



Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

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

MEETING AGENDA

1. WELCOME

- A. Call to Order
- B. Flag Salute

2. PUBLIC COMMENTS

This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers shall identify themselves and state their name before speaking. Speakers are asked to provide their name, address and telephone number on the Speaker's Sign-in Sheet. Each speaker may address the Board for three minutes.

3. APPROVAL OF SUPERINTENDENT CONTRACT Action: Approval Requested

4. SPECIAL EDUCATION RESTRAINT AND SECLUSION REPORT pg.3 Action: Informational

5. K-8 FALL TO WINTER GROWTH REPORT, pg. 6 Action: Informational

6. LBL ESD LOCAL SERVICE PLAN UPDATE 2023-2025, pg. 31 Action: Approval Requested

7. CONSENT AGENDA Action: Approval Requested

- A. January 12, 2023 Board Meeting Minutes, pg. 100
- B. Policy Updates – First Readings, pg. 106

CODE	TITLE
FIRST READING	HIGHLY RECOMMENDED
JECBD	Homeless Students
EEACE	Loading and Unloading
EEA-AR	School Bus Scheduling and Routing

8. DEPARTMENT REPORTS Action: Informational

- A. Operations
- B. Human Resources
- C. Finance
 - 1. Financial Report, pg. 112

9. COMMUNICATION

Action: Informational

- A. Board
- B. Superintendent
 - 1. Jen's Zens

10. AUDIENCE COMMENTS

The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, the Board provides a place for Audience Comments on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The language below discusses the Public Meetings Law and public participation in such meetings.

"The Public Meetings Law is a public attendance law, not a public participation law. Under the Public Meetings Law, governing body meetings are open to the public except as otherwise provided by law. ORS 192.630 The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment.

"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public participation. Governing bodies voluntarily may allow limited public participation at their meetings."

Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act. Hardy Myers, Attorney General, March 27, 2000.

11. ADJOURNMENT

Upcoming meeting dates:

March 9, 2023 – Budget Meeting at 5:00 PM
March 9, 2023 – Board Meeting at 6:00 PM
April 13, 2023 – Board Meeting at 6:00 PM
May 11, 2023 – Board Meeting at 6:00 PM
May 18, 2023 – Budget Meeting – time TBD
May 25, 2023 – Budget Meeting – time TBD
June 8, 2023 – Board Meeting at 6:00 PM

Agenda Item 4

Special Education Restraint and
Seclusion Report

RESTRAINT AND SECLUSION INCIDENTS:

The schools within the Lebanon Community School District utilize Multi-Tiered Systems of Support (MTSS) as a prevention framework that organizes building-level resources to address each individual student’s academic and/or behavioral needs. MTSS allows for the early identification of learning and behavioral challenges and timely intervention for students who are at risk for poor learning outcomes. The increasingly intense tiers (i.e., Tier 1, Tier 2, Tier 3), sometimes referred to as levels of prevention (i.e., primary, secondary, intensive prevention levels), represent a continuum of supports. However, even with this framework and tiered interventions in place, there are moments when we must utilize restraint and/or seclusion to prevent injury.

RESTRAINT AND SECLUSION TREND DATA:

School Year	Restraint count	Seclusion count
13-14	10	29
15-16	8	6
16-17	30	16
17-18	51	19
18-19	54	0
19-20	19	0
20-21	1	14
21-22	2	2

2021-22 RESTRAINT AND SECLUSION DATA:

Description:	Data:	Note:
(a) The total number of incidents involving restraint	2	
The total number of students placed in restraint;	2	
The total number of incidents involving seclusion	2	
The total number of students placed in seclusion	2	
The total number of seclusions in a locked room	0	
The total number of incidents that resulted in injuries or death to students or personnel as a result of the use of restraint or seclusion	0	
The number of students who were placed in restraint or	0	

seclusion more than 10 times in the course of a school year.		
The number of incidents in which the personnel of the public education program administering restraint or seclusion were not trained.	0	With the expiration of previous Covid environmental restrictions, the District can support comprehensive training in restraint and seclusion.
Race	4 White Students	
Ethnicity	0 Hispanic students	
Gender	2 male student, 2 female student	
Disability Status	3 students with disabilities	
Migrant Status	0	
English Proficiency	0	
Economically disadvantaged	1	

Agenda Item 5

K-8 Fall to Winter Growth Report

BOARD MEMORANDUM



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

From: Jennifer Meckley, Interim Superintendent

Date: February 10, 2023 **Meeting Date:** February 16, 2023

Re: K-8 STAR Reading and Math Data

K-8 STAR Reading and Math Data

Board Members,

The packet contains a summary of the winter progress monitoring data for K-8 in reading and math. We have also included a small sample of the data analysis process each of our schools uses in fall, winter and spring. Each school examines attendance, academic, and behavior data to determine what is working well and what new commitments they will make to improve.

Grades 2-8, Elementary/MS

Average Percentile Rank Growth, Fall 2022 – Winter 2023

Reading				Math				
		Fall	Winter	Growth		Fall	Winter	Growth
Cascades		30	35	+5		35	40	+5
Green Acres		29	35	+6		32	39	+7
Hamilton Creek		31	33	+2		32	40	+8
Lacomb		35	39	+4		37	45	+8
Pioneer		28	37	+9		34	49	+15
Riverview		35	43	+8		45	56	+11
Seven Oak		31	31	+0		30	33	+3
District PR Growth		31	36	+5		34	42	+8

Sample of MTSS Data Day

Multiple Schools
February 2023

MTSS at a Glance (Winter)

Total enrollment:

SPED: 35

SPED SLI: 28

of students at SEL : 7

DESSA	SEL	School:	Academic
9%	% 1.65 (6+ referrals)	Tier 3	35%
X	7.18% (2-5 referrals)	Tier 2	19.7 %
63%	10.49% (1 referral)	On Watch	12.6 %
27%	80.68% (0 referrals)	Tier 1 <i>(all students receive Tier 1 interventions)</i>	32.7%

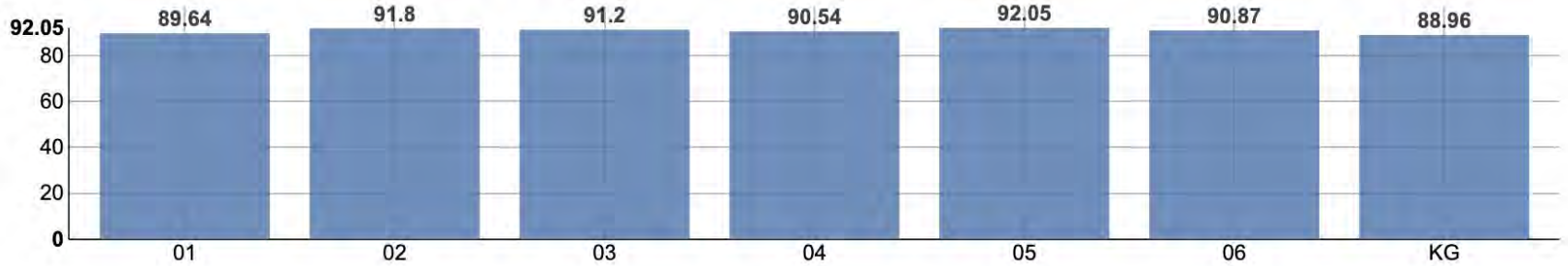
Attendance Rate

91.07%

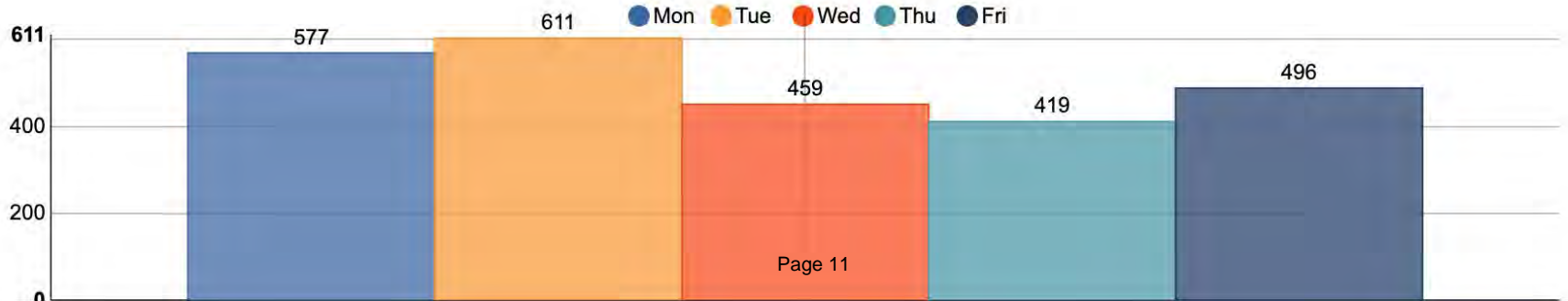
**Percent of Regular
Attendees**

66.3 %

Attendance Rate by Grade Level



Daily Absence Totals by Day-of-Week



Attendance (Winter)

Celebration

5 of the 7 grade levels are above 90% attendance.

Tuesday has highest attendance rate (let's take advantage of that?)

All grade levels are at least 88% attendance.

Commitments

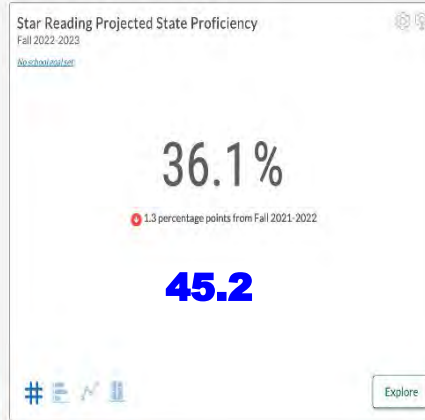
- Keep building relationships with families to encourage attendance
- Encourage healthy habits.
- Staff learn names and connect with students
- Celebrate students who are here
- Commit more to our boys at risk
- Continue challenging tier one students while continuing to support tiers 2 and 3
- Continue with buddy rooms
- Figure out why students in red zone are not coming, connect with families

Winter 2022 Star

Data Compiled February 2022

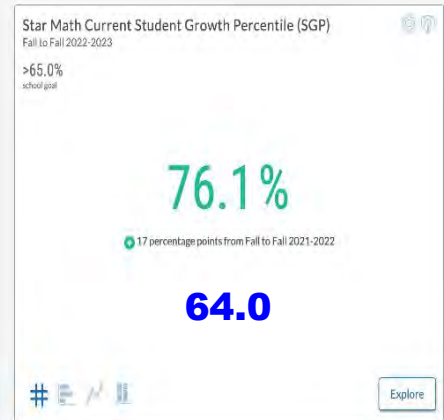
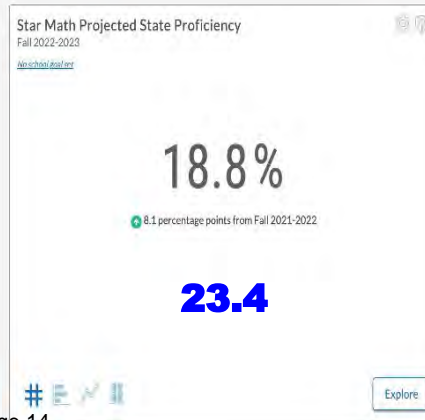
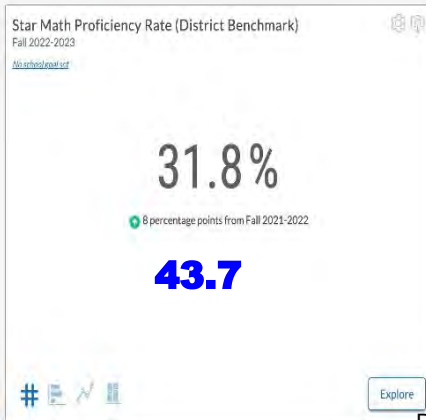
RENAISSANCE
Star Reading

Fall to Winter



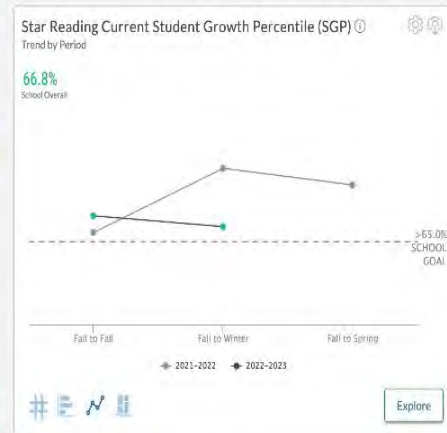
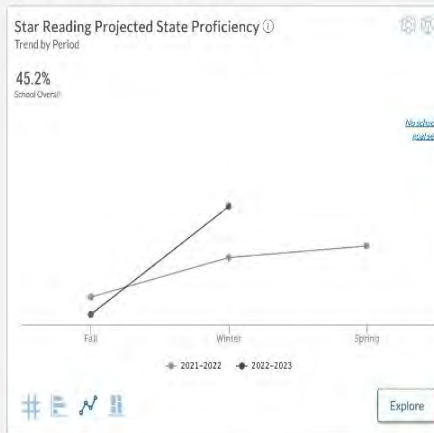
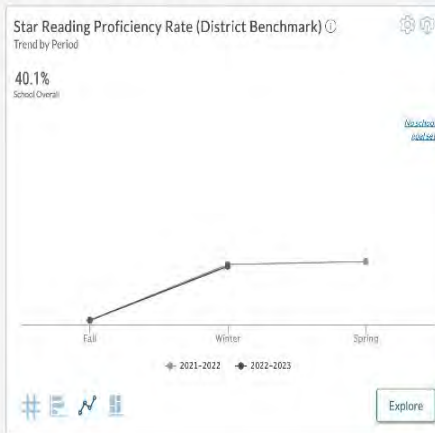
RENAISSANCE
Star Math

Fall to Winter



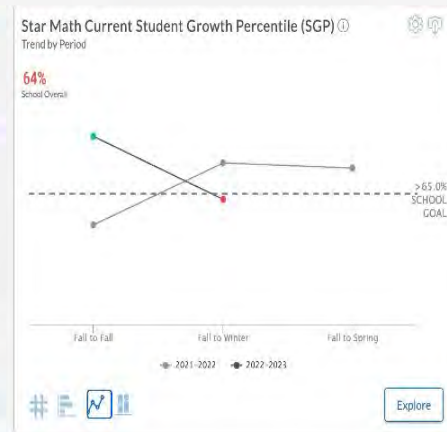
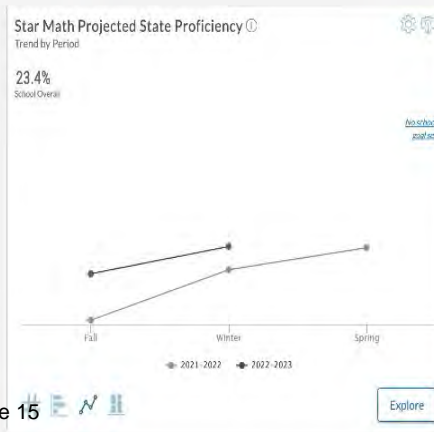
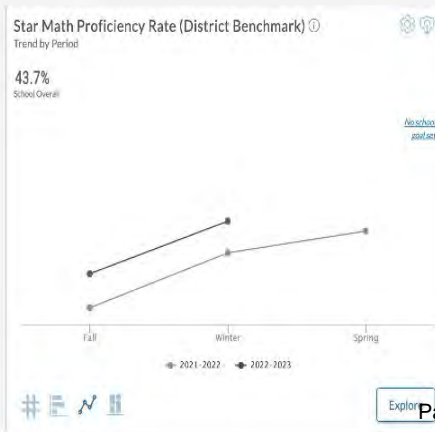
RENAISSANCE
Star Reading

Fall To Winter



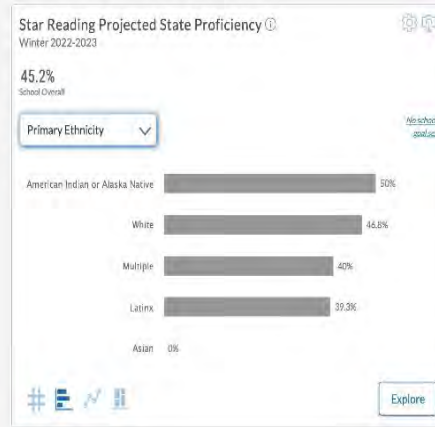
RENAISSANCE
Star Math

Fall to Winter

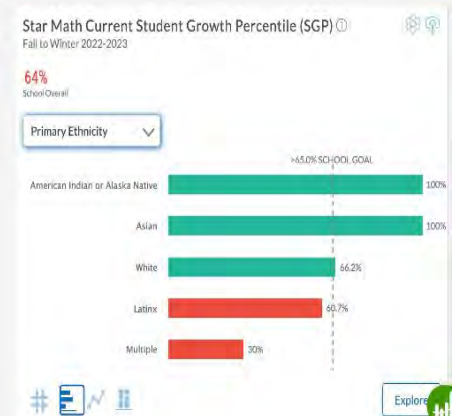
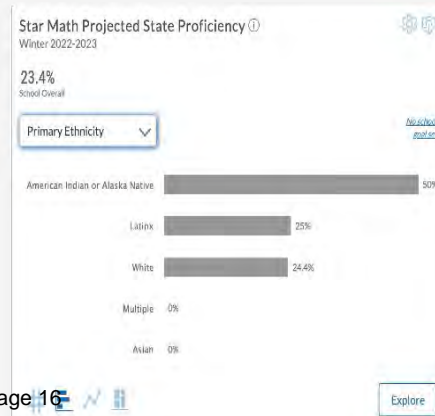
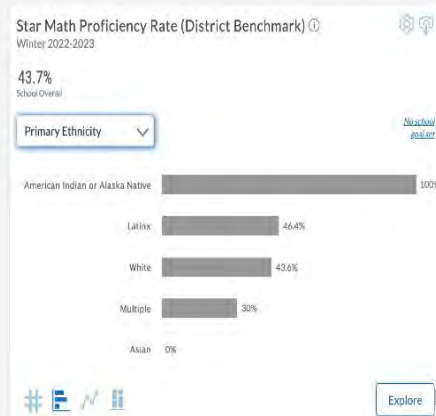


RENAISSANCE Star Reading

Winter Data



RENAISSANCE Star Math



How is our instruction impacting school wide results?

Celebration

- **Fidelity to the core
REALLY PROUD OF THIS!!**
- **STAR Growth AMBITIOUS 65% reading
66% math**
- **Fall to Winter Reading Achievement
+10.1%**
- **Winter to Spring Math Achievement
+12.1%**

Commitments

- **Fidelity to the core**
- **Intentional Reading Intervention time**
- **Intentional Math Small group activities
and stick with them.**

**REALLY PROUD of these commitments
being followed!**

Tier 2 Academic Data

Shared by Title Teacher

Title Data

Reading Intervention

Total: 65 students being served

Reading Push-In

K, 1st, 2nd, 3rd grade during CKLA

Math Push-In

1st, 2nd, 3rd grade during small group

Roving Teacher running Colt Club for select 1st, 2nd, and 3rd graders.

How is our tier 2 instruction impacting school wide results?

Celebration

- 87% of 2nd, 3rd, & 4th grade Title students earned their personal best on the STAR Rdg Test
- Several kinder and 1st graders exiting interventions
- Great collaboration among Title staff and classrooms

Commitments

- Utilize new mid-year data to drive instruction in Title groups and in the classroom during intervention time
- Continue learning and training on new curriculum

SEL Data

Shared by Counselor and Dean

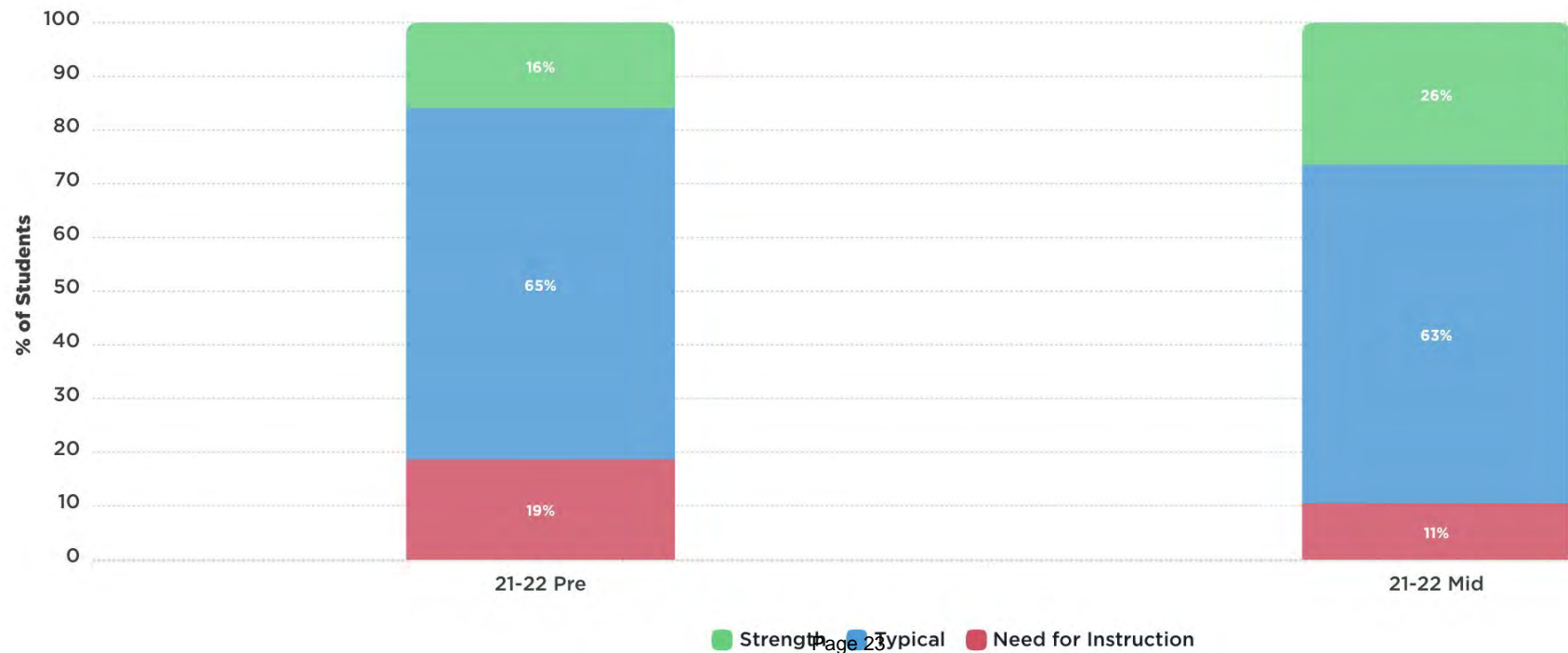
DESSA

Winter 2022

IMPACT REPORT: Fall 2021 to Winter 2022

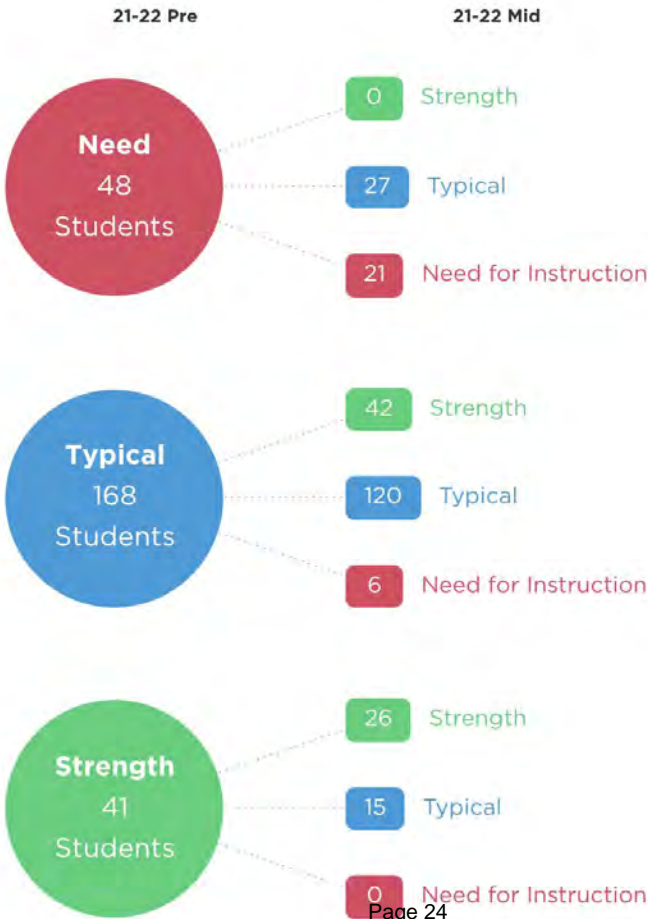
Change in Students' Overall Social and Emotional Competence

Displays changes over time in the distribution of descriptive ranges for students



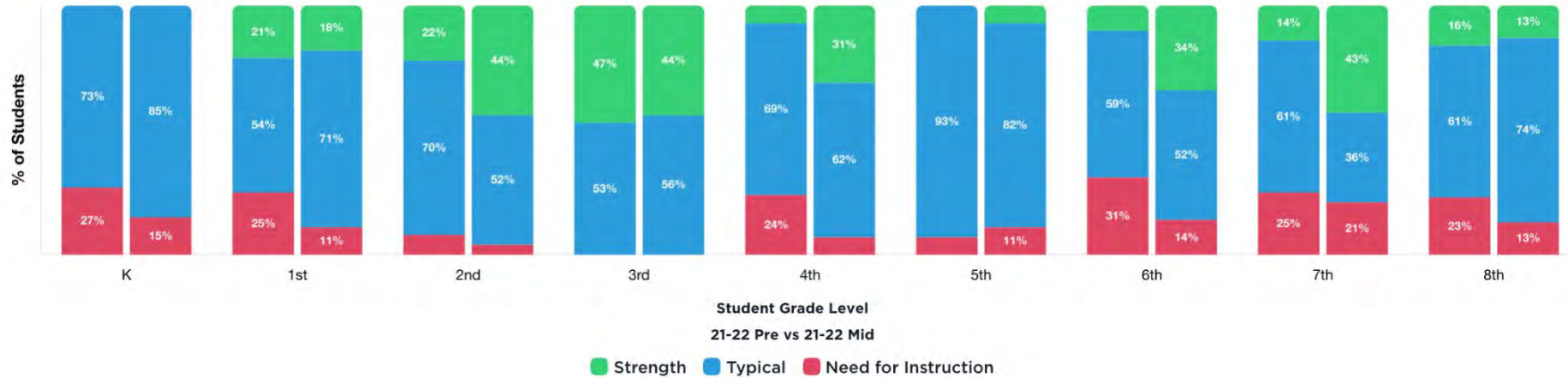
Student Movement

See where students changed in descriptive range from first rating window to second rating window



Change in Students' Social and Emotional Competence by Grade Level

Current grades as of 02/09/2022



Tier 2 & 3 SEL Data (Winter)

Tier 2	Tier 3
<ul style="list-style-type: none"> ● 3.9% (14 Students) Yellow Zone ● 13 CICO ● 1 Mini FBAs ● 17 students checking in with counselor weekly ● 63 students invited to Social Groups (22 additional invites this round) ● 10 Reg Passroom Visitors (6 student initiated/4 other) ● 14 RAD Recess ● 6 Safety Plans 	<ul style="list-style-type: none"> ● 2% (7 students) Red Zone ● 4 Threat Assessments/STAT ● 0 SIRC ● 13 LCMH Referrals ● 5 Safety Plans ● 5 Students on 3pt Plan ● 4 students/families referred to YST ● 10 room clears

- 1 Suicide Screener
- 17 DHS Reports

Tier 2 / Tier 3 SEL

Celebration

- Most students are meeting their CICO goal each day
- Seeing less crumbled up cards in P.E.
- Less than 3% of student body is red zone
- Behavior team is coming up with great strategies to support the students (Ex. Walk to Learn)
- We have received more support from district than we have ever had; they take our info and report back to us weekly; hearing us and trying to support
- 19 kids meeting with counselor and getting consistent check ins, plus we have 2 days a week when LCMH at Pioneer serving our population

Commitments

- Welcoming students back with a fresh start
- Scholar Dollars- if they're working, keep passing them out
- Identifying students that are Tier 2 and 3 to make sure they get the support they need; extra check ins with those students

- Question: Can we compare data from our school in terms of our Tier 2 and 3 students with other schools' data?

Tier 2 / Tier 3 SEL (Winter)

Celebration

- Number of room clears went down (13 in the Fall to 10 in the Winter)
- LCMH services are helping Tier 2 / Tier 3 students
- Skills trainer to start working with K-2

Commitments

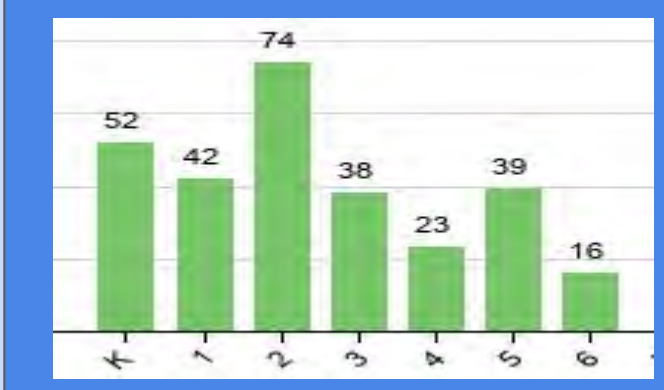
- Continuing to work with parents and committing to keeping plans and data
- Being organized with paperwork and data
- Trying new things to keep our students here

284 Referrals as of 2/1

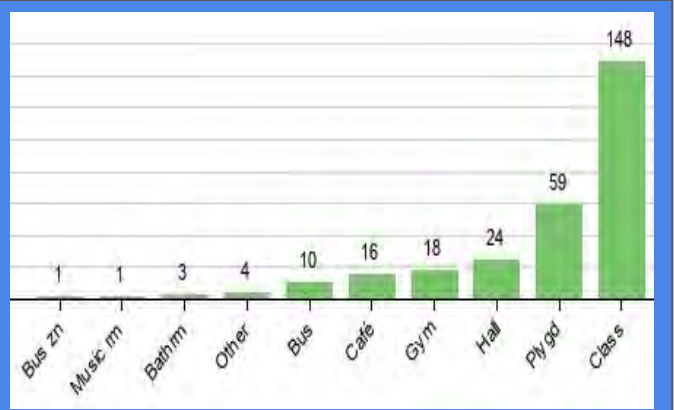
- 78 students
 - 14 of those have 6 or more referrals
- 192 Major
- 92 Minor



Referrals by day of week

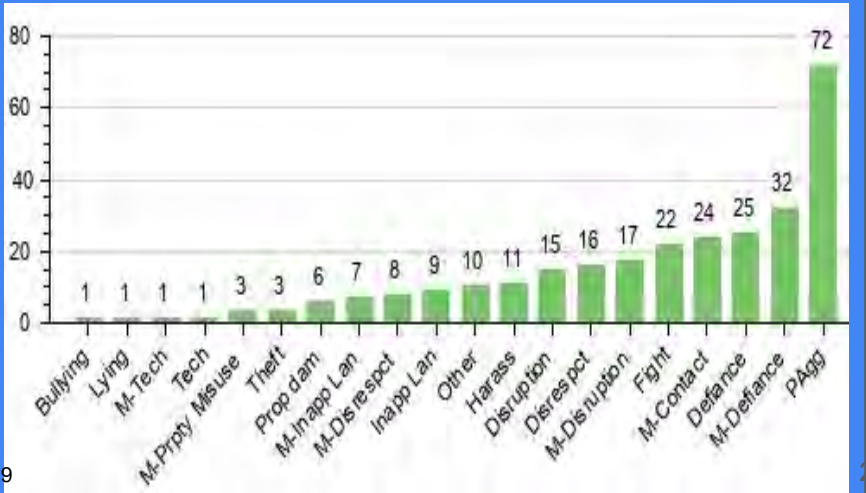


Referrals by grade



Referrals by location

Referrals by Problem Behavior



Celebration

- Attendance growth for L W., D E., J B., and PW. J G. hasn't missed a day since 1/12/2023!!!
- All students are receiving daily Social Emotional instruction
- Students are reaching out to staff members in moments of need through daily check in
- Use of BSP's as proactive vs only reactive
- Behavior room organization
- Serving 18% of our students through targeted SEL

Commitments

- Ensure plans are in place for students with 3 or more referrals of a repeated problem behavior
- Ensure accurate data is being collected to help provide supports
- **Staff fidelity: Daily check in, Morning slideshow, surveys, data tracking**
- **Virtue Fidelity: celebrating students when they are practicing the monthly virtues by filling out certificates.**



Agenda Item 6

LBL ESD Local Service Plan
Update 2023-2025



Linn Benton Lincoln ESD

Local Service Plan

2023-2025

905 4th Avenue
Albany, OR 97321
www.lblesd.k12.or.us
541-812-2600

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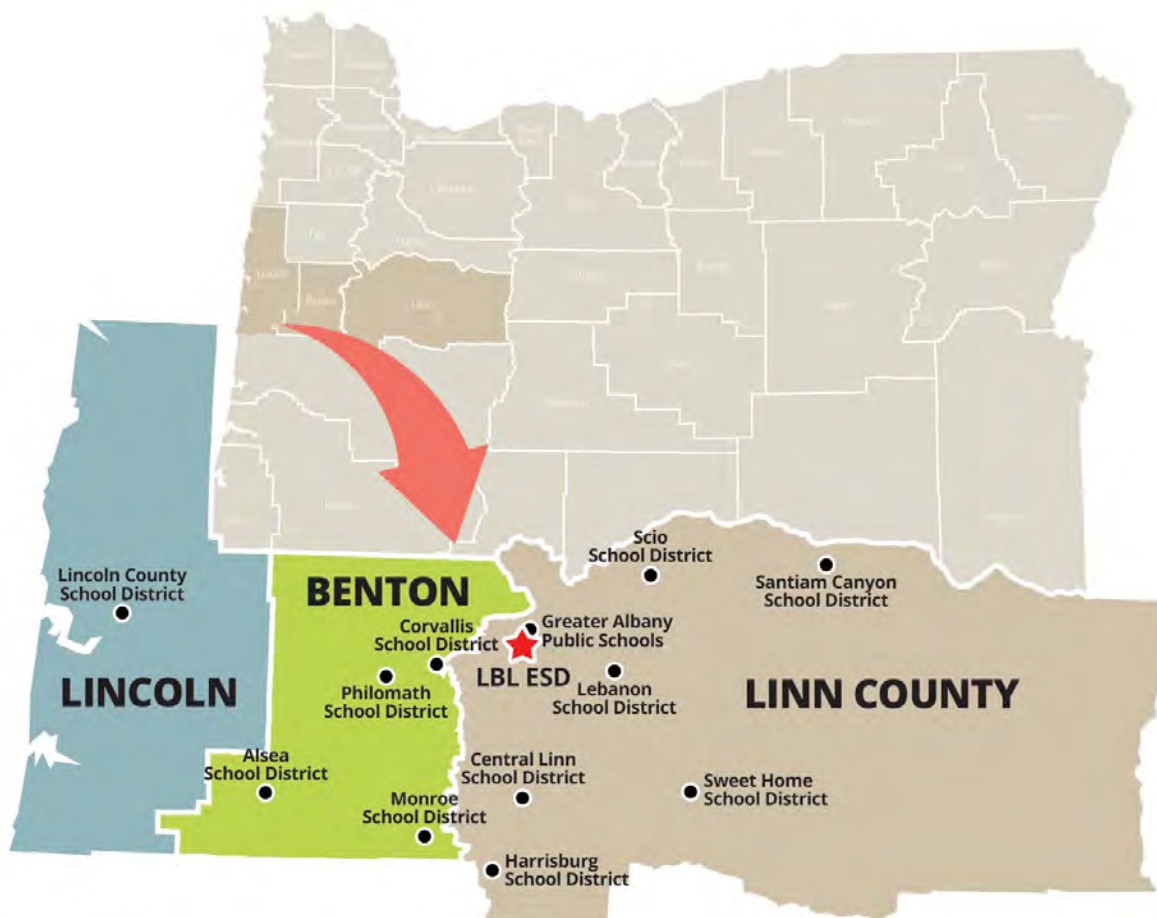
Serving the Counties of Linn, Benton, Lincoln, and Beyond!

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

LBL comprises 12 component districts and 96 schools with approximately 37,217 students in Linn, Benton, and Lincoln counties. LBL also serves

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

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



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



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

An education service district plays a key role in:

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

(Continued on page 6)

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

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

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



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

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 What 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. [Policy AC](#).





Mission

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



Vision

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



Values

Success for all students and their districts.

Relationships built on trust, responsiveness, and honesty.

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

Accountability.

Goals and Board Objectives

Goal 1

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

Board Objective 1

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

Goal 2

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

Board Objective 2

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

Goal 3

Continue long-term financial stability.

Board Objective 3

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

Board of Directors



Jean Wooten
Zone 1
Term Expires: 6/30/2025



Roger Irvin
Zone 2
Term Expires: 6/30/2025



Frank Bricker
Zone 3
Term Expires: 6/30/2025



Penny York
Zone 4
Term Expires: 6/30/2023



Amy Vctor
Zone 5
Term Expires: 6/30/2023

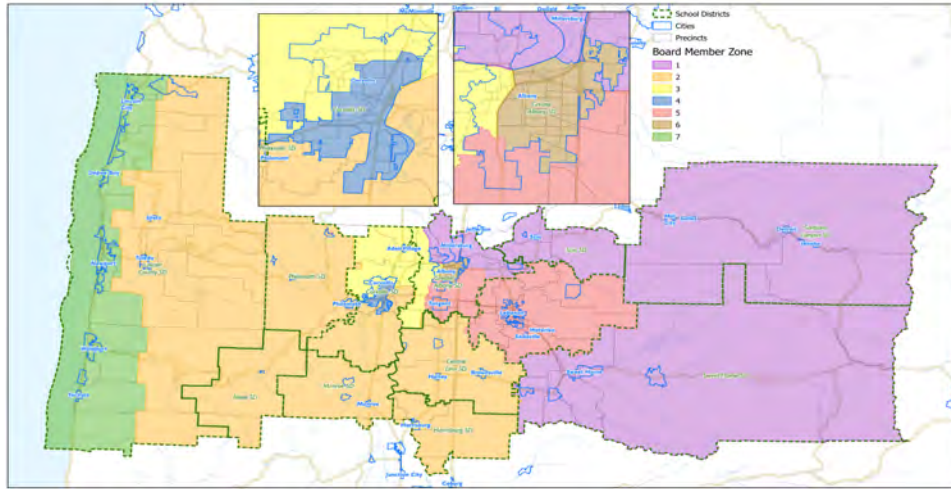


Miriam Cummins
Zone 6
Term Expires: 6/30/2023



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

Board Zones



Board Zones

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Zone 1
Greater Albany (part),
Sweet Home, Scio,
Santiam Canyon

Zone 3
Corvallis (North),
Greater Albany (part)

Zone 6
Greater Albany (part)

Zone 2
Central Linn, Harrisburg,
Monroe, Alsea, Philomath,
Lincoln Co. Schools (part)

Zone 4
Corvallis (part)

Zone 7
Lincoln County (part)

Zone 5
Lebanon,
Greater Albany (part)

Budget Committee

Richard Moore
Zone 1
Term Expires: 6/30/23

Sarah Finger McDonald
Zone 4
Term Expires: 6/30/2024

Ron Beck
Zone 7
Term Expires: 6/30/2023

Sarah Fay
Zone 2
Term Expires: 6/30/2025

Nichole Piland
Zone 5
Term Expires: 6/30/2024

Risteen Follett
At Large
Term Expires: 6/30/2025

Sami Al-Abdrabbuh
Zone 3
Term Expires: 6/30/2025

Michael Thomson
Zone 6
Term Expires: 6/30/2024

Cabinet Members



Tonja Everest
Superintendent



Jason Hay
Assistant Superintendent



Rocco Luiere
Exucutive Financial
Officer



Kate Marrone
Executive Human Resources
Officer



Tim Jones
Executive Information and Technology
Officer



Teresa Oversby
Business Services



Angie Greenwood
Cascade Regional
Inclusive Services



Debbie McPheeters
Early Intervention / Early
Childhood Special Ed.



Autumn Belloni
Early Intervention / Early
Childhood Special Ed.



Kimberly McCutcheon-Gross
Early Intervention / Early
Childhood Special Ed.



Cathy Wright
Long Term Care and
Treatment Education



Laura Petschauer
Special Education and
Evaluation Services



Nancy Griffith
Strategic Partnerships
for Students Success



Kristina Wonderly
Strategic Partnerships
for Student Success



Jennifer Kessel
Technology and
Information Services



Kristy Stringham
Special Education
Program Coordinator



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

Interim Superintendent:
Sean Gallagher
<http://alsea.k12.or.us/>
Phone: 541-487-4305



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

Superintendent: Candace Pelt
<http://centrallinn.k12.or.us/>
Phone: 541-369-2813



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

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



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

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



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

Superintendent: Bryan Starr
<https://www.harrisburg.k12.or.us/>
Phone: 541-995-6626 ext. 1



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

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



Lincoln County 1212
NE Fogarty Street
Newport, OR 97365

Superintendent: Dr. Karen Gray
<https://lincoln.k12.or.us/>
Phone: 541-265-9211



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

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



Philomath 17J
1620 Applegate Street
Philomath, OR 97370

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



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

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



Scio 95
38875 NW First Avenue
Scio, OR 97374

Superintendent: Steve Martinelli
<https://scio.k12.or.us/>
Phone: 503-394-3261



Sweet Home 55
1920 Long Street Sweet
Home, OR 97386

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



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 Service Allocation

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

Tier 1 Resolution Services

Tier 1 includes services that are available to all 12 districts and are determined as being essential to all districts. Approval to sustain or add a Tier 1 service occurs with a positive vote of two-thirds of the districts, representing over 50% of the students, based on the final ADMr from the 2020-2021 fiscal year as provided by the Oregon Department of Education in May of 2022. The emphasis in Tier 1 is on achieving the greatest economies of scale and assuring equity of access. Tier 1 services are fully funded from the 90% SSF allocation. Service decisions are made for a two year period. However, if a service is provided through a contract that LBL holds with a third party vendor, the term of that contract will take precedence. Current Tier 1 services include:

- Network Support Services including Wide Area Network Operation
- Cyber Safety
- Special Education and Evaluation Services (School Psychologists, Speech Language Pathologists, and other special education assessment personnel)
- Early Childhood Special Education Evaluation
- Audiology Evaluation
- Occupational Therapy
- Physical Therapy
- Augmentative Communication Services
- Severe Disabilities: Support and consultation for students
- Strategic Partnerships for Student Success
- Home School: Registration and assessment tracking
- Business Information Services
- InTouch Student Receipting Software
- Frontline Software - Forecast 5, 5Cast, 5Cast Plus, and 5Sight
- Courier
- Student Information System Suite: Synergy with Analytical and multi-tiered systems of support modules.

Tier 2 Resolution Services

Once Tier 1 funds are allocated, the remaining balance is used for Tier 2 services. Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. For the 2023-2024 fiscal year, ADMw from FY19/20, FY20/21 and FY21/22 will be used. For the 2024-2025 fiscal year, ADMw from FY20/21, FY21/22 and FY22/23 will be used. The amount is rounded to the nearest tenth of a percentage, not less than 1%. This allows LBL and its component school districts will stay within the constraints of the agreements, yet provide flexibility in the use of funds.

It is further agreed:

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

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

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

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

Amendments to the Local Service Plan

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

ADMw that is used to calculate resource distribution for the 2023-2025 Local Service Plan are as follows:

(Continued on page 18)

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 FY23/24

District	2019-2020 ADMw	2020-2021 ADMw	2021-2022 ADMw	3 Year Average	% of Total ADMw	% Allocation of Tier 2 Funds
Alsea	465.9	961.4	1,116.4	847.9	1.9%	1.9%
Central Linn	844.4	823.2	729.9	799.2	1.8%	1.8%
Corvallis	7,847.5	7,769.4	7,465.8	7,694.2	17.0%	17.0%
Greater Albany	11,050.5	11,050.5	10,698.4	10,933.1	24.2%	24.2%
Harrisburg	1,029.5	1,009.8	941.5	993.6	2.2%	2.2%
Lebanon	4,928.5	4,908.0	4,689.1	4,841.9	10.7%	10.7%
Lincoln County	7,037.5	7,032.5	6,618.0	6,896.0	15.3%	15.3%
Monroe	531.4	507.1	513.4	517.3	1.1%	1.1%
Philomath	1,939.8	1,935.8	1,832.0	1,902.5	4.2%	4.2%
Santiam Canyon	5,458.0	5,626.7	3,820.6	4,968.4	11.0%	11.0%
Scio	1,073.0	3,053.0	2,254.9	2,127.0	4.7%	4.7%
Sweet Home	2,734.3	2,711.2	2,572.9	2,672.8	5.9%	5.9%
	44,940.3	47,388.6	43,252.9	45,193.9	100%	100%

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





SPECIAL EDUCATION SERVICES

Audiology Screening and Augmentative Communication

Service: Audiology Screening and Augmentative Communication

Program: Cascade Regional Inclusive Services

How it's funded: Tier 1

Contact: Angie Greenwood

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

audiometry, speech audiometry, and otoacoustic emissions.



Augmentative Communication



Service: Augmentative Alternative Communication (AAC)

Program: Cascade Regional Inclusive Services

How it's funded: Tier 1

Contact: Angie Greenwood

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

Early Childhood Special Education Evaluation

Service: Early Childhood Special Education Evaluation

Program: Early Intervention/Early Childhood Special Education

How It's Funded: Tier 1 and State Grant

Contact: Autumn Belloni, Debbie McPheeters and Kimberly McCutcheon-Gross

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

Family Service Plan (IFSP). An IFSP is a plan of services individualized for each child and family and 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.



Occupational Therapy

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

Service: Occupational Therapy

Program: Cascade Regional Inclusive Services

How It's Funded: Tier 1 and Tier 2 and State Grant

Contact: Angie Greenwood

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



Physical Therapy

Service: Physical Therapy
Program: Cascade Regional Inclusive Services
How It's Funded: Tier 1 and Tier 2 and State Grant
Contact: Angie Greenwood

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



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

School Psychological Services



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

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

Severe Disability Services

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

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

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



Spanish Interpreter and Translation Services

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

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



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

Special Education Collaborative

Service: Special Education Collaborative
Program: Special Education and Evaluation Services
How It's Funded: Tier 2
Contact: Laura Petschauer

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

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



Special Education Evaluation Services

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

Service: Special Education Evaluation Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1
Contact: Laura Petschauer

Multi-Tiered Systems of Support (MTSS) consultation and training, professional development on research based initiatives, and special education law and current practices in evaluation by SEES staff.



Speech and Language Services

Service: Speech Language Services

Program: Special Education and Evaluation Services

How It's Funded: Tier 1 and Tier 2

Contact: Laura Petschauer

Speech Language Pathologists (SLPs) provide speech and language services in Tier 1 evaluations as well as a direct service for districts to address students with a speech language impairment that adversely impacts their educational performance. As a Tier 1 service, speech language pathologists work with the evaluation teams to help identify and evaluate students with a suspected speech language impairment, suspected Autism Spectrum Disorder, or to help teams identify a language difference due to an English language proficiency rather than a disorder for students who are bilingual. As a Tier 2 service, districts are able to purchase FTE to support direct services within districts. Services include improving communication skills for students coping with difficulties in learning to listen, speak, read and/or write. SLPs serving in the schools case manage students who are identified with an eligibility of a speech language impairment as well as serve on intervention teams to help determine appropriate next steps for students who may be struggling with speech and/or language. SLPs may work with students under all disability categories and provide services under Specially Designed Instruction (SDI), related service, and/or consultation. These services may include articulation, receptive language, expressive language, social language, fluency, and voice.





TECHNOLOGY SUPPORT SERVICES

Business Information System (BIS)

Service: Business Information System (BIS)
Program: Business Services
How It's Funded: Tier 1 and Tier 2
Contact: Rocco Luiere

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

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



Cyber Safety

In the last year over 1000 schools have been negatively impacted by ransomware and many more have had breaches that resulted in stolen data. These attacks can cost districts in excess of one million dollars to rectify. Due to this uptick in cyber related attacks many cyber insurance carriers have increased their requirements for coverage.

Service: Cyber Safety
Program: Technology and Information Services
How It's Funded: Tier 1
Contact: Tim Jones

Cyber safety services are designed to help districts assess compliance with insurance requirements and improve their security posture. Cyber safety engineers can work with districts to create a complete security profile and make recommendations on how best to protect the district from malicious actors. While no amount of preparation can prevent all cyber attacks, the cyber safety services can help to lessen the impact in the case of the cyber attack.



Data Integrations

Service: Data Integrations
Program: Technology and Information Services
How It's Funded: Tier 2
Contact: Tim Jones



Data integration services offer the ability to integrate LBLEDSD hosted applications with a variety of third party vendors, including but not limited to Destiny, MealTime, Canvas, Google and School Messenger. Integrations can be configured, implemented and monitored for proper transmission of data.

Desktop Support



Service: Desktop Support
Program: Technology and Information Services
How It's Funded: Tier 1
Contact: Tim Jones

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

Frontline (formerly Forecast5)

Service: Frontline License
Program: Business Services
How It's Funded: Tier 1
Contact: Rocco Luiere



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

Internet Access

Internet access (ISP) service is available to provide districts with reliable high speed internet secured by a high availability firewall pair



and optional content filtering. Network devices and facilities required to deliver ISP service are housed and maintained in the LBL data center facility. This secure facility provides an environment that includes high-capacity cooling and emergency power capabilities.

Service: Internet Access
Program: Technology and Information Services
How It's Funded: Tier 1 and Tier 2
Contact: Tim Jones

InTouch Receipting Software

Service: InTouch Receipting Software
Program: Business Services
How It's Funded: Tier 2
Contact: Rocco Luiere



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

Low Voltage

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

Service: Low Voltage
Program: Technology and Information Services
How It's Funded: Tier 2 FTE
Contact: Tim Jones



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

Network Management

Service: Network Management
Program: Technology and Information Services
How It's Funded: Tier 1 and Tier 2
Contact: Tim Jones

Network technicians provide support for your district's local and wide area networks which includes troubleshooting, patching, configurations and monitoring. Technicians maintain and provide consultation on network



equipment such as switches, routers, firewalls, and access points. Technology moves at a fast pace and our technical staff can help districts keep up with changing technologies.

Synergy (formerly Student Information System (SIS) Suite

LBL provides a comprehensive student information system (SIS) to districts and schools across Oregon. The Synergy SIS includes an administrative student information system, teacher gradebook and attendance, master/student scheduler, online registration system, MTSS, Special education and analysis tools. These applications offer secure, configurable access to student demographics, enrollment,

Service: Synergy
Program: Technology and Information Services
How It's Funded: Tier 1
Contact: Tim Jones

grades, schedules, and much more. The system assists district offices with data assistance and submission of state reports.



Power School Special Education Records Management

Service: Special Education Records Management

Program: Technology and Information Services

How It's Funded: Tier 2

Contact: Tim Jones

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

The model also includes private school



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

Systems Engineering



Service: Systems Engineering

Program: Technology and Information Services

How It's Funded: Tier 2

Contact: Tim Jones

System engineers specialize in solving complex engineering problems regarding maintenance of and implementation of new systems. Engineers work to implement best practices in application delivery and data storage. These services include application and website hosting, data backups and datacenter designs and implementations. Engineering procedures are developed from idea to implementation to ensure security, service and sustainability.

Web Design and Maintenance

Service: Web Design and Maintenance
Program: Technology and Information Services
How It's Funded: Tier 2
Contact: Tim Jones



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

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

SCHOOL IMPROVEMENT SERVICES

Attendance Services

Service: Attendance Services
Program: Strategic Partnerships for Student Success
How It's Funded: Tier 2 and State Grant
Contact: Nancy Griffith



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

Behavior Consultant Services

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

Service: Behavior Consultant Services
Program: Strategic Partnerships for Student Success
How It's Funded: Tier 2
Contact: Kristina Wonderly



advisory teams. They also provide nonviolent crisis intervention training to teach educators best practices for managing difficult situations involving unsafe behavior.

Family Support Liaisons

Family support liaisons offer a range of services that include, but are not limited to addressing, physical and mental health services, case coordination services, positive youth development opportunities, and education supports. Of importance, secure connections are made for families to access health and social services, assist in navigating social service systems, and eliminating barriers. A disproportionate number of youth and families encounter adversaries such as poverty, homelessness, bullying/harassment, trauma, crisis, food insecurity, and substance abuse resulting in problems with social, emotional, and behavioral health issues. The vision is to fully engage and support underserved populations by integrating and leveraging resources that eliminate barriers to school success and foster successful transition to the workforce or postsecondary education.

Service: Family Support Liaisons
Program: Strategic Partnerships for Student Success
How It's Funded: Tier 2
Contact: Kristina Wonderly



Home School Support

Service: Home School Support
Program: Strategic Partnerships for Student Success
How It's Funded: Tier 1
Contact: Nancy Griffith

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

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



Library/Media Services

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

Service: Library/Media Services
Program: Strategic Partnerships for Student Success
How It's Funded: Tier 2
Contact: Nancy Griffith



Student and Family Support Services

Service: Student and Family Support Services
Program: Strategic Partnerships for Student Success
How It's Funded: Tier 1
Contact: Nancy Griffith

This service provides oversight and coordination of student and family support services including behavior consultants, school attendance advisors, family support liaisons, home school, youth transition specialists, and transition network facilitators. Additional services include crisis response, grant writing, and service coordination with youth serving agencies specifically addressing health and social services.





ADMINISTRATIVE SERVICES

Business Administration Services

Service: Business Information System
Program: Business Services
How It's Funded: Tier 2
Contact: Rocco Luiere

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.



Courier Service

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

Service: Courier
Program: Facilities Services
How It's Funded: Tier 1
Contact: Jason Hay



E-rate Services

Service: E-rate Services
Program: Business Services
How It's Funded: Tier 2
Contact: Rocco Luiere

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

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



Special Education and Evaluation Services



Service: Special Education Administration/Consultation
Program: Special Education and Evaluation Services
How It's Funded: Tier 2
Contact: Laura Petschauer

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



OTHER GRANTS & CONTRACTS

Cascade Regional Inclusive Grant

This contract through the ODE supports the Regional Program for students with low-incidence disabilities:

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



Service: Low-Incidence Disabilities

Program: Cascade Regional Inclusive Program

How It's Funded: Grants from Oregon Department of Education

Contact: Angie Greenwood

Early Intervention/Early Childhood Special Education

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

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

Most EI interventions are provided to the child within everyday routines, activities, and places within their natural environment. Family members or caregivers are shown strategies for teaching the child in situations where and when a skill is used. Early Childhood Special Education (ECSE) provides services for children from three years to entrance kindergarten who qualify for services due to a developmental delay or categorical disability. Children in ECSE have disabilities that significantly impact their developmental progress. Services are provided in community preschools, homes, and structured classrooms and are based on the unique special education needs of each child.

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

Service: Special Education

Program: Early Intervention/Early Childhood Special Education

How It's Funded: Grant from Oregon Department of Education from Student Success Act

Contact: Autumn Belloni, Debbie McPheeters and Kimberly McCutcheon-Gross

Juvenile Crime Prevention

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

Service: Family Support Liaison
Program: Strategic Partnerships for Student Success
How It's Funded: Grant from Juvenile Crime Prevention
Contact: Nancy Griffith

Long-Term Care and Treatment

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



Service: Education Services
Program: Long Term Care and Treatment
How It's Funded: Grant from Oregon Department of Education
Contact: Cathy Wright

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

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

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

Medicaid Administrative Claiming

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 purchase 0.25 FTE for a family support liaison to work with students and families in the Early Intervention/Early Childhood Special Education program.

Service: District Support
Program: Strategic Partnerships for Students Success
How It's Funded: Grant from Oregon Department of Human Services
Contact: Nancy Griffith

Statewide Education Initiatives Account

Service: District Support
Program: Strategic Partnerships for Students Success
How It's Funded: Student Success Act
Contact: Nancy Griffith

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

School Safety and Prevention Specialist

Service: District Support
Program: Strategic Partnerships for Students Success
How It's Funded: Grant from Oregon Department of Education
Contact: Nancy Griffith

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

Transition Network Facilitator

Service: District Support
Program: Special Education and Evaluation Services
How It's Funded: Grant from Oregon Department of Education
Contact: Laura Petschauer

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



Youth Transition Program

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

Service: Student Support
Program: Special Education and Evaluation Services
How It's Funded: Grant from Oregon Department of Human Services
Contact: Laura Petschauer





APPENDIX

Business Services

Performance Goal #1

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

Consolidate and simplify financial information to make it more useful to operators.

Update tracking of Tier I and Tier II funds to make more transparent to districts.

Performance Goal #2

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

Perform an assessment for each district to identify the areas and levels of business support needed in our component districts.

Human Resources

Performance Goal #1

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

Ensure efficient and effective support to all staff and districts. Calibrate, communicate and crosstrain our roles to support each other.

Performance Goal #2

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

Facilitate and organize ongoing training for districts in the areas of hiring, staff development and retention.

Cascade Regional Inclusive Services

Performance Goal #1

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

Calibration of teams will help determine if amount and types of services currently allocated to "like" students are similar across individual service providers, districts and regions.

Performance Goal #2

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

Increase partnership between CRIS and SEES programs to provide better services for ESD component districts.
Attend outreach visits to districts in addition to Fall Visits.

Early Intervention/Early Childhood Special Education

Performance Goal #1

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

Eliminate educational inequities by creating cultures of rigorous teaching and learning.

Performance Goal #2

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

Increase the number of children receiving services in a regular childhood program toward the state target of 36% as shown in the At-A-Glance Profile published by ODE in May of 2023. (Data in At-A Glance profile from May 2021 indicates 27.87% of students in Lincoln County, 34.18% in Benton County and 23.74% in Linn County are receiving services in a regular childhood program.)

Long Term Care and Treatment (LTCT)

Performance Goal #1

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

Improve and increase communication and collaboration between LTCT Staff and Trillium Family Services through regular meetings with Trillium Program Managers and participating in First Friday events.

Performance Goal #2

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

Improve trusting relationships between LTCT staff members and the LTCT Program Administrator.

Special Education and Evaluation Services (SEES)

Performance Goal #1

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

Create Google form to gather data from parents and district staff, send out customer service/feedback survey after completion of each evaluation. Maintain an 85% or higher quality rating from both parents and district staff.

Performance Goal #2

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

Increase partnership between SEES and CRIS to provide better services for ESD component districts. Increase staff recognition and praise based on Gallup Survey results. Strengthen communication skills among program staff in order to foster positive relationships.

Technology and Information Services

Performance Goal #1

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

Define staff responsibilities to improve processes and deliver services more effectively, while promoting staff recognition and providing clear paths for career advancement.

Performance Goal #2

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

Utilize multiple technologies and define processes to notify LBL staff, districts and other stakeholders of technology incidents.

Performance Goal #3

LBL Goal 3: Continue long-term financial stability.

Reduce time spent on supporting aging technologies and reduce cost by creating an inventory of technology assets, defining replacement cycles, and setting technology standards.

Strategic Partnerships for Student Success

Performance Goal #1

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

Create a coordinated regional Behavioral Safety Framework that addresses the development of services and support for safety assessment processes, Suicide prevention, intervention and postvention plans, and crisis response protocols in districts.

Performance Goal #2

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

Continuing the restructuring and combining of the Student & Family Support Services and Strategic Partnerships programs to better communicate with and provide services to districts.

ALSEA SCHOOL DISTRICT

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Interim Superintendent: Sean
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Sean Gallagher
Interim Superintendent

Tier 1

Data based on fiscal year 2021-2022

Special Education - Tier 1 Services by Student	ESD	ASD
Audiology Hearing Screenings	4,324	16
Audiology Evaluations	23	0
Mild/Moderate Special Ed Supports K-12 (PT)	104	0
Mild/Moderate Special Ed Supports K-12 (OT)	602	15
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	0
In-Center Special Education Evaluations	159	0
In-District and Assigned Special Education Evaluations	427	14
Severe Disability Supports	160	1
Early Intervention Evaluations	354	1
Early Childhood Special Education Evaluations	409	4

Special Education - Tier 1 Services by Hours	ESD	ASD
Interpreter, District Requests	72	0
Interpreter, In-Center Evaluations	276	0
Translation, District Requests	354	0
Translation, In-Center Evaluations	136	0

Grants

Data based on fiscal year 2021-2022

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

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

Other Services	ESD	ASD
Attendance	1,065	0
Behavior Specialist	112	7
Family Support Liaison	130	0
Youth Transition Services	0	0



CENTRAL LINN SCHOOL
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Candace Pelt
Superintendent

Tier 1

Data based on fiscal year 2021-2022

Special Education - Tier 1 Services by Student	ESD	CLSD
Audiology Hearing Screenings	4,324	59
Audiology Evaluations	23	0
Mild/Moderate Special Ed Supports K-12 (PT)	104	4
Mild/Moderate Special Ed Supports K-12 (OT)	602	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	2
In-Center Special Education Evaluations	159	1
In-District and Assigned Special Education Evaluations	427	28
Severe Disability Supports	160	2
Early Intervention Evaluations	354	4
Early Childhood Special Education Evaluations	402	7

Special Education - Tier 1 Services by Hours	ESD	CLSD
Interpreter, District Requests	72	11
Interpreter, In-Center Evaluations	276	0
Translation, District Requests	354	69
Translation, In-Center Evaluations	136	0

Grants

Data based on fiscal year 2021-2022

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

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

Other Services	ESD	CLSD
Attendance	1,065	21
Behavior Specialist	112	0
Family Support Liaison	130	3
Youth Transition Services	0	0



CORVALLIS SCHOOL DISTRICT
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Ryan Noss
Superintendent

Tier 1

Data based on fiscal year 2021-2022

Special Education - Tier 1 Services by Student	ESD	CSD
Audiology Hearing Screenings	4,324	914
Audiology Evaluations	23	2
Mild/Moderate Special Ed Supports K-12 (PT)	104	19
Mild/Moderate Special Ed Supports K-12 (OT)	602	84
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	41
In-Center Special Education Evaluations	159	34
In-District and Assigned Special Education Evaluations	427	55
Severe Disability Supports	160	39
Early Intervention Evaluations	354	61
Early Childhood Special Education Evaluations	402	68

Special Education - Tier 1 Services by Hours	ESD	CSD
Interpreter, District Requests	72	0
Interpreter, In-Center Evaluations	276	36
Translation, District Requests	354	0
Translation, In-Center Evaluations	136	8

Grants

Data based on fiscal year 2021-2022

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

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

Other Services	ESD	CSD
Attendance	1,065	112
Behavior Specialist	112	0
Family Support Liaison	130	0
Youth Transition Services	0	0



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Andy Gardner
Superintendent

Tier 1

Data based on fiscal year 2021-2022

Special Education - Tier 1 Services by Student	ESD	GAPS
Audiology Hearing Screenings	4,324	1,366
Audiology Evaluations	23	10
Mild/Moderate Special Ed Supports K-12 (PT)	104	27
Mild/Moderate Special Ed Supports K-12 (OT)	602	158
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	76
In-Center Special Education Evaluations	159	71
In-District and Assigned Special Education Evaluations	427	78
Severe Disability Supports	160	41
Early Intervention Evaluations	354	115
Early Childhood Special Education Evaluations	402	135

Special Education - Tier 1 Services by Hours	ESD	GAPS
Interpreter, District Requests	72	3
Interpreter, In-Center Evaluations	276	139
Translation, District Requests	354	0
Translation, In-Center Evaluations	136	103

Grants

Data based on fiscal year 2021-2022

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

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

Other Services	ESD	GAPS
Attendance	1,065	0
Behavior Consultant	112	63
Family Support Liaison	130	0
Youth Transition Services	0	0



HARRISBURG SCHOOL DISTRICT
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bryan.starr@harrisburg.k12.or.us



Bryan Starr
Superintendent

Tier 1

Data based on fiscal year 2021-2022

Special Education - Tier 1 Services by Student	ESD	HSD
Audiology Hearing Screenings	4,324	116
Audiology Evaluations	23	1
Mild/Moderate Special Ed Supports K-12 (PT)	104	3
Mild/Moderate Special Ed Supports K-12 (OT)	602	14
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	7
In-Center Special Education Evaluations	159	3
In-District and Assigned Special Education Evaluations	427	23
Severe Disability Supports	160	6
Early Intervention Evaluations	354	9
Early Childhood Special Education Evaluations	402	9

Special Education - Tier 1 Services by Hours	ESD	HSD
Interpreter, District Requests	72	0
Interpreter, In-Center Evaluations	276	0
Translation, District Requests	354	221
Translation, In-Center Evaluations	136	0

Grants

Data based on fiscal year 2021-2022

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

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

Other Services	ESD	HSD
Attendance	1,065	70
Behavior Consultant	112	18
Family Support Liaison	130	5
Youth Transition Services	0	0



LEBANON SCHOOL DISTRICT

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Jennifer Meckley
Superintendent

Tier 1

Data based on fiscal year 2021-2022

Special Education - Tier 1 Services by Student	ESD	LCS
Audiology Hearing Screenings	4,324	438
Audiology Evaluations	23	1
Mild/Moderate Special Ed Supports K-12 (PT)	104	18
Mild/Moderate Special Ed Supports K-12 (OT)	602	76
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	18
In-Center Special Education Evaluations	159	16
In-District and Assigned Special Education Evaluations	427	42
Severe Disability Supports	160	21
Early Intervention Evaluations	354	48
Early Childhood Special Education Evaluations	402	49

Special Education - Tier 1 Services by Hours	ESD	LCS
Interpreter, District Requests	72	0
Interpreter, In-Center Evaluations	276	8
Translation, District Requests	354	111
Translation, In-Center Evaluations	136	0

Grants

Data based on fiscal year 2021-2022

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

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

Other Services	ESD	LCS
Attendance	1,065	513
Behavior Consultant	112	0
Family Support Liaison	130	0
Youth Transition Services	0	0



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Dr. Karen Gray
 Superintendent

Tier 1

Data based on fiscal year 2021-2022

Special Education - Tier 1 Services by Student	ESD	LCSD
Audiology Hearing Screenings	4,324	685
Audiology Evaluations	23	4
Mild/Moderate Special Ed Supports K-12 (PT)	104	19
Mild/Moderate Special Ed Supports K-12 (OT)	602	153
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	40
In-Center Special Education Evaluations	159	6
In-District and Assigned Special Education Evaluations	427	73
Severe Disability Supports	160	18
Early Intervention Evaluations	354	66
Early Childhood Special Education Evaluations	402	76

Special Education - Tier 1 Services by Hours	ESD	LCSD
Interpreter, District Requests	72	47
Interpreter, In-Center Evaluations	276	62
Translation, District Requests	354	85
Translation, In-Center Evaluations	136	14

Grants

Data based on fiscal year 2021-2022

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

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

Other Services	ESD	LCSD
Attendance	1,065	0
Behavior Consultant	112	0
Family Support Liaison	130	0
Youth Transition Services	0	0



MONROE SCHOOL DISTRICT

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Bill Crowson
Superintendent

Tier 1

Data based on fiscal year 2021-2022

Special Education - Tier 1 Services by Student	ESD	MSD
Audiology Hearing Screenings	4,324	60
Audiology Evaluations	23	1
Mild/Moderate Special Ed Supports K-12 (PT)	104	2
Mild/Moderate Special Ed Supports K-12 (OT)	602	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	2
In-Center Special Education Evaluations	159	3
In-District and Assigned Special Education Evaluations	427	14
Severe Disability Supports	160	1
Early Intervention Evaluations	354	6
Early Childhood Special Education Evaluations	402	8

Special Education - Tier 1 Services by Hours	ESD	MSD
Interpreter, District Requests	72	0
Interpreter, In-Center Evaluations	276	6
Translation, District Requests	354	38
Translation, In-Center Evaluations	136	7

Grants

Data based on fiscal year 2021-2022

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

Cascade Regional - Low Incidence, High Needs	ESD	MSD
Vision	46	0
Hearing	61	1
Physical Therapy	45	2
Occupational Therapy	42	0
Autism Spectrum Disorder	617	8
Traumatic Brain Injury	14	0
Total # of K-12 Regional Low Incidence Disabilities	827	10

Other Services	ESD	MSD
Attendance	1,065	43
Behavior Consultant	112	0
Family Support Liaison	130	0
Youth Transition Services	0	0



PHILOMATH SCHOOL DISTRICT

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Susan Halliday

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Susan Halliday
Superintendent

Tier 1

Data based on fiscal year 2021-20212

Special Education - Tier 1 Services by Student	ESD	PSD
Audiology Hearing Screenings	4,324	217
Audiology Evaluations	23	1
Mild/Moderate Special Ed Supports K-12 (PT)	104	0
Mild/Moderate Special Ed Supports K-12 (OT)	602	22
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	5
In-Center Special Education Evaluations	159	7
In-District and Assigned Special Education Evaluations	427	11
Severe Disability Supports	160	11
Early Intervention Evaluations	354	14
Early Childhood Special Education Evaluations	402	10

Special Education - Tier 1 Services by Hours	ESD	PSD
Interpreter, District Requests	72	0
Interpreter, In-Center Evaluations	276	15
Translation, District Requests	354	27
Translation, In-Center Evaluations	136	3

Grants

Data based on fiscal year 2021-20212

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

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

Other Services	ESD	PSD
Attendance	1,065	0
Behavior Consultant	112	5
Family Support Liaison	130	48
Youth Transition Services	0	0



SANITAM CANYON SCHOOL
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Todd Miller
Superintendent

Tier 1

Data based on fiscal year 2021-2022

Special Education - Tier 1 Services by Student	ESD	SCSD
Audiology Hearing Screenings	4,324	94
Audiology Evaluations	23	0
Mild/Moderate Special Ed Supports K-12 (PT)	104	5
Mild/Moderate Special Ed Supports K-12 (OT)	602	8
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	2
In-Center Special Education Evaluations	159	4
In-District and Assigned Special Education Evaluations	427	26
Severe Disability Supports	160	1
Early Intervention Evaluations	354	2
Early Childhood Special Education Evaluations	402	0

Special Education - Tier 1 Services by Hours	ESD	SCSD
Interpreter, District Requests	72	0
Interpreter, In-Center Evaluations	276	1
Translation, District Requests	354	0
Translation, In-Center Evaluations	136	0

Grants

Data based on fiscal year 2021-2022

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

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

Other Services	ESD	SCSD
Attendance	1,065	0
Behavior Consultant	112	0
Family Support Liaison	130	27
Youth Transition Services	0	0



SCIO SCHOOL DISTRICT

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Superintendent: Steve Martinelli

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Steve Martinelli
Superintendent

Tier 1

Data based on fiscal year 2021-2022

Special Education - Tier 1 Services by Student	ESD	SSD
Audiology Hearing Screenings	4,324	136
Audiology Evaluations	23	0
Mild/Moderate Special Ed Supports K-12 (PT)	104	3
Mild/Moderate Special Ed Supports K-12 (OT)	602	13
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	4
In-Center Special Education Evaluations	159	3
In-District and Assigned Special Education Evaluations	427	17
Severe Disability Supports	160	4
Early Intervention Evaluations	354	3
Early Childhood Special Education Evaluations	402	3

Special Education - Tier 1 Services by Hours	ESD	SSD
Interpreter, District Requests	72	4
Interpreter, In-Center Evaluations	276	6
Translation, District Requests	354	0
Translation, In-Center Evaluations	136	0

Grants

Data based on fiscal year 2021-2022

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

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

Other Services	ESD	SSD
Attendance	1,065	23
Behavior Consultant	112	19
Family Support Liaison	130	39
Youth Transition Services	0	0



SWEET HOME SCHOOL DISTRICT
 1920 Long Street
 Sweet Home, OR 97386
Phone: 541-367-7126
Fax: 541-367-7105
Superintendent: Terry Martin
terry.martin@sweethome.k12.or.us



Terry Martin
Superintendent

Tier 1

Data based on fiscal year 2022-2024

Special Education - Tier 1 Services by Student	ESD	SHSD
Audiology Hearing Screenings	4,324	223
Audiology Evaluations	23	3
Mild/Moderate Special Ed Supports K-12 (PT)	104	4
Mild/Moderate Special Ed Supports K-12 (OT)	602	39
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	212	17
In-Center Special Education Evaluations	159	11
In-District and Assigned Special Education Evaluations	427	46
Severe Disability Supports	160	15
Early Intervention Evaluations	354	25
Early Childhood Special Education Evaluations	402	53

Special Education - Tier 1 Services by Hours	ESD	SHSD
Interpreter, District Requests	72	0
Interpreter, In-Center Evaluations	276	0
Translation, District Requests	354	0
Translation, In-Center Evaluations	136	0

Grants

Data based on fiscal year 2022-2024

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

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

Other Services	ESD	SHSD
Attendance	1,065	283
Behavior Consultant	112	0
Family Support Liaison	130	8
Youth Transition Services	0	0



LBL Local Service Plan Addendum 2023-2025: Intergrated Guidance Technical Assistance

The ESD Mandate:

Through the Statewide Education Initiatives Account, each ESD received funds to provide technical assistance to districts in their region in support of the Student Investment Account, now included in the Integrated Guidance. There is flexibility in how ESD TA funds can be spent, but they must be spent on capacity building expenditures. (Funds cannot be used for direct student services.)

LBLESD	Student Success Act – SEIA
Outcome #1	Technical assistance for districts in their implementation of policies, systems, programs, and services that promote student social emotional wellbeing, mental health, engagement, and physical safety.
Outcome #2	Technical assistance for the continued implementation of and the identified key areas in district SIA plans via consulting, coaching, professional development, or other supports.
Outcome #3	Technical assistance in data collection and analysis that builds capacity, data literacy, and continuous improvement of schools and districts.
Outcome #4	Technical assistance to further and expand community engagement to meet the requirements of district SSA/SIA planning.
Outcome #5	Technical assistance for the growth and support of equity within each school district.
Strategy #1	Utilize a Regional Behavioral Health Plan to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. (Outcomes 1, 2, 5)
Strategy #2	Utilize a Continuous Improvement Team focused on building data literacy of district and school personnel through coaching and training, or provide systems planning and performance support for the systematic use of data in planning and decision making. (Outcomes 2, 3, 5)
Strategy #3	Utilize a Continuous Improvement Team to support implementation of District SIA processes and plans. (Outcomes 1, 2, 3, 4, 5)
Strategy #4	Utilize a Continuous Improvement Team to support implementation of District SIA processes and plans. (Outcomes 1-5)
Activities 2023-2025	SSA/Intergrated Guidance Coordinator and Associated Costs (Strategies 1-4) (required by stature)
	Behavioral Health System Facilitator and Coaches and Associated Cost (Strategies 1,4)
	Instructional Coaching and Mentoring Program and Associated Cost (Strategies 2,3,4)
	Engagement and Attendance Facilitator and Associated Cost (Stratagies 1-4)
	Professional Development - Regional Trainings (Strategies 2,3,4)
	CEL (Center for Educational Leadership) Coaching Contract (Strategies 2,3,4)
	DESSA (SEL) K-8 (Strategies 1,2)
	Rural/small school school Technical Assistance for <2000 ADMw (Temporary through 9/2024)
	Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets) (Strategies 2,4)
	Administrative Assistant Support
Indirect 5%	
Activities 2024-2025	SSA/Integrated Guidance Coordinator and Associated Costs (Strategies 1-4) (required by statute)
	Behavioral Health Systems Facilitator and Coaches and Associated Costs (Strategies 1,4)
	Instructional Coaching and Mentoring Program and Associated Cost (Strategies 2,3,4))
	Engagement and Attendance Facilitator and Associated Cost (Strategies 1-4)
	Professional Development - Regional Trainings (Strategies 1,4)
	DESSA (SEL) K-8 (Strategies 1,2)
	Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets) (Strategies 2,4)
	Administrative Assistant Support
	Indirect 5%

LBLEDSD works to support districts in the implementation of their Integrated Guidance plan.

The original SSA purpose:

1. Meet Students' health or safety needs. This may include supports from the following:

- (A) Social-emotional learning and development (SEB Coaches/Facilitator);*
- (B) Student mental and behavioral health (SEB Coaches/Facilitator);*
- (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school (Engagement/Attendance Facilitator, Instructional & Mentor Coaches);*
- (D) Student health and wellness (SEB Coaches/Facilitator);*
- (E) Trauma-informed practices (SEB Coaches/Facilitator);*

2. Increase academic achievement, including reducing academic disparities for historically underserved students (Primarily Instructional & Mentor Coaches)

Each of the Activities were created based on the Strategies listed that support the overall Outcomes.

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

Activity Associated

- SSA Coordinator
- Regional Behavioral Health Systems Facilitator
- Social Emotional Behaviors Coaches
- Engagement/Attendance Facilitator
- Professional Development
- DESSA

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

Activity Associated

- SSA Coordinator
- Instructional Coaching/Mentor
- Engagement/Attendance Facilitator
- SEB Coaching
- Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets)
- Professional Development

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

Activity Associated

- SSA Coordinator
- Instructional Coaching/Mentor
- Engagement and Attendance Facilitator
- Professional Development

Strategy 4: Utilize a Continuous Improvement Team to support implementation of District SIA processes and plans. (Outcomes 1-5)

Activity Associated:

- SSA Coordinator
- All Coaches & Facilitators
- Dada Analyst Tech/Programming Support (Longitudinal Performance Growth Targets)
- Professional Development

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

Tier 1 Resolution Services

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

Tier 2 Resolution Services

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

Transits

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

Statewide Education Initiatives Account (SEIA)

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

The _____ School District is in agreement to have the Linn Benton Lincoln Education Service District provide the Local Service Plan for the 2023-2024 school year as presented.

LBL Board Chair

Date

School District Board Chair

Date

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Miriam Cummin

LBL Board Chair

School District Board Chair

1/18/23

Date

Date

Agenda Item 7

Consent Agenda

A. January 12, 2023 Board Meeting Minutes



Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

<p><u>BOARD MEMBERS PRESENT:</u> Tom Oliver, Chair Richard Borden, Vice Chair Mike Martin, Member Nichole Piland, Member Tammy Schilling, Member</p>	<p><u>EXECUTIVE STAFF PRESENT:</u> Jennifer Meckley, Assistant Superintendent William Lewis, Business Director</p>
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The meeting minutes were recorded by Executive Secretary Jessica Woody.

1. WELCOME AND CALL TO ORDER

Board Chair Tom Oliver called the meeting to order at 6:08 PM and led the flag salute.

2. PUBLIC COMMENTS

LBL ESD Assistant Superintendent, Jason Hay, spoke to the school board, on behalf of the LBL ESD Superintendent and Board. He thanked the board for supporting the work that they do and allowing them to support the staff and students.

He provided and referenced a handout which explained the services that the LBL ESD provides. He explains that not many people know that their primary funding source is not the general fund, like typical to a school district, it is state funded and largely funded by grants.

He also explains that tier 1 services are provided to every component district, and there are many other services that districts can purchase as well.

He lastly thanks the school board for their service to the kids and being a good partner with them, and announces that their sub group passed the local service plan and the LBL ESD board is approving it next week. It will then be brought to the Lebanon School Board at the February meeting.

Community member, Lindsay Pehrson, then spoke to the board addressing school dress code.

She explains that she attended a school board meeting for Sand Ridge, and that their dress code has higher standards than Lebanon's. She gives an example of student's wearing collars, chains, and spikes to school which would be suggestive to violence and seems to be inappropriate attire. She feels that many others have come to her and agree with the concerns.

She states that at Sand Ridge school, if a student is not following dress code that the parent must come and pick them up. She requests that Lebanon follow something similar.

She feels concerned with the clothing that students are wearing, especially the female students and she believes that it could make staff uncomfortable. She would like to hold our children to a higher standard and states that there is not a lot of information in what would be recommended from the district.

3. ACCEPTANCE OF SUPERINTENDENT RESIGNATION

Tom Oliver states that Superintendent Yates has submitted his resignation and the board needs to take action to accept the resignation.

Mike Martin motions to approve, and Richard Borden seconds the motion. All in favor it is a unanimous vote to approve the acceptance of the superintendent resignation.

4. APPOINTMENT OF INTERIM SUPERINTENDENT

Tom Oliver states that Assistant Superintendent, Jennifer Meckley, has been covering the duties in interim.

Mike Martin motions to approve and Nichole Piland seconds the motion. All in favor it is a unanimous vote to appoint Jennifer Meckley as the interim superintendent.

5. RESTATEMENT OF RESOLUTION 2223-1

Mike Martin motions to approve and Nichole Piland seconds the motion. All in favor it is a unanimous vote to approve the changes/updates to Resolution 2223-1, removing Bo Yates and adding Jennifer Meckley in all spaces were Bo Yates was written.

6. APPROVAL OF CONSULTING CONTRACT

Tom Oliver states that Bo Yates has agreed to provide assistance as needed throughout the rest of the school year in order to provide a seamless transition. This will mean that the school district will retain Bo and he will work remotely under the same terms as his contract, which would end 6/30/23. Nichole motions to approve and Richard seconds the motion. All in favor it is a unanimous vote to approve Bo's consulting contract.

7. ODE INTEGRATED GUIDANCE UPDATE

Jennifer Meckley explains to the board a quick overview of what is to come in the next month relating to Integrated Guidance.

She explains how ODE has streamlined multiple grants and programs that the district participates in, referring to the Integrated Guidance reference page in the board packet. The state combined the 6 programs together into this new process, in hopes to engage community needs and assessment.

She notes that there has been a team in the district that has been working on this since last spring, and that the district will bring an application for the board to approve in March.

8. SEVEN OAK UPDATE

William Lewis discusses with the board, the recommendations for contractors and the district process that was completed. Per state law the district participated in a CMGC RFP process. HMK company, the district construction manager, and the architects were both a part of the process as well but were not voting members. He explains that two contractors responded to the RFP and the district thoroughly vetted both contractors by reviewing site and assessment planning, design process, value of contract, cost estimating, and all other pre-construction services and service fees.

William states that after scoring their RFP, the district team unanimously approved GBC construction, and is now asking the board of directors' approval for GBC construction for the CMG contractor for the Seven Oak Project.

Mike Martin motions to approve and Richard Borden sections the motion. All in favor, it is a unanimous vote to approve GBC construction for the CMG contractor for the Seven Oak Project.

9. CONSENT AGENDA

Nichole Piland motions to approve and Tammy Schilling seconds the motion. All in favor with a unanimous vote, the consent agenda made up of the December 8, 2022 Board Meeting Minutes, second reading policy update IGAC, GDA, GCQB, and BBBA and temporary new hire Daniel Huynh is approved in its entirety.

10. DEPARTMENT REPORTS

A. Operations

Nothing to report.

B. Human Resources

Nothing to report.

C. Finance

William Lewis speaks to the board about the current state of the budget and how revenue generation will be critical moving forward, and in our current state the ways the district would do so is through property taxes and enrollment. He states that we are about 175 students down based on pre-COVID times.

He also explains that the general fund is up in revenue is up about 18 thousand dollars over last year, which due to overheard in our current contract, that amount does not pay for a lot. William explains that the district will be spending the ending fund balance down and would like to make that known. He also notes that local tax receipts are also expected to go up as well.

It is agreed between the district and board chair that there will be much more to discuss once the legislature goes through their processes and decides the state school fund.

The board members and William discuss Oregon Paid Leave tax and what it will entail for the district and employees. William explains that the district has hired a private vendor, The Standard, that will collect the tax associated with the paid leave program, and that the development of the communication plan to employees is being put together at this time. He also notes that the district will pay 40% of the 1 percent, and employees will pay 60%, and that by hiring a private vendor, it has saved several thousand dollars and will create a 9-month window of time before the tax will start coming out of payroll. He explains that the tax will begin to come out and the leave time will become available all in September.

11. COMMUNICATION

A. Board

Tom Oliver notes that next month the board will approve a contract for interim superintendent Meckley and the board will need to have a conversation about the process on permanent replacement. Tom also thanks Jennifer for being willing to step into that role. He also states his appreciation of Bo, and a thanks to a great team that was built by great leadership.

Mike Martin addresses the house bill 4114, which requires members of district school boards to file a verified statement of economic interest with the ethics commission. Executive secretary Jessica Woody notes that she will be setting up those requirements for each member to complete in the system.

Mike also addresses the house bill 4029 which requires a governing body of public education provider to conduct a self-assessment every two years, used to develop and refine professional learning plans. Tom anticipates that there will be some direction coming from OSBA on how they would like to see the districts move forward with this.

Tammy Schilling comes back to the public comments that were made at the start of the meeting, and states her agreement with the dress code concerns. She states that she would like to figure out how to put this topic on the agenda in the future and how to enforce this, she feels that it comes back to day to day comfortability with students who are going to school to learn. She is curious if the policy needs to be updated in regards to this.

Mike adds that he feels as a board they may need to work towards setting some priorities and maybe dress code should be one of them along with early childhood education. He also adds that high school graduation should be reviewed as well, he is not satisfied with 80%.

Jennifer Meckley notes that the district does not currently have a policy in place for dress code, it has been managed through parent/student handbooks, though none the less Jennifer does agree that the issue will need to be addressed. She notes that we need to look at how we can do better. The board would like to see the principal of the middle and high school present at a future board meeting to discuss this further.

B. Superintendent

Jennifer thanks the board members, as it is board appreciation month. She explains that the high school leadership class has created a sign for the board members, and the district has provided some thank you gifts, and Jennifer thoroughly thanked the board members for all of their time and support to the district.

She also explains how the district and the Gillott Home Team, along with a few community members have come together to create the educator apple awards, which can be for any educator classified and certified. She shares that the first few winners were awarded and presented to Tammy Brown at Green Acres, David Meek at Seven Oak, and Aaron Smith at Lebanon High. She talks about the great experience it has been to recognize the districts' educators in such a way.

12. AUDIENCE COMMENTS

No audience comments were made.

13. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 6:49 PM.

Tom Oliver, Board Chair

Jennifer Meckley, Interim Superintendent

Agenda Item 7

Consent Agenda

B. First Reading Policy Updates

February 2023 POLICY UPDATES – REVIEW AND RECOMMENDATIONS

Code	Title	Recommendation	DO Staff Lead(s)	Changes/DO Staff Comments	Recommended Adoption? (Yes/No)
JECBD	Homeless Students	Highly Recommended	Jen	Updating language to be person-first because it respects people and it focuses on the whole person rather than centering their difference or disability.	Yes
EEACE	Loading and Unloading	Highly Recommended	Jen	ODE Recommended per audit	Yes
EEA-AR	School Bus Scheduling and Routing	Highly Recommended	Jen	ODE Recommended per audit	Yes

Lebanon Community Schools

Code: **JECBD**
Adopted: 8/4/03
Readopted: 1/20/11, 4/27/17
Orig. Code(s): JECBD

~~Homeless Students~~ **Students Experiencing Homelessness¹**

~~Homeless students~~ **Students experiencing homelessness** 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.

A liaison for students ~~in homeless situations~~ **experiencing homelessness** will be designated by the district to carry out duties as required by law.

The district will ensure that ~~homeless~~ **students experiencing homelessness** are not stigmatized nor segregated on the basis of their status as **experiencing homeless**. A ~~homeless~~ **student experiencing homelessness** will be admitted, 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 experiencing homelessness** is actually living, unless contrary to the request of the parent or unaccompanied student. Transportation will² be provided in accordance with law.

The superintendent will develop administrative regulations to remove barriers to access and participation by ~~homeless~~ **students experiencing homelessness**.

END OF POLICY

Legal Reference(s):

[ORS 109.056](#)
[ORS 327.006](#)
[ORS 339.115 \(7\)](#)
[ORS 339.133](#)
[ORS 433.267](#)

[OAR 581-021-0045](#)
[OAR 581-021-0046](#)

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 (2015).

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

Cross Reference(s):

JEC - School Admission and Open Enrollment

¹Many public institutions have shifted to using person-first language in the past five years because it respects people and it focuses on the whole person rather than centering their difference or disability. Since we continually highlight and strive for our focus on the *whole student*, it makes sense that we shift our language to reflect that.

²McKinney-Vento Homeless Assistance Act (see 42 U.S.C. 11432(g)(1)(J)(iii)).

OSBA Model Sample Policy

Code: EEACE
Adopted:

Loading and Unloading

The administration shall make arrangements to provide supervision of students during normal loading and unloading times.

Buses shall be scheduled into loading areas ahead of school dismissal times whenever practical.

Students shall not be allowed off the bus at other than their regular stop without a signed note from the principal's office or parent.

END OF POLICY

Legal Reference(s):

[ORS 339.240](#)
[ORS 339.250](#)

[OAR 581-021-0050](#)
[OAR 581-053-0010\(11\)](#)

[OAR 581-053-0230\(9\)\(u\)](#)

OSBA Model Sample Policy

Code: EEA-AR

Revised/Reviewed:

School Bus Scheduling and Routing

Actual bus stops and routes will be determined by the [transportation supervisor] and will be based upon efficiency, safety, Board policy and applicable state and federal laws and rules.

The determination of safe roads for school bus travel will be made by the [transportation supervisor].

The superintendent [or designee] will:

1. Annually review and assess school bus routes, stops and loading zones for safety, changing student population and supervision of students;
2. Advise parents of any changes in transportation policy affecting their students as early as possible and be responsive to parents' calls for assistance in seeking alternatives to busing; and
3. Work with cities, the county and other appropriate governmental agencies on a continuing basis regarding transportation issues.

School bus routes will be planned and organized to ensure student safety and receive the maximum bus use efficiency.

1. Student safety will be the major part of any route decisions.
2. Bus routing will be the responsibility of the transportation supervisor, or delegated representative, with the administrator's assistance.
3. Anyone requesting a route change will be referred to the transportation supervisor or delegated representative.
4. Route conditions will be reviewed routinely.
5. Routes will be planned to ensure the least possible amount of time elapsing from first pick-up to school, commensurate with economical efficiency.
6. Bus routes will traverse city, county, state or federal roads using district discretion.
7. Students living within one mile of school may be transported for health, safety and disability reasons when an approved supplemental plan is on file.
8. Secondary students eligible for bus transportation may be expected to walk up to one and one-half miles to a bus stop. Elementary students may be expected to walk up to one mile to a bus stop.
9. Where feasible, bus stops will be designated and students will be expected to gather at the assigned stop.

10. A fully supported seat shall be provided each student. Students must not stand.
11. Students may be transferred directly from one bus to another while being transported to and from school.
12. Transportation of students for nonschool group activities during regular school to home routes shall, in order to ensure adequate space, require written request from the parent and prior approval from the transportation supervisor.

Agenda Item 8

C. Finance
Financial Reports

BOARD MEMORANDUM



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

From: William H. Lewis III, Business Director

Date: February 9, 2023

Meeting Date: February 16, 2023

Re: Financial Report and Fiscal Updates

Financial Report

The 2022-2023 Financial Board Report included in this packet reflects all revenues and expenditures for 2018-2022 and the budgeted YTD expenditures, plus encumbered amounts for 2022-2023 as of 2/09/23.

	18/19 Actual	19/20 Actual	20-21 Budget	21-22 Budget	22-23 Budget	2-09-23 YTD & Enc	2-09-23 Balance
General Fund - Revenue							
SSF Formula	39,748,844	42,038,081	43,560,057	44,440,549	45,499,998	33,921,431	11,578,567
SSF Adjustment	-	-	-	-	-	-	-
State Fiscal Stabilization Fund	-	-	-	-	-	-	-
Federal Ed Jobs	-	-	-	-	-	-	-
School Year SubAccount	-	-	-	-	-	-	-
Loan Receipts	-	-	-	-	-	-	-
Interest	385,564	320,317	250,000	150,000	250,000	247,689	2,311
Third Party Billing	72,372	-	-	-	-	-	-
TMR	180,556	212,376	210,000	210,000	210,000	-	210,000
JROTC	35,236	77,982	65,000	65,000	65,000	42,637	22,363
Other	374,395	325,816	387,500	368,266	580,500	152,415	428,085
Interfund Transfer	8,029	850,000	-	-	-	-	-
BFB	5,263,314	2,126,603	3,784,307	5,065,000	5,180,500	6,106,902	(926,402)
Total	46,068,310	45,951,175	48,256,864	50,298,816	51,785,998	40,471,074	11,314,924
=====	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses							
Salaries	21,069,833	21,896,193	21,680,883	22,526,487	23,036,272	22,980,765	55,507
Benefits	13,157,764	14,481,355	15,086,873	14,597,973	15,115,726	14,276,807	838,918
P. Services	5,396,276	5,349,577	5,299,827	5,686,551	5,877,223	4,350,490	1,526,733
Supplies	1,269,608	1,569,846	1,530,133	1,606,583	1,882,175	1,185,945	696,230
Capital Outlay	76,554	54,500	90,000	100,000	70,000	119,090	(49,090)
Other Objects	350,672	441,468	469,147	501,776	520,603	484,193	36,410
Transfers	2,621,000	1,185,000	2,100,000	2,279,446	2,284,000	2,284,000	-
Contingency	-	1,750,000	2,000,000	3,000,000	3,000,000	-	3,000,000
Total	43,941,707	46,727,940	48,256,864	50,298,816	51,785,998	45,681,290	6,104,708
=====	=====	=====	=====	=====	=====	=====	=====

2022-23 General Fund Revenue Report

		18/19	19/20	20-21	21-22	22-23	2-09-23	2-09-23
		Actual	Actual	Budget	Budget	Budget	YTD	Balance
SSF Formula								
1111,	Taxes	10,179,205	10,509,179	10,938,094	11,873,719	12,150,243	11,406,987	743,256
4801,4899	Federal Forest Fees	179,478	157,804	130,000	125,000	120,000	-	120,000
3103	Common School	437,082	196,120	400,000	444,819	445,000	500,229	(55,229)
2101	County School		209,250	200,000	195,000	50,000	27,380	22,620
3104	State Timber	167,048	23,587	100,000	100,000	130,000	28,799	101,201
3101/3199	School Support Fund	29,101,930	30,942,140	31,791,963	31,702,011	32,604,755	21,958,036	10,646,719
	Adjustments to SSF Payments							-
	Adj for Prior Year payments	(755,646)						-
	Adj for HC Disability Grant	439,748	-	-				-
	Total SSF Formula	39,748,844	42,038,081	43,560,057	44,440,549	45,499,998	33,921,431	11,578,567
1510	Interest on Investments	385,564	320,317	250,000	150,000	250,000	247,689	2,311
4200	Third Party billing	72,372	-	-	-	-	-	-
2210	TMR	180,556	212,376	210,000	210,000	210,000	-	210,000
4300	JROTC reimbursement	35,236	77,982	65,000	65,000	65,000	42,637	22,363
	Other							-
1741	Outdoor School		-	-	-	-	-	-
1910	Rental Fees	3,926	1,582	7,500	5,000	-	320	(320)
1980	Fees Charged to Grants	-	14,915	50,000	108,266	110,000	25,277	84,723
1312, 1960, 1990,								
5300	Miscellaneous	370,469	304,781	250,000	255,000	470,500	126,819	343,681
1760	Club Fundraising		-	-	-	-	-	-
1411, 1993	Transportation Fees		4,538	-	-	-	-	-
1994	E-Rate reimbursement	-	-	80,000	-	-	-	-
5200	Interfund Transfer - Athletics	8,029	850,000	-	-	-	-	-
5400	Beginning Fund Balance	5,263,314	2,126,603	3,784,307	5,065,000	5,180,500	6,106,902	(926,402)
	Total	46,068,310	45,951,175	48,256,864	50,298,816	51,785,998	40,471,074	11,314,924

2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	2-09-23 YTD	2-09-23 Encumb	2-09-23 Balance
Certified salaries	12,295,790	12,665,056	12,540,564	12,871,079	13,169,912	5,540,564	7,568,683	60,665
Classified salaries	5,554,869	6,227,931	6,008,791	6,250,523	6,233,686	2,882,988	3,264,007	86,691
Administrative salaries	1,782,092	1,873,807	1,863,955	2,059,820	2,151,593	1,255,738	885,819	10,036
Managerial - classified	249,120	154,577	289,051	299,689	511,189	300,162	214,963	(3,936)
Retirement stipends	19,904	91,904	133,413	120,000	0	0	0	0
Confidential salaries	159,789	162,808	284,898	343,800	485,197	325,495	179,543	(19,841)
Certified subs	43,660	2,000	0	14,294	0	0	0	0
Classified subs	43,138	1,500	23,975	0	0	0	0	0
Temp certified	162,287	82,264	45,425	0	625	0	0	625
Temp classified	23,111	8,000	21,658	481	11,086	16,614	0	(5,528)
Student helpers salaries	4,413	21,000	16,654	5,748	9,173	8,402	0	771
Overtime	50,768	0	91,513	57,127	38,449	41,055	5,792	(8,398)
Compensation time	77,738	52,300	44,207	71,883	8,946	21,341	0	(12,395)
Extra duty	350,933	279,579	128,295	230,761	83,537	148,640	0	(65,103)
Classified extra hrs	200,393	208,000	0	0	0	0	0	0
Vacation Payoff	14,017	29,817	24,292	28,240	43,273	10,524	0	32,749
Mentor teacher pay	0	0	0	0	822	0	0	822
Personal Leave Payout	0	0	0	0	0	0	0	0
Department Head Extra Duty	788	6,000	30,000	0	0	0	0	0
Taxable Meal Reimbursement	2,073	0	809	2,000	396	531	0	(135)
Cell Phone Stipend		0	1,080	1,080	450	263	188	0
Travel Stipend		0	11,400	0	30,500	15,033	10,917	4,550
Club Advisor	34,950	29,650	120,904	169,964	257,438	102,701	180,804	(26,067)
Total Salaries	21,069,833	21,896,193	21,680,883	22,526,487	23,036,272	10,670,049	12,310,716	55,507
PERS	5,753,639	7,398,130	7,286,664	6,797,646	6,994,709	3,082,584	3,456,003	456,123
Social Security	1,544,838	1,655,388	1,642,024	1,627,475	1,759,624	786,450	890,564	82,610
Worker's Comp	210,272	293,025	275,747	189,328	196,035	56,397	54,473	85,165
Employee Ins - Admin	239,427	215,642	275,263	283,669	325,403	191,822	136,732	(3,152)
Employee Ins - Certified	2,829,522	2,449,421	2,756,998	2,840,563	3,029,490	1,261,505	1,746,814	21,171
Employee Ins - Classified	2,408,513	2,327,520	2,596,579	2,598,694	2,651,363	1,129,791	1,289,037	232,536
Employee Ins - Other	36,487	33,429	65,298	92,498	110,502	66,102	40,929	3,471
Employee Ins - Retired	120,255	83,600	52,700	120,000	0	17,627	0	(17,627)
TSA	24,336	25,200	45,600	45,600	48,600	46,037	23,941	(21,378)
Total Benefits	13,157,764	14,481,355	15,086,873	14,597,973	15,115,726	6,638,316	7,638,492	838,918

2022-23 General Fund Expenditure Report

Description	18/19	19/20	20/21	21/22	22/23	2-09-23	2-09-23	2-09-23
	Actual	Budget	Budget	Budget	Budget	YTD	Encumb	Balance
Instructional Services	125,368	103,800	76,375	66,000	161,000	25,477	518	135,005
Instr Prog Improve Service	33,042	53,000	67,750	87,750	56,200	24,559	730	30,911
Student SVCS	0	0	0	0	0	250	0	(250)
Data Processing SVCS	0	0	0	3,000	5,000	11,241	0	(6,241)
	0	0	0			0	0	0
Professional and Improvement Co	0	0	0	15,000	5,000	0	0	5,000
Other Instr-Prof-Tech SVCS	11,205	20,000	10,000	11,500	16,000	0	0	16,000
Cleaning SVCS	0	0	0			0	0	0
Repairs & Maintenance	206,884	190,300	227,612	258,500	286,050	228,311	8,792	48,948
Radio Service	12,455	11,100	11,100	15,000	4,500	12,865	2,101	(10,466)
Rentals	121,067	129,400	88,286	86,300	89,105	46,197	19,364	23,544
Electricity	453,206	502,620	465,700	451,500	450,500	212,778	198,814	38,908
Fuel	181,534	223,135	217,800	208,100	233,000	113,606	62,995	56,399
Water & Sewer	138,029	153,520	142,500	146,700	134,000	85,997	0	48,003
Garbage	112,864	102,400	87,000	106,500	104,500	57,948	0	46,552
Other Property Services	3,500	20,000	0	0	0	14,360	0	(14,360)
Reimb. Student Transportation	4,658	10,200	29,900	34,500	9,000	105	0	8,895
Reimb. Student Transportation	(79,915)				150,390	52,708	20,620	77,061
Travel	163,937	158,263	150,513	153,011	168,395	38,094	762	129,539
Travel - Local	0	0	0	0	0	0	0	0
Travel - Out of District	37	0	0	0	0	0	0	0
Travel - Student - Out of Dist.	1,140	5,300	4,500	3,500	0	0	0	0
Classified Staff Training	0	0	0		0	0	0	0
Travel - Other	0	0	0		0	0	0	0
Meals/Transportation	153	200	350	350	0	0	0	0
Mileage/Transportation	0	0	0		0	0	0	0
Staff Tuition	92,746	47,000	2,000	72,000	72,500	33,695	0	38,805
	0	0	0		0	0	0	0
Telephone	44,987	73,165	65,100	52,300	73,250	40,069	20,258	12,923
Postage	24,224	26,074	28,900	32,117	31,500	11,687	15,793	4,020
Advertising	2,761	4,300	2,650	3,500	5,500	0	0	5,500
Printing & Binding	13,712	29,400	30,950	31,700	44,500	8,094	26,140	10,266
Other Communication Services	0	0	0			0	0	0
Charter School Payments	2,159,564	2,195,000	2,300,000	2,400,000	2,540,000	1,640,254	899,746	0
Insurance Reimbursement	0	0	0	0	0	0	0	0
Tuitions Payments to Other Dist.	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0
Tuition Pay Private School	0	5,000	0	0	0	0	0	0
Other Tuition	240,090	92,500	90,000	115,000	95,600	5,500	0	90,100
Audit Services	29,150	30,000	39,000	36,000	45,000	0	0	45,000
Legal Services	33,971	35,000	35,000	35,000	30,000	23,991	0	6,010
Architect/Engineer Service	0	0	0	0	0	0	0	0
Negotiation Services	0	10,000	5,000	1,000	1,000	0	0	1,000
Management Services	0	0	0	0	0	0	0	0
Data Processing SVCS	65,278	89,600	65,000	57,500	57,000	21,580	0	35,420
Statistical Services		0	0	0	0	0	0	0
Election Services	4,632	5,000	5,000	18,000	5,000	0	0	5,000
Other Non_instr Pro/Tech	447,701	363,700	351,450	402,650	379,154	83,118	25,370	270,666
Other General Prof & Tech Svcs	(722)	0	0	0	0	0	0	0

2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	2-09-23 YTD	2-09-23 Encumb	2-09-23 Balance
Physical Exams - Drivers	4,072	4,400	5,750	5,500	8,000	4,097	0	3,903
Drug Tests Drivers	1,670	3,000	2,250	3,000	2,500	620	1,380	500
Child Care Services	0	15,000	0	0	0	0	0	0
Sub calling service	14,113	15,000	12,000	7,500	7,500	0	0	7,500
Classified subs	226,030	194,000	228,600	251,500	191,831	49,652	0	142,179
Criminal History checks	3,394	3,200	3,500	3,500	500	1,324	0	(824)
	0	0	0	0	0	0	0	0
Fingerprinting	626	1,000	2,500	1,000	1,000	1,149	0	(149)
Classified subs	499,112	425,000	445,791	510,573	413,248	197,782	0	215,466
Total P. Services	5,396,276	5,349,577	5,299,827	5,686,551	5,877,223	3,047,109	1,303,381	1,526,733

2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	2-09-23 YTD	2-09-23 Encumb	2-09-23 Balance
Gas Oil & Lubricants	185,324	190,500	189,100	192,000	248,000	114,948.02	128,064.38	4,988
Vehicle Fuel/Transportation		0	0	0	0	0.00	0.00	0
		0	0	0	0	0.00	0.00	0
		0	0	0	0	0.00	0.00	0
Supplies & Materials	457,850	648,024	651,837	698,023	996,751	417,946	11,539	567,266
		0	0	0	0	0	0	0
		0	0	0	0	0	0	0
Vehicle repair parts	27,649	52,800	50,500	50,500	61,500	52,995	7,828	677
Transportation operations	30,665	15,000	25,000	25,000	25,000	9,016	4,538	11,446
		0	0	0	0	0	0	0
		0	0	0	0	0	0	0
Office Supplies/Transportation		0	0	0	0	0	0	0
Transportation - Tires		0	0	0	0	0	0	0
Textbooks	68,642	28,033	9,933	5,433	21,500	30,179	0	(8,679)
Library Books	5,914	15,694	8,200	11,700	12,750	2,848	0	9,902
Periodicals	6,511	6,000	10,800	12,100	12,150	12,935	0	(785)
Equipment under 5K	160,140	178,842	146,100	125,550	72,800	43,909	8,245	20,646
Computer software	184,472	264,360	257,398	323,918	339,174	246,239	35,712	57,222
Computer hardware	142,441	170,593	181,265	162,359	92,550	59,002	0	33,548
Total Supplies & Materials	1,269,608	1,569,846	1,530,133	1,606,583	1,882,175	990,018	195,927	696,230
Buildings Acquisition		0	0	25,000	25,000	1,250	0	23,750
Improvements Other Than Buildings				0	0	0	0	0
Equipment	33,623	54,500	25,000	45,000	0	0	0	0
New Equipment over 5K	35,353	0	45,000	10,000	22,500	83,175	0	(60,675)
Replace of Equip over 5K		0	20,000	20,000	22,500	34,665	0	(12,165)
Depreciable Technology	7,579	0	0	0	0	0	0	0
Bus Replacement	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0
Total Capital Outlay	76,554	54,500	90,000	100,000	70,000	119,090	0	(49,090)
Regular Interest	0	500	0	0	0	0.00	0.00	0
		0	0	0	0	0	0	0
Dues & Fees	105,393	175,180	159,726	148,076	122,303	95,895	0	26,408
Insurance & Judgments	245,279	265,588	306,221	350,000	395,000	387,220	0	7,780
		0	0	0	0	0	0	0
Fidelity Bond Premiums		0	0	0	0	100	0	(100)
Property Insurance Premium		0	0	0	0	0	0	0
		0	0	0	0	0	0	0
Judgments & Settlements		0	2,500	3,000	2,500	0	0	2,500
Settlements		0	0	0	0	0	0	0
		0	0	0	0	0	0	0
Taxes & Licenses	0	200	700	700	800	977	0	(177)
					0	0	0	0
Total Other Objects	350,672	441,468	469,147	501,776	520,603	484,193	0	36,410

2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	2-09-23 YTD	2-09-23 Encumb	2-09-23 Balance
Transfer - Vocational House Fund	40,000	0	70,000	250,000	450,000	450,000	0	0
Transfer - Technology	100,000	0	80,000	100,000	100,000	100,000	0	0
Transfer - Classroom Furniture	50,000	0	10,000	35,000	35,000	35,000	0	0
Transfer - Textbook Adoption	400,000	400,000	200,000	350,000	550,000	550,000	0	0
Transfer - Capital Improvement	400,000		200,000	300,000	50,000	50,000	0	0
Transfer - Track and Turf Fund	85,000	10,000	0	0	0	0	0	0
Transfer - Athletic Fund	446,000	450,000	475,000	475,000	475,000	475,000	0	0
Transfer - Bus Replacement	300,000	150,000	225,000	225,000	225,000	225,000	0	0
Transfer - Unemploy Ins	25,000	25,000	250,000	0	0	0	0	0
Transfer - OHC Fund	0			0	0	0	0	0
PERS Reserve	525,000	0	450,000	300,000	154,000	154,000	0	0
Transfer - Food Service	100,000	100,000	120,000	224,446	225,000	225,000	0	0
Transfer - Music/Band Replaceme	0	0	20,000	20,000	20,000	20,000	0	0
Transfer - Debt Service	150,000	50,000	0	0	0	0	0	0
Transfer - Academic Achievemen	0	0	0	0	0	0	0	0
Total Transfers	2,621,000	1,185,000	2,100,000	2,279,446	2,284,000	2,284,000	0	0
Reserve/Contingency	0	1,750,000	2,000,000	3,000,000	3,000,000	0	0	3,000,000
Grand Total	43,941,707	46,727,940	48,256,864	50,298,816	51,785,998	24,232,774	21,448,516	6,104,708