel.

The district reserves the right to reject a request for administration of medication at school, either by district personnel or student self-administration, if the medication is not necessary for the student to remain in school.

The district may revoke permission given to a student to self-administer medication if the student does not responsibly self-administer the medication or abuses the use of the medication, as determined by district personnel.

Medications will be handled, stored, monitored, disposed of and records maintained in accordance with law and established district procedures governing the administration of prescription or nonprescription medications to students, including procedures for the disposal of sharps and glass.

A process shall be established by which, upon parent or guardian written request, a backup medication is kept at a reasonably, secure location in the student's classroom as provided by state law.

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

^{1}A non-injectable short-acting opioid antagonist may be administered to any student or other individual by district personnel (whether or not they have received training on administering medications) on district premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an opioid overdose.

A school administrator, teacher or other school employee, may administer a short-acting opioid antagonist to a student who experienced or is experiencing an opioid overdose without written permission and instructions of the student’s parents or guardian.}

This policy shall not prohibit, in any way, the administration of recognized first aid to a student by district employees in accordance with established state law, Board policy and administrative regulation.

The superintendent shall develop administrative regulations to meet the requirements of law and the implementation of this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)
[ORS 339.866 - 339.871](#)
[ORS 433.800 - 433.830](#)
[ORS 689.800](#)

[OAR 166-400-0010\(17\)](#)
[OAR 166-400-0060\(29\)](#)
[OAR 333-055-0000 - 0035](#)
[OAR 581-021-0037](#)

[OAR 581-022-2220](#)
[OAR 851-047-0000 - 0030](#)

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).

OREGON HEALTH AUTHORITY AND OREGON DEPARTMENT OF EDUCATION, *Medication Administration: A Manual for School Personnel*.

House Bill 1552 (2024).

¹ {The district is not required to provide or administer this medication. If the district is going to provide for, and administer this medication, this policy language is required. If the district does not intend to provide or administer this medication, there is no requirement to include this language in this policy.}

OSBA Model Sample Policy

Code:
Adopted:

JHCD-AR

Medications**/*

{Required administrative regulation. The requirement comes from ORS 339.866 (2).}

Students may, subject to the provisions of this administrative regulation, have prescription or nonprescription medication administered by designated district personnel, or may be permitted to administer prescription or nonprescription medication to themselves.

1. Definitions¹

- a. {"Administer" means the direct application of a drug or device whether by injection, inhalation, ingestion, or any other means, to the body of a patient or research subject by: (1) a practitioner or the practitioner's authorized agent; or (2) the patient or research subject at the direction of the practitioner. (ORS 689.005)}
- b. "Adrenal crisis" means a sudden, severe worsening of symptoms associated with adrenal insufficiency, such as severe pain in the lower back, abdomen or legs, vomiting, diarrhea, dehydration, low blood pressure or loss of consciousness. (ORS 433.800)
- c. "Adrenal insufficiency" means a hormonal disorder that occurs when the adrenal glands do not produce enough adrenal hormones. (ORS 433.800)
- d. "Asthma" means a chronic inflammatory disorder of the airways that requires ongoing medical intervention. (ORS 339.866)
- e. "Delegation" means a formal delegation of a nursing procedure by a registered nurse to district personnel in accordance with the Oregon Nurse Practice Act. (OAR Chapter 851)
- f. "Designated personnel" means the school personnel designated and trained to administer medication pursuant to district policy and procedure.
- g. "Medication" means medication that is not injected; premeasured doses of epinephrine that are injected; medication that is available for treating adrenal insufficiency; and Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug. "Medication" also means any prescription for bronchodilators or autoinjectable epinephrine prescribed by a student's Oregon licensed health care professional for asthma or severe allergies. "Medication" does not include nonprescription sunscreen. (ORS 339.866; ORS 339.867)
- h. "Nonprescription medication" means nonprescription drugs as defined in ORS 689.005, which means drugs that may be sold without prescription and that are prepackaged for use by the consumer and labeled in accordance with the requirements of the statutes and regulations of this state and the federal government. (OAR 581-021-0037)
- i. "Notice of a diagnosis of adrenal insufficiency" means written notice to the district from the parent or guardian of a student who has been diagnosed as adrenal insufficient with a copy of an order from the student's primary care provider that includes the student's diagnosis, description of symptoms indicating the student is in crisis, prescription for medication to treat

¹ There are several laws that apply to medications in schools. Some of these laws have unique definitions that may apply in specific situations. If the applicable law uses a definition that varies from the definition here, use the definition in the law.

adrenal insufficiency crisis, and instructions for follow-up care after medication to treat adrenal insufficiency crisis has been administered. (OAR 581-021-0037)

j. {"Opioid overdose" means a medical condition that causes depressed consciousness, depressed respiratory function or the impairment of vital bodily functions as a result of ingesting opioids. (ORS 689.800)}

- k. "Prescriber²" means a "practitioner" as defined in ORS 689.005, which means a person licensed and operating within the scope of such license to prescribe, dispense, conduct research with respect to or administer drugs in the course of professional practice or research: (a) in this state; or (b) in another state or territory of the U.S. if the person does not reside in Oregon and is registered under the federal Controlled Substances Act. (OAR 581-021-0037)
- l. "Prescription medication" means a "prescription drug" as defined in ORS 689.005, which means a drug that is: required by federal law, prior to being dispensed or delivered, to be labeled with "Caution: Federal law prohibited dispensing without prescription" or "Caution: Federal law restricts this drug to use by or on the order of a licensed veterinarian"; or required by any applicable federal or state law or regulation to be dispensed on prescription only or is restricted to use by practitioners only.
- m. "Severe allergy" means a life-threatening hypersensitivity to a specific substance such as food, pollen, or dust. (ORS 339.866)
- n. "Short-acting opioid antagonist" means any short-acting drug approved by the U.S. Food and Drug Administration for the complete or partial reversal of an opioid overdose. (ORS 689.800)

2. Designated Staff/Training

- a. Medications, including injectable medications, may be administered by trained personnel as part of a formal delegation by a registered nurse.
- b. The principal, in consultation with the school nurse, will designate district personnel authorized to administer prescription or nonprescription medication to a student which takes into account when the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school-or district-sponsored activities, and may include when a student is in a before-school or after-school care program on school-owned property when required by law. The principal will supervise and ensure building and activity practices and procedures are consistent with the requirements of law, rules, policy and this administrative regulation.
- c. The district will provide staff who are designated personnel to administer prescription or nonprescription medication access to a school nurse.
- d. The principal will ensure the annual training required by Oregon law is provided to designated district personnel. Training must be conducted by a qualified trainer, which is a person who is familiar with the delivery of health services in a school setting and who is either a registered nurse licensed by the Oregon State Board of Nursing or a prescriber. District personnel designated to administer epinephrine, glucagon, and medication to treat adrenal insufficiency shall be trained using related training developed by the Oregon Health Authority (OHA). The first training and every third training thereafter shall be provided in-person³. During

² A registered nurse who is employed by a district or local public health authority to provide nursing services at a district may accept an order from a physician licensed to practice medicine or osteopathy in another state or territory of the U.S. if the order is related to the care or treatment of a student who has been enrolled at the district for not more than 90 days.

³ An online training may qualify as "in-person" when these measures are met: content is provided via synchronous, interactive online sessions with a trainer and learners visible on screen; trainers must be licensed and work within their scope of practice;

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- e. subsequent years, designated district personnel may complete an online training so long as a trainer is available following the training to answer questions and provide clarification. The training for district personnel will provide an overview of applicable provisions of Oregon law, administrative rules, district policy and administrative regulations and include, but not be limited to, discussion of the following: safe storage, administration, handling and disposing of medications; accessibility of medication during an emergency; record keeping; whether response to medication should be monitored by designated personnel and the role of designated personnel in such monitoring; emergency medical response procedures following administration of the medication; confidentiality of health information; and assessment of gained knowledge. Training as recommended and/or approved by ODE will be used.
- f. The district shall maintain documentation of district personnel’s completion of training in accordance with OAR 166-400-0010.

3. Administering Premeasured Doses of Epinephrine to a Student or Other Individual

A premeasured dose of epinephrine may be administered by trained district personnel to any student or other individual on district premises who the person believes in good faith is experiencing a severe allergic response, regardless of whether the student or individual has a prescription for epinephrine.

4. Administering Short-Acting Opioid Antagonists

{⁴} A short-acting opioid antagonist may be administered by any district personnel⁵ to any student or other individual, on school premises who the individual administering the short-acting opioid antagonist believes in good faith is experiencing an overdose of an opioid drug.

The {principal} {or {school} {district} nurse} shall immediately notify the parent or guardian of a minor student enrolled in a school within the district when a short-acting opioid antagonist is administered to the student while at school, on school property under the jurisdiction of the district or at any activity under the jurisdiction of the district.}

The district shall provide to the parent or legal guardian of each minor student enrolled in a school in the district information regarding short-acting opioid antagonists. The information will include at least:

- a. A description of short-acting opioid antagonists and their purpose;
- b. A statement regarding, in an emergency situation, the risks of administering to an individual a short-acting opioid antagonist and the risks of not administering to an individual a short-acting opioid antagonist;
- c. A statement identifying which schools in the district, if any, have short-acting opioid antagonists, and the necessary medical supplies to administer short-acting opioid antagonists, onsite and available for emergency situations; and

and include in-person, skills demonstration for training developed by the Oregon Health Authority for epinephrine, glucagon, and for medication to treat adrenal insufficiency.

⁴ {If the district plans to provide for, and administer a short-acting opioid antagonist, this bracketed language is highly recommended. If the district does not intend to provide and/or administer this medication, there is no requirement to include this language.}

⁵ Including district personnel who have not received medication administration training.

- d. A statement that a representative of the district may administer a short-acting opioid antagonist to a student in an emergency if the student appears to be unconscious and experiencing an opioid overdose.

5. Administering of Medication to a Student Experiencing Symptoms of Adrenal Crisis

A student experiencing symptoms of adrenal crisis while the student is in school, at a district-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and/or in transit to or from a school or a district-sponsored activity, may be treated by designated personnel and shall be subject to the following:

- a. Upon notice of a diagnosis of adrenal insufficiency, as defined in Oregon Administrative Rule (OAR) 581-021-0037, the building principal of the school the student attends will designate one or more district personnel to receive training and be responsible for administering the medication to treat adrenal insufficiency to a student in the event the student exhibits symptoms the district personnel believe in good faith indicate the student is experiencing symptoms of adrenal crisis;
- b. The designated personnel will successfully complete required training to administer medication to treat a student who has adrenal insufficiency and is experiencing symptoms of adrenal crisis;
- c. The student's parent or guardian must provide adequate supply of the student's prescribed medication to the district;
- d. The district will develop an individualized health care plan for the student;
- e. In the event that a student experiences symptoms of adrenal crisis and the designated personnel determines the medication to treat adrenal insufficiency should be administered, any available district staff member will immediately call 911 and the student's parent or guardian.

6. Administering Medication to a Student

- a. A request to permit designated personnel to administer medication to a student may be approved by the district and is subject to the following:
 - (1) A written request for designated personnel to administer prescription medication to a student, if because of the prescribed frequency or schedule, the medication must be given while the student is in school, at a school-sponsored activity, while under the supervision of school personnel and in transit to or from school or a school-sponsored activity, must be submitted to the school office and shall include:
 - (a) The written permission of the student's parent or guardian; and
 - (b) The written instruction from the prescriber for the administration of the medication to the student that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Method of administration;
 - (iv) Dosage;
 - (v) Frequency of administration;
 - (vi) Other special instructions from the prescriber, if any; and
 - (vii) Signature of the prescriber.

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The prescription medication is provided in the original prescription packaging by the student’s parent or guardian. The prescription label prepared by a pharmacist at the direction of the prescriber, will be sufficient to meet this requirement if it contains the information listed in (i)-(vi) above.

(2) A written request for designated personnel to administer nonprescription medication to a student must be submitted to the school office and is subject to the following:

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- (a) The nonprescription medication is necessary for the student to remain in school;
- (b) The nonprescription medication is:

- (i) Provided in the original manufacturer’s container by the student’s parent or guardian; or
- (ii) Is part of the district’s stock medication program in compliance with the Oregon Board of Pharmacy rules including OAR 855-035-0005.

(c) The written instruction and permission from the student’s parent or guardian for the administration of the nonprescription medication⁶ includes:

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Method of administration;
- (iv) Dosage;
- (v) Frequency of administration;
- (vi) Other special instructions, if any; and
- (vii) Signature of the student’s parent or guardian.

If the written instruction is not consistent with the manufacturer’s guidelines for the nonprescription medication, the written instruction must also include a written order allowing the inconsistent administration signed by a prescriber.

(d) If the nonprescription medication is not approved by the Food and Drug Administration (FDA), a written order from the student’s prescriber is required and will include:

- (i) Name of the student;
- (ii) Name of the medication;
- (iii) Dosage;
- (iv) Method of administration;
- (v) Frequency of administration;
- (vi) A statement that the medication must be administered while the student is in school;
- (vii) Other special instructions, if any; and
- (viii) Signature of the prescriber.

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⁶ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 6.a.(2)(d).

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- b. The principal or designee will require an individualized health care plan or allergy plan be developed for every student with a need to manage asthma or a known life-threatening allergy. A plan will include protocols for preventing exposures to allergens and procedures for responding to life-threatening allergic responses, and include provisions for administering medication and/or responding to emergency situations while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity;
- c. A student being administered a medication may be monitored by designated personnel to monitor the student's response to the medication;
- d. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- e. It is the student's parent or guardian's responsibility to ensure that an adequate amount of medication is on hand at the school for the duration of the student's need to take medication;
- f. It is the student's parent or guardian's responsibility to ensure that the school is informed in writing of any changes in medication instructions;
- g. In the event a student refuses medication, the parent or guardian will be notified immediately. No attempt will be made to administer medication to a student who refuses a medication;
- h. Any error in administration of a medication will be reported to the parent or guardian immediately and documented on a medication administration record. Errors include, but are not limited to, administering medication to the wrong student, administering the wrong medication, dose, frequency of administration or method of administration;
- i. Medication shall not be administered until the necessary permission form and written instructions have been submitted and received as required by the district.

7. Administration of Medication by a Student to Themselves

- a. A student, including a student in grade K through 12 with asthma or severe allergies, may be permitted to administer prescription or nonprescription medication to themselves without assistance from designated personnel and is subject to the following:
 - (1) A student must demonstrate the ability, developmentally and behaviorally, to self-administer prescription medication and must have:
 - (a) The written permission from a parent or guardian and other documentation requested by the district must be submitted for self-medication of all prescription medications;
 - (b) If the student has asthma or a severe allergy, a medication that is prescribed by a prescriber and a written treatment plan developed by a prescriber or other Oregon licensed health care professional for managing of the student's asthma, diabetes and/or severe allergy, and directs use by the student while the student is in school, at a school-sponsored activity, while under the supervision of school personnel, in a before-school or after-school care program on school-owned property and in transit to or from school or a school-sponsored activity. The prescriber will include acknowledgment that the student has been instructed in the correct and responsible use of the prescribed medication;
 - (c) The permission to self-administer the medication from a building administrator and a prescriber or registered nurse practicing in a district setting.

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(2) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication⁷ and must have:

- (a) The written permission of the student’s parent or guardian;
- (b) The student’s name affixed to the manufacturer’s original container; and
- (c) The permission to self-administer medication from a building administrator.

(3) A student must demonstrate the ability, developmentally and behaviorally, to self-administer nonprescription medication that is not approved by the FDA and must have:

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- (a) The written permission of the student’s parent or guardian; and
- (b) A written order from the student’s prescriber that includes:
 - (i) Name of the student;
 - (ii) Name of the medication;
 - (iii) Dosage;
 - (iv) Method of administration;
 - (v) Frequency of administration;
 - (vi) A statement that the medication must be administered while the student is in school, at a district-sponsored activity, under the supervision of district personnel, or in transit to or from school or district-sponsored activities;
 - (vii) Other special instructions, if any; and
 - (viii) Signature of the prescriber.

- b. A determination will be made by the district on if or when the student may self-carry prescription medication if the student has not been approved to self-administer medication;
- c. A student may have in their possession only the amount of medication needed for that school day, except for manufacturer’s packaging that contains multiple dosage, the student may carry one package, such as, but not limited to, autoinjectable epinephrine or bronchodilators/inhalers;
- d. The sharing and/or borrowing by a student of any medication with another student is strictly prohibited⁸;
- e. The district personnel will request backup medication, when the medication is to treat a student’s asthma or severe allergy emergency, from the student’s parent or guardian. Backup medication, if provided by a student’s parent or guardian, will be kept at the student’s school in a location to which the student has immediate access in the event the student has an asthma and/or severe allergy emergency;
- f. A student shall not administer medication to themselves until the necessary permission form and written instructions have been submitted as required by the district;
- g. The permission for a student to administer medication to themselves may be revoked if the student does not responsibly self-administer the medication or abuses the use of the medication as determined by district personnel;
- h. A student may be subject to discipline, up to and including expulsion, as appropriate for violations of these procedures;

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⁷ For nonprescription medication that is not approved by the Food and Drug Administration (FDA), see requirements in 7.a.(3).

⁸{Except for short-acting opioid antagonists.}

- i. A student permitted to administer medication to themselves may be monitored by designated personnel to monitor the student's response to the medication[-];
- j. [The district allows the application of and use by students of nonprescription sunscreen, including sunscreen that contains para-aminobenzoic acid, without any required documentation from a licensed health care professional per ORS 339.874.]

8. Handling, Monitoring and Safe Storage of Medication Supplies for Administration of Medication

- a. Any medication must be delivered to the school in its original manufacturer's or current prescription container, accompanied by the permission form and written instructions, as required above.
- b. Prescription medication must always be the most current prescription and kept in the original, labeled container.
- c. Nonprescription medication must be kept in original manufacturer's bottle or box.
- d. [Never administer medication sent to school in unlabeled containers.]
- e. [Never repackage medication into a plastic bag or other container for any reason.]
- f. [Medication in any form categorized as a sedative, stimulant, anti-convulsive, narcotic analgesic or psychotropic medication will be counted or measured by designated personnel or parent or guardian in the presence of another district employee upon receipt [and initialed by the two individuals who counted or witnessed the procedure], documented in the student's medication administration record (MAR) and routinely monitored during storage and administration. Any discrepancies will be reported to the [school] [district] nurse or principal immediately and documented in the student's MAR. For such medication not in capsule or tablet form, standard measuring and monitoring procedures will apply.]
- g. Designated personnel will follow the written instructions of the prescriber and the student's parent or guardian, and training guidelines as may be recommended by ODE for administering all forms of prescription and/or nonprescription medications.
- h. [Medication will be secured as follows:
 - (1) Nonrefrigerated medications will be stored in a locked cabinet, drawer or box in a secure area;
 - (2) Medications requiring refrigeration will be stored in a locked box in a refrigerator or in a separate refrigerator used solely for the storage of medication in a secure area;
 - (3) Access to medication storage keys will be limited to the principal and designated personnel.]
- i. [Designated personnel will be responsible for monitoring all medication supplies and for ensuring medication is secure at all times, not left unattended after administering and that the medication container is properly sealed and returned to storage.]
- j. When medication is running low or an inadequate dosage is on hand to administer the medication, the designated personnel will notify the student's parent or guardian immediately.

9. Emergency Response

- a. Designated personnel will immediately call 911 or other appropriate emergency medical response systems and administer first aid, as necessary, in the event of life-threatening side effects and allergic reactions, including the administration of epinephrine. The parent or guardian[, [school] [district] nurse] and principal will be notified immediately.
- b. Adverse reactions which result from district-administered medication or from student self-medication will be reported to the parent or guardian immediately.

- c. Any available district staff will immediately call 911 and the student's parent or guardian if the designated personnel believes the student is experiencing symptoms of adrenal crisis and plans to administer medication.
- d. Any available staff will immediately call 911 when a short-acting opioid antagonist is administered to any student or other individual on district premises.

10. Disposal of Medications

- a. {Medication not picked up by the student's parent or guardian, at the end of the school year or within {five} school days of the end of the medication period, whichever is earlier, will be disposed of by designated personnel in the presence of another school employee. The medication may be disposed through a designated drug take-back collection program or in a nonrecoverable fashion as follows:
 - (1) Medication will be removed from its original container and personal information will be destroyed;
 - (2) Mix with an undesirable substance, e.g., coffee grounds, used cat litter;
 - (3) Place in a plastic bag or other sealable container, e.g., such as an empty plastic container; and
 - (4) Place the sealed container with the mixture in the trash as close to garbage pickup time as possible, to prevent theft and misuse.}
- b. {Prescriptions will never be flushed down the toilet or drain or burnt with other waste.}
- c. {Sharps and glass will be disposed of in accordance with state guidelines.}
- d. {All medication will be disposed of by designated personnel following DEQ guidelines and documented on the student's MAR as described below.}

11. Transcribing, Recording and Record Keeping

- a. A medication administration record (MAR) will be maintained for each student administered medication by the district. {The MAR will be in paper⁹ or electronic form and will include, but not be limited to:
 - (1) The full name of the student, date of birth, name of medication, dosage, method of administration, date and time of administration, frequency of administration and the name of the person administering the medication;
 - (2) Student refusals of medication;
 - (3) Errors in administration of medication;
 - (4) Incidents of emergency and minor adverse reaction by a student to medication;
 - (5) Discrepancies in medication supply;
 - (6) Disposal of medication including date, quantity, manner in which the medication was destroyed and the signature of the staff involved.}
- b. A MAR for medication administered as part of an IEP goal should be maintained in the IEP record at the end of each school year.

⁹ If a paper record is kept, the record will be documented in blue or black ink, and never in pencil or with use of white-out.

- c. All records relating to administration of medications, including permissions and written instructions, will be maintained. Records will be retained in accordance with applicable provisions of OAR 166-400-0010(17) and OAR 166-400-0060(29).
- d. All records relating to the training of designated district personnel will be maintained by the district in accordance with applicable provisions of OAR 166-400-0010.
- e. Student health information will be kept confidential. Access shall be limited to those designated personnel authorized to administer medication to students, the student and their parent or guardian. Information may be shared with school personnel with a legitimate educational interest in the student or others authorized by the parent or guardian in writing or others as allowed under state and federal law.

{Non-liability Provisions for Administration of Prescription and Nonprescription Medications and Short-Acting Opioid Antagonists

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of nonprescription medication, if the school administrator, teacher or other school employee in good faith administers nonprescription medication to a student pursuant to written permission and instructions of the student’s parents or guardian.

A school administrator, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the administration of prescription medication, if the school administrator, teacher or other school employee in compliance with the instructions of a physician, physician assistant, nurse practitioner, naturopathic physician or clinical nurse specialist, in good faith administers prescription medication to a student pursuant to written permission and instructions of the student’s parents or guardian.

A person may not maintain an action for injury, death or loss that results from acts or omissions of a school administrator, teacher or other school employee during the administration of a short-acting opioid antagonist unless it is alleged and proved by the complaining party that the school administrator, teacher or other school employee was grossly negligent in administering the short-acting opioid antagonist unless other conditions exist and which are outlined in Oregon law in ORS 339.870.

The civil and criminal immunities provided for above do not apply to an act or omission accounting to gross negligence or willful and wanton misconduct.

Non-Liability Provisions for Self-Administration and Autoinjectable Epinephrine

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of a student’s self-administration of medication, as described in ORS 339.866, if the school administrator, school nurse, teacher or other school employee, in compliance with the instructions of the student’s Oregon licensed health care professional, in good faith assists the student’s self-administration of the medication, if the medication is available to the student pursuant to written permission and instructions of the student’s parent, guardian or Oregon licensed health care professional.

A school administrator, school nurse, teacher or other school employee designated by the school administrator is not liable in a criminal action or for civil damages as a result of the use of medication if the school administrator, school nurse, teacher or other school employee in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-

administer the medication regardless of whether the student or individual has a prescription for epinephrine.

The district and the members of a district Board are not liable in a criminal action or for civil damages as a result of the use of medication if any person in good faith administers autoinjectable epinephrine to a student or other individual with a severe allergy who is unable to self-administer the medication, regardless of whether the student or individual has a prescription for epinephrine; and the person administered the autoinjectable epinephrine on school premises, including at a school, on school property under the jurisdiction of the district or at an activity under the jurisdiction of the district.

The civil and criminal immunities described above (which are identified in ORS 339.871) do not apply to an act or omission to gross negligence or willful and wanton misconduct.}

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LBL

LINN BENTON LINCOLN
EDUCATION SERVICE DISTRICT

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



LOCAL SERVICE PLAN

2025-2027

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

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

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



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

Education Service Districts and Oregon Revised Statutes

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

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

An education service district plays a key role in:

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



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

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

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



Equity Lens

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

Equity:

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



Purpose:

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



Procedure:

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

1

Who Does It Impact?

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

2

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

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

3

Whose Voices Are at the Table?

Have we intentionally involved our partners?

4

Can We Do About It?

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

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

Meet our **BOARD OF DIRECTORS**



Jean Wooten
Zone 1
Term Expires 6.30.25



Roger Irvin
Zone 2
Term Expires 6.30.25



Michael Thomson
Zone 3
Term Expires 6.30.25



Jim Blount
Zone 4
Term Expires 6.30.27



Amy Vctor
Zone 5
Term Expires 6.30.27



Miriam Cummins
Zone 6
Term Expires 6.30.27



David Dunsdon
Zone 7
Term Expires 6.30.27

GOALS & BOARD OBJECTIVES

Board Performance Objective 1

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

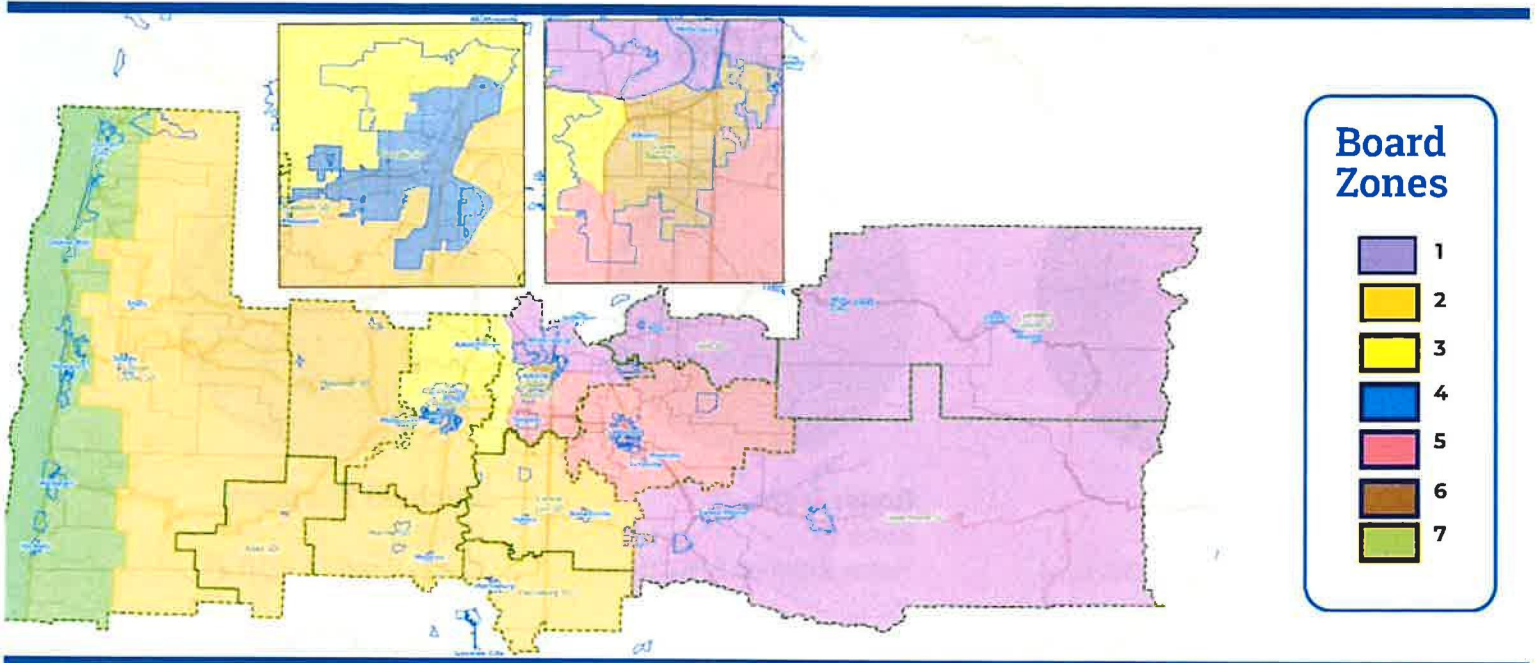
Board Performance Objective 2

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

Board Performance Objective 3

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

Board Zones



Zone 1

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

Zone 2

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

Zone 3

Corvallis (North)
Greater Albany (part)

Zone 4

Corvallis (part)

Zone 5

Lebanon
Greater Albany (part)

Zone 6

Greater Albany (part)

Zone 7

Lincoln County (part)

Budget Committee

Jim Gourley

Zone 1 Term Expires:
6/30/27

Sarah Finger McDonald

Zone 4 Term Expires:
6/30/2027

Vacant

Zone 7 Term Expires:
6/30/2025

Sarah Fay

Zone 2 Term Expires:
6/30/2025

Nichole Piland

Zone 5 Term Expires:
6/30/2027

Risteen Follett

At Large Term Expires:
6/30/2025

Sami Al-Abdrabbuh

Zone 3 Term Expires:
6/30/2025

Ryan Mattingly

Zone 6 Term Expires:
6/30/2027

Meet our **EXECUTIVE TEAM**



Jason Hay
Superintendent



Nancy Griffith
Assistant Superintendent



Rocco Luiere
Executive Financial Officer



Kristina Wonderly
Executive Human
Resource Officer



Tim Jones
Executive IT Officer



Mission

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

Vision

Enhancing education through collaboration.

Values/Voice Personality

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

Education **LEADERSHIP TEAM**



Angie Greenwood
Cascade Regional
Inclusive Services



Autumn Belloni
Early Intervention/Early
Childhood Special Ed.



Bryan Starr
Long Term Care and
Treatment Education



Kimberly McCutcheon Gross
Early Intervention/Early
Childhood Special Ed.



Catie Dalton
Early Intervention/Early
Childhood Special Ed.



Kristy Stringham
Special Education
Program Coordinator



Sonya Hart
Special Education and
Evaluation Services



Steve Martinelli
Strategic Partnerships
for Student Success



Tina Linn
Early Intervention/Early
Childhood Special Ed.

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

Enterprise LEADERSHIP TEAM



Erin Baston
Oregon Routes
Student Transportation



Jennifer Kessel
Technology and
Information Services



Katie Davis
Technology and
Information Services



Kayla Stuck
E-rate Services



Lisa Schoen
Administrative
Services



Nathan Rouzaud
Marketing and
Branding



Richard Thomas
Technology and
Information Services



Sean Yoder
Business Services



September Johnson
Human Resources



Lisa McConnell
Facilities
Coordinator

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

LBL Component School Districts



Alsea 7J

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

Superintendent: Krista Nieraeth

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

541-487-4305



Central Linn 552C

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

Superintendent: Dr. Candace Pelt

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

541-369-2813



Corvallis 509J

1555 SW 35th Street
Corvallis, OR 97333

Superintendent: Dr. Ryan Noss

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

541-757-5841



Greater Albany 8J

718 Seventh Avenue SW
Albany, OR 97321

Superintendent: Andy Gardner

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

541-967-4511



Harrisburg #7

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

Superintendent: Steve Woods

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

541-995-6626



Lebanon Community #9

485 S Fifth Street
Lebanon, OR 97355

Superintendent: Jennifer Meckley

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

541-451-8511

LBL Component School Districts



Lincoln County 1212
NE Fogarty Street
Newport, OR 97365

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



Monroe 13
365 N 5th Street
Monroe, OR 97456

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



Philomath 17J
1620 Applegate Street
Philomath, OR 97370

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



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

Superintendent: Todd Miller
<http://santiam.k12.or.us/>
503-897-2321



Scio 95
38875 NW First Avenue
Scio, OR 97374

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



Sweet Home 55
1920 Long Street
Sweet Home, OR 97386

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

LBL Planning Calendar for Developing & Approving Resolution Services



September/October

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

October/November

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

November

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

January

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

February

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

March

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

April/May

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

Resolution Services

Enrollment for Year 1 of the 2023-2025 Biennium

Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. ADMw from the previous three years will be used. This information is provided below.

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY24/25

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

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



Resolution Service Funding and Allocation

Funding for LBLESD is governed by ORS 344.177, which mandates that at least 90% of resolution funds be spent directly on services or programs for component school districts. The allocation of these funds follows a two-tier system:

Tier 1 Budget

The LBLESD superintendent proposes the annual budget to cover the Tier 1 Services listed in the Local Service Plan. The proposed budget is discussed with the VCSA superintendents, who may request changes to the proposed amounts with the understanding that certain funding decisions may impact service levels. VCSA superintendents ratify total Tier 1 budgetary expenditures with approval requiring a two-thirds vote from districts representing over 50% of the students final ADMr based on the most recently published fiscal year as provided by the Oregon Department of Education. In the absence of a ratified budget, the Tier 1 budget will roll forward from the prior school year, adjusted for inflation. Payroll, software, and travel (mileage) expenses will reflect direct inflationary factors, while all other budgeted expenditures will include a 4.00% inflation adjustment. Any unused Tier 1 funds roll over into Tier 2 for the next school year.

Tier 2 Distributions

Remaining funds are distributed to districts based on their proportionate share of a trailing 3-year ADMr, with a minimum distribution of 1%. This distribution includes unutilized Tier 1 funds from the prior school year. Districts can carry forward unused Tier 2 funds indefinitely.

Estimates of available resolution funding will be provided in April. All funding and distributions are approved and governed by the LBLESD Board of Directors and must be appropriated before spending.

Tier 1 Resolutions Services

Tier 1 includes services that are essential to all districts, ensure equitable access, and/or benefit from economies of scale. The ESD is responsible for managing the service distribution of each program to ensure all 12 districts receive equitable access. Approval to add or remove a Tier 1 service requires a two-thirds majority vote from the districts, representing over 50% of the students, based on the final ADMr from the most recent fiscal year as reported by the Oregon Department of Education.

Tier 1 services are intended as long-term commitments to students and staff in all Component Districts, providing the ESD stable funding and operational consistency, allowing for the most efficient and effective delivery of services. While services can be reviewed annually, they are generally approved on a biennial basis. If a service is canceled, any existing long-term contracts or commitments made by the ESD to support that service will be covered by the Tier 1 budget until the ESD can legally and ethically exit those agreements.

Additions to Tier 1 services may be subject to the approval of the LBLESD Board of Directors.

CORE SERVICES

ORS.334.175



Special Education Services



School Improvement Services



Technology Support Services



Administrative Services



LBI

**SPECIAL
EDUCATION
SERVICES**

TIER 1

Special Education Services



Audiology Screening

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Angie Greenwood

PROGRAM
INFORMATION

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

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

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

Enhancing education through collaboration



Augmentative and Alternative Communication (AAC)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Angie Greenwood

PROGRAM
INFORMATION

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

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

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

Special Education Services

FUNDING
TIER 1
SERVICES



Early Childhood Special Education Evaluation

PROGRAM
Early Intervention/Early Childhood Special Education

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

PROGRAM
INFORMATION

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

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

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

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



Special Education Services

FUNDING
TIER 1
SERVICES



Mild/Moderate Occupational Therapy (OT)

PROGRAM
Cascade Regional Inclusive Services

CONTACT
Angie Greenwood

PROGRAM
INFORMATION

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

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

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

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



Special Education Services

FUNDING
TIER 1
SERVICES



Mild/Moderate Physical Therapy (PT)

PROGRAM
Cascade Regional Inclusive Services

CONTACT
Angie Greenwood

PROGRAM
INFORMATION

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

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

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

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



Special Education Services



Severe Disability Services

PROGRAM
**Special Education and
Evaluation Services**

CONTACT
Sonya Hart

PROGRAM
INFORMATION

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

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

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

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



Special Education Services

FUNDING
TIER 1
SERVICES



Special Education Evaluation Services

PROGRAM
Special Education and Evaluation Services

CONTACT
Sonya Hart

PROGRAM
INFORMATION

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

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

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





LBI

**SCHOOL
IMPROVEMENT
SERVICES**

TIER 1

School Improvement Services

FUNDING
TIER 1
SERVICES



CPI Training

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

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

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

*Pending continued grant fund.



School Improvement Services



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

Home School Registration and Enrollment Management

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli



Enhancing education through collaboration



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

SPSS/Student and Family Support Administration

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli





LBLES

**TECHNOLOGY
SUPPORT
SERVICES**

TIER 1

Technology Support Services

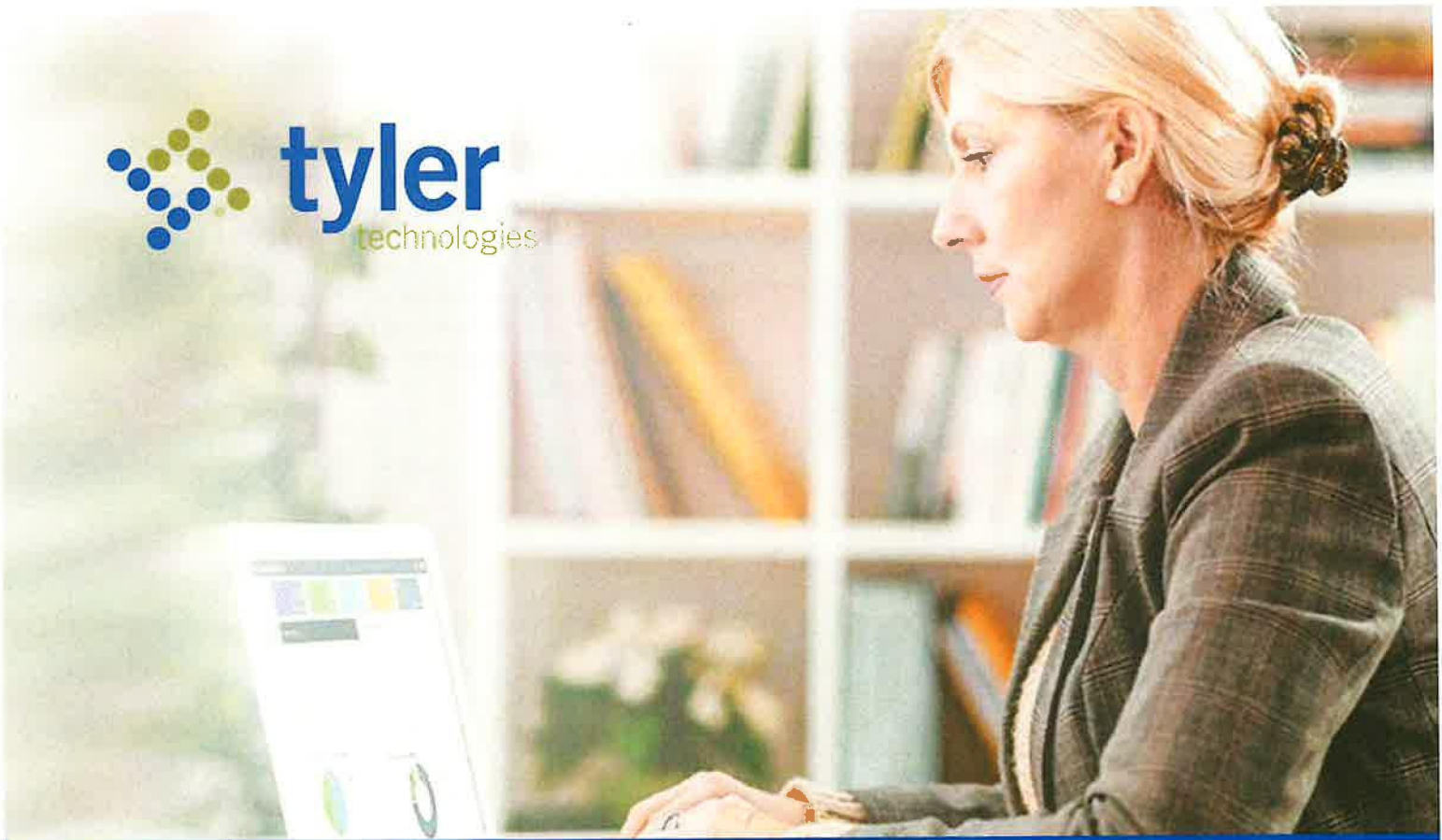


Business Information System Services Support & Ivisions

PROGRAM
Business Services
CONTACT
Rocco Luiere

PROGRAM
INFORMATION

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



Technology Support Services

FUNDING
TIER 1
SERVICES



Cyber Safety Service

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

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

Enhancing education through collaboration



Desktop Support for Tier 1 LBL Staff

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

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

Technology Support Services

FUNDING
TIER 1
SERVICES



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

Network Management

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

Enhancing education through collaboration



Student Information System (SIS) Synergy

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

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

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



LBI

**ADMINISTRATIVE
SERVICES**

TIER 1

Administrative Services



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

Courier Services

PROGRAM
Facilities Services

CONTACT
Lisa McConnell

PROGRAM
INFORMATION



Tier 2 Resolutions Services

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

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

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

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





LBI

SPECIAL
EDUCATION
SERVICES

TIER 2

Special Education Services

FUNDING
TIER 2
SERVICES



Augmentative and Alternative Communication Support (AAC)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Angie Greenwood

PROGRAM
INFORMATION

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

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

Enhancing education through collaboration



Autism Consultation

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Angie Greenwood

PROGRAM
INFORMATION

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

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

Special Education Services



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

Learning Consultants

PROGRAM
**Special Education and
Evaluation Services**

PROGRAM
INFORMATION

CONTACT
Sonya Hart

Enhancing education through collaboration



Occupational Therapy (OT)

PROGRAM
**Cascade Regional
Inclusive Services**

PROGRAM
INFORMATION

CONTACT
Angie Greenwood

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

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

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

Special Education Services

FUNDING
TIER 2
SERVICES



Physical Therapy (PT)

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Angie Greenwood

PROGRAM
INFORMATION

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

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

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

Enhancing education through collaboration



School Psychologists

PROGRAM
**Special Education and
Evaluation Services**

CONTACT
Sonya Hart

PROGRAM
INFORMATION

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

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

Special Education Services

FUNDING
TIER 2
SERVICES



Spanish Interpreter and Translation

PROGRAM
**Special Education and
Evaluation Services**

PROGRAM
INFORMATION

CONTACT
Sonya Hart

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

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



Special Education Services

FUNDING
TIER 2
SERVICES



Speech Language Pathologists (SLP)

PROGRAM
Special Education and Evaluation Services

PROGRAM
INFORMATION

CONTACT
Sonya Hart

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

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

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

Enhancing education through collaboration



Speech Language Pathologist Assistants (SLPA)

PROGRAM
Special Education and Evaluation Services

PROGRAM
INFORMATION

CONTACT
Sonya Hart

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

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

Special Education Services

FUNDING
TIER 2
SERVICES



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

504 Plans and Students in Private Schools

PROGRAM
**Cascade Regional
Inclusive Services**

CONTACT
Angie Greenwood

PROGRAM
INFORMATION





LBI

**SCHOOL
IMPROVEMENT
SERVICES**

TIER 2

School Improvement Services



Behavior Consultation Services

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

Enhancing education through collaboration



Family Support Services

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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



LBLES

**TECHNOLOGY
SUPPORT
SERVICES**

TIER 2

Technology Support Services

FUNDING
TIER 2
SERVICES



Additional SIS Synergy Modules

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION



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

Explore our diverse offerings, including:

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

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



Technology Support Services

FUNDING
TIER 2
SERVICES



Data Integrations

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

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

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



Technology Support Services

FUNDING
TIER 2
SERVICES



Engineering Support

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

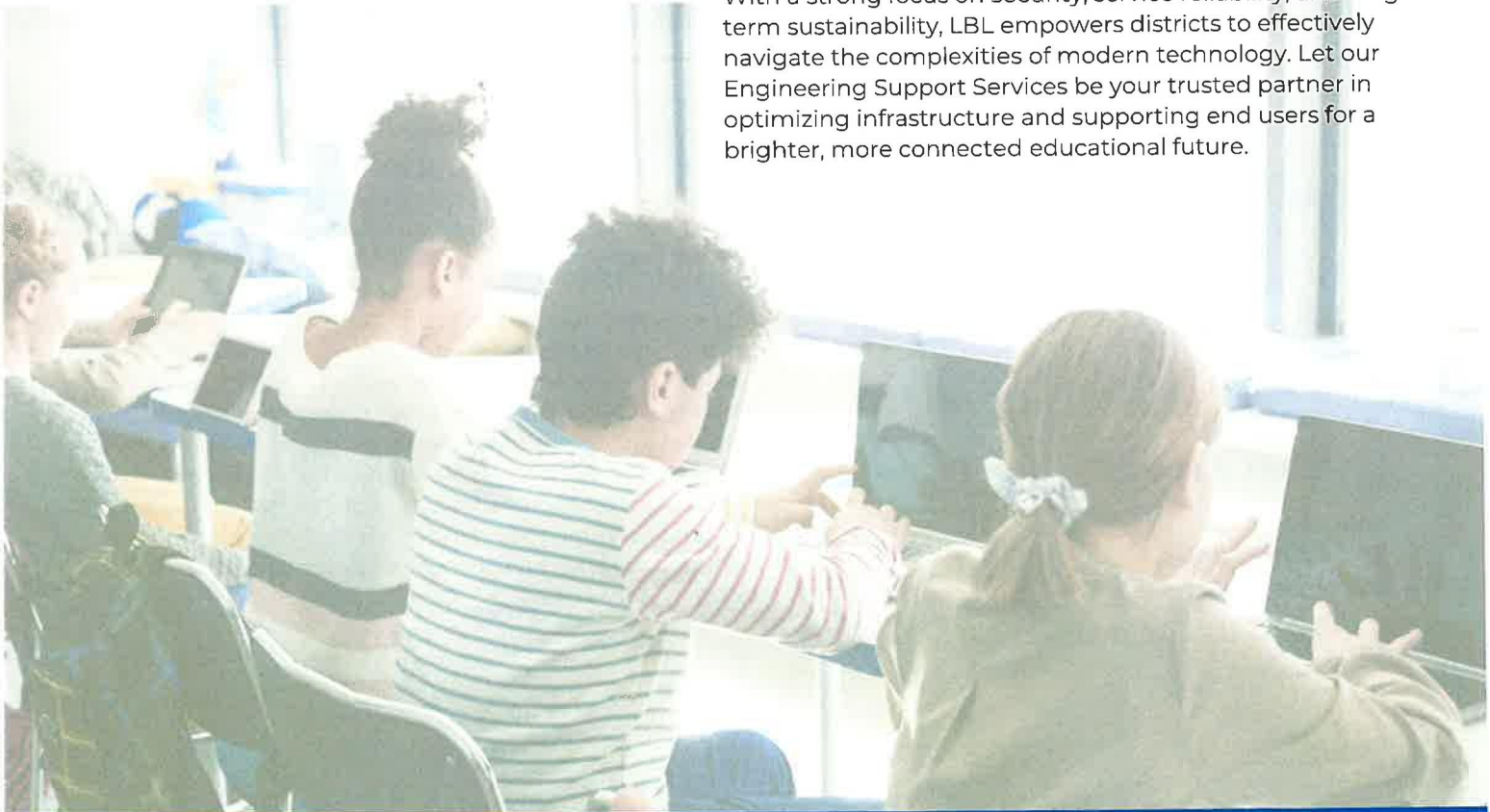
PROGRAM
INFORMATION

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

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

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

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



Technology Support Services

FUNDING
TIER 2
SERVICES



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

Infinite Visions Add Ons

PROGRAM
Business Services

CONTACT
Rocco Luiere

PROGRAM
INFORMATION

Enhancing education through collaboration



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

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

Internet Access

PROGRAM
**Technology and
Information Services**

CONTACT
Tim Jones

PROGRAM
INFORMATION

Technology Support Services

FUNDING
TIER 2
SERVICES



Power School Sped Records Management

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

PROGRAM
INFORMATION

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

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

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

Enhancing education through collaboration



Web Design and Maintenance

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

PROGRAM
INFORMATION

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

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

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



LBI

ADMINISTRATIVE
SERVICES

TIER 2

Administrative Services



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

Business Administration Services

PROGRAM
Business Services

CONTACT
Rocco Luire

PROGRAM
INFORMATION

Enhancing education through collaboration



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

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

E-rate Services

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

PROGRAM
INFORMATION

Administrative Services



Oregon Routes Student Transportation

PROGRAM
Business Services

CONTACT
Rocco Luire

PROGRAM
INFORMATION

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

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

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

Enhancing education through collaboration



Special Education Administration Services

PROGRAM
Special Education and Evaluation Services

CONTACT
Sonya Hart

PROGRAM
INFORMATION

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



LBI

**OTHER GRANTS
& CONTRACTS**

GRANTS



EI/ECSE Grant

PROGRAM

Early Intervention/Early Childhood Special Education

CONTACT

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

PROGRAM INFORMATION

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

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

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

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

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



Regional Inclusive Services Grant

Cascade Regional Inclusive Services

CONTACT
Angie Greenwood

PROGRAM INFORMATION

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

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

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

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





Long Term Care and Treatment Grant

PROGRAM

Long Term Care and Treatment

CONTACT

Bryan Starr

PROGRAM INFORMATION

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

Farm Home School

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

Wake Robin School

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

Old Mill Center Classroom

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

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



Grants and Contracts



Capacity Building Implementation Support Services

PROGRAM

**Strategic Partnerships
for Student Success**

CONTACT

Steve Martinelli

PROGRAM
INFORMATION

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

Our Capacity Building Implementation Support Services include:

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

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



The Statewide Education Initiatives Account Grant (SEIA) from ODE

PROGRAM

Strategic Partnerships for Student Success

CONTACT

Steve Martinelli

PROGRAM INFORMATION

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

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

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

Enhancing education through collaboration



School Safety and Prevention Systems Grant (SSPS) from ODE

PROGRAM

Strategic Partnerships for Student Success

CONTACT

Steve Martinelli

PROGRAM INFORMATION

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

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

Grants and Contracts



Grow Your Own Grant (GYO) from the EAC

PROGRAM
Strategic Partnerships for Student Success

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

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

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

Enhancing education through collaboration



Instructional Mentor Program Collaboration with WREN

PROGRAM
Strategic Partnerships for Student Success

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

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

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



Family Support Fund Grants

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

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

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

Enhancing education through collaboration



IHN-CCO Agile Fund Grant

PROGRAM
**Strategic Partnerships
for Student Success**

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

Grants and Contracts



Integrated Community Partner Grant

PROGRAM
Strategic Partnerships for Student Success

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

Enhancing education through collaboration



Juvenile Crime Prevention Grant

PROGRAM
Strategic Partnerships for Student Success

CONTACT
Steve Martinelli

PROGRAM
INFORMATION

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

Grants and Contracts



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

Medicaid Billing Support Services

PROGRAM
Strategic Partnerships for Student Success

PROGRAM
INFORMATION

CONTACT
Steve Martinelli





LBI



DISTRICT SUMMARY

2024-2025



Philomath School District

Services provided through LBL ESD

District Executive Summary

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

ADMw Over the Years

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

2023-24 Quick Stats

49

Number of **BIS Tickets**

34

Number of **Network Tickets**

667

Number of **SIS Tickets**

1,000
mbps

Total ISP Purchased

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

Services Data

Note: This data is based on fiscal year 2020-2021

ESD Staff Serving District

Tier 1

Special Education – Tier 1 Services by Student	ESD	PSD
Audiology Hearing Screenings	7112	333
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	95	7
Mild/Moderate Special Ed Supports K-12 (OT)	716	42
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	255	5
In-Center Special Education Evaluations	233	12
In-District and Assigned Special Education Evaluations	202	0
Severe Disability Supports	170	7
Early Intervention Evaluations	307	10
Early Childhood Special Education Evaluations	489	15

Special Education – Tier 1 Services by Hours	ESD	PSD
Interpreter, District Requests	312	0
Interpreter, In-Center Evaluations	80	0
Translation, District Requests	154	3

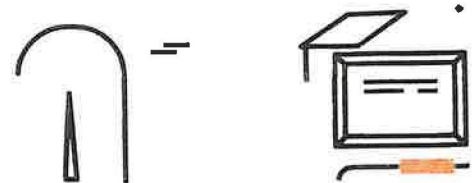
Grants

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

Other Services

Behavior Specialist	258	52
Family Support Liaison	1066	70

- School Psychologist**
Lorie Blackman
- Learning Consultant**
Joya Meeker
- Speech Language Pathologist**
Lee Ann McAvoy, Shar Fredrickson, Juli Jackson
- Autism**
Michelle Neilson
- Deaf/Hard Hearing**
Phil Mills
- Occupational Therapist**
Kristen Rademacher
- Physical Therapist**
Gail Baggett
- Vision**
Dan Glowicki
- Augmentative Communication**
Sarah Follett
- Traumatic Brain Injury**
Brandi Lancaster
- Audiology**
Marcella Murillo
- Family Support Liaison**
Peggy Ring
- Behavior Consultant**
Angela Poletti
- Home School**
Mandie Wood
- Transition Network Facilitator**
Josh Barbour
- Severe Disabilities Consultant**
Shelley Marrone



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

Our 12 Districts



Alsea School District



Central Linn School District



Corvallis School District



Greater Albany Public Schools



Harrisburg School District



Lebanon Community School District



Lincoln County School District



Monroe School District



Philomath School District



Santiam Canyon School District



Scio School District



Sweet Home School District



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Graduate EVERY student and transition each into a job, training, or college.

**Philomath School District 17J
Board of Directors
January 9, 2025**

**Resolution #2425-02
Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE)
Access to Schools**

WHEREAS, the Philomath School District 17J (District) is committed to providing a positive, supportive, safe, and welcoming learning environment for all students; and

WHEREAS, the District recognizes the potential impact of immigration enforcement activities on students, families, and staff; and

WHEREAS, the District desires to balance the need for public safety with the protection of the rights of all individuals within the District;

NOW, THEREFORE, BE IT RESOLVED by the Board of Directors of the Philomath School District 17J that:

1. Notice Requirement: Any official of the Immigration and Customs Enforcement (ICE) agency intending to enter any District school property must first notify the Superintendent or the Superintendent's designee, **in person**, of their intent. Such notice must be provided with **adequate notice** to allow the Superintendent to consult with legal counsel and take necessary steps to ensure the emotional and physical safety of students and staff.
2. Authority to Question: The Superintendent or the Superintendent's designee is authorized to:
 - Request identification from any ICE official seeking access to District property;
 - Inquire about the purpose of the visit; and
 - Review the legal authority for the requested entry.
3. Written Legal Authority: Any ICE official seeking entry to District property must provide **written legal authority** for such entry. This written authority must clearly document the purpose of the entry.
4. Exceptions: Notwithstanding the foregoing, ICE officials may enter District property under **exceptional circumstances**, such as:
 - Immediate public safety threats; or
 - When presented with a valid search warrant, subpoena, or court order.

BE IT FURTHER RESOLVED that the Superintendent or the Superintendent’s designee is authorized to take all necessary steps to implement this resolution and to ensure compliance with all applicable laws and regulations.

PASSED and ADOPTED by the Board of Directors of the Philomath School District 17J this 9th day of January, 2025.

Rick Wells, Philomath School Board Chair

Date

Susan Halliday, Superintendent

Date



Philomath School District 17J

Distrito Escolar del Condado de Benton No. 17J. 1620 Applegate Street Philomath OR 97370 (541)

Graduar a CADA estudiante y hacer que cada uno de ellos obtenga un trabajo, una capacitación o una universidad.

Distrito Escolar de Philomath 17J

Junta Directiva

9 de Enero de 2025

Resolución #2425-02

Derechos de los estudiantes indocumentados y protocolos para el acceso a las escuelas del Servicio de Inmigración y Control de Aduanas (ICE)

CONSIDERANDO QUE, el Distrito Escolar 17J de Philomath (Distrito) está comprometido a proporcionar un entorno de aprendizaje positivo, de apoyo, seguro y acogedor para todos los estudiantes; y

CONSIDERANDO QUE, el Distrito reconoce el impacto potencial de las actividades de control de inmigración en los estudiantes, las familias y el personal; y

CONSIDERANDO QUE, el Distrito desea equilibrar la necesidad de seguridad pública con la protección de los derechos de todas las personas dentro del Distrito;

AHORA, POR LO TANTO, SE RESUELVE por la Junta Directiva del Distrito Escolar de Philomath 17J que:

1. Requisito de notificación: Cualquier funcionario de la agencia de Inmigración y Control de Aduanas (ICE) que tenga la intención de ingresar a cualquier propiedad escolar del Distrito debe notificar primero al Superintendente o a la persona designada por el Superintendente, **en persona**, sobre su intención. Dicha **notificación debe proporcionarse con la antelación suficiente** para permitir que el Superintendente consulte con un asesor legal y tome las medidas necesarias para garantizar la seguridad emocional y física de los estudiantes y el personal.
2. Autoridad para hacer preguntas: El Superintendente o la persona designada por el Superintendente está autorizado a:
 - Solicitar identificación a cualquier funcionario del ICE que desee acceder a la propiedad del Distrito;
 - Preguntar sobre el propósito de la visita; y
 - Revisar la autorización legal para la entrada solicitada.
3. Autorización legal por escrito: Todo funcionario del ICE que desee ingresar a una propiedad del Distrito debe proporcionar una **Autorización Legal por Escrito** para dicho ingreso. Esta autorización escrita debe documentar claramente el propósito del ingreso.

4. Excepciones: No obstante lo anterior, los funcionarios del ICE podrán ingresar a la propiedad del Distrito en **Circunstancias Excepcionales**, tales como:

- Amenazas inmediatas a la seguridad pública; o
- Cuando se presente una orden de allanamiento válida, una citación o una orden judicial.

SE RESUELVE ADEMÁS que la Superintendente o la persona designada por la Superintendente está autorizado a tomar todas las medidas necesarias para implementar esta resolución y garantizar el cumplimiento de todas las leyes y regulaciones aplicables.

APROBADA y ADOPTADA por la Junta Directiva del Distrito Escolar de Philomath 17J este 9 de Enero de 2025.

Rick Wells, Presidente de la junta Escolar de Philomath

Fecha

Susan Halliday, Superintendente

Fecha



Philomath School District 17J

Benton County School District No. 17J, 1620 Applegate Street Philomath OR 97370 (541) 929-3169

Graduate EVERY student and transition each into a job, training, or college.

Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools Staff Training

On January 9, 2025, the Philomath School Board unanimously approved Resolution Number 2425-02: Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools.

Key things for staff to know in supporting our students:

- All children in the United States have a constitutional right to equal access to public educational opportunities regardless of their immigration status or that of their parent. That right was confirmed in the United States Supreme Court Case Plyer v. Doe. Discrimination is also prohibited by federal laws, including Titles IV, VI and IX of the Civil Rights Act of 1964.
- The Philomath School District does not ask for or document students' immigration status when students enroll. Even if we became aware of a student's immigration status, we would not volunteer the information to Immigration and Customs Enforcement (ICE).
- The Family Educational Rights and Privacy Act (FERPA) generally prohibits school districts from providing third parties with student education records. Under FERPA, schools may disclose directory information without consent, but they are required to allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. (See Board policy JOA regarding directory information.)
- The Philomath School Board adopted Resolution Number 2425-02: Rights of Undocumented Students and Protocols for Immigration and Customs Enforcement (ICE) Access to Schools, which outlines certain procedural requirements that federal immigration officials must follow when seeking access to district property.

The resolution states:

- Any ICE official intending to enter any Philomath 17J school must first notify the Superintendent or designee, in person, of this intention, with adequate notice for the Superintendent to consult with legal counsel and take steps to provide for the emotional and physical safety of students and staff.
- The Superintendent is authorized to ask for any ICE official's credentials, ask why he or she is requesting access to a school, and review the legal authority for the request.
- Any ICE official must provide written legal authority for entry into a Philomath 17J school. Such authority must document the purpose for such entry.
- However, as with other law enforcement agencies, federal immigration officials may come onto campuses under exceptional circumstances, such as immediate public safety issues, or when there is a valid search warrant, subpoena, or court order.

Additional Information:

- Creating a positive and safe space where students can come to you for support and advice is the best thing you can do for our students.
- The immigration resource advocates our school/district are:
 - Susan Halliday, Superintendent
 - Kelsey Greydanus, Student Services Director
- Reminder, as an employee you are expected to maintain the integrity of confidential information relating to a student, family, colleague, or district patron. For example, if an ICE official approaches you across the street from the school to ask about an immigration status of a student or family you are not to share any information and can refer them to the district office.

DRAFT