



**LEBANON COMMUNITY SCHOOL DISTRICT  
SCHOOL BOARD MEETING  
MARCH 14, 2024, 6:00 PM**

Santiam Travel Station

750 S. Third St. Lebanon, OR 97355

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**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<sup>1</sup>**

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. SAND RIDGE CHARTER SCHOOL CONTRACT PRESENTATION, pg. 3** Action: Informational
- 4. LACOMB ROOF, pg. 6** Action: Approval Requested
- 5. BOARD MEMBER ZONE 3 VACANCY, pg. 8** Action: Approval Requested
- 6. LBL ESD LOCAL SERVICE PLAN, pg. 14** Action: Approval Requested
- 7. SUPERINTENDENT'S REC FOR RENEWAL & NONRENEWAL, pg. 84** Action: Approval Requested
- 8. 2024-25 & 2025-26 CERTIFIED CALENDER, pg. 86** Action: Approval Requested
- 9. SNOW DAYS MAKE UP** Action: Approval Requested
- 10. HIGH SCHOOL DATA, pg. 91** Action: Informational
- 11. POLICY PROCESS, pg. 103** Action: Informational
- 12. CONSENT AGENDA** Action: Approval Requested
  - A. February 8, 2024 Board Meeting Minutes, pg. 106
  - B. Hiring:

NAME	POSITION	FTE	START DATE	END DATE
<b>NEW HIRES 2023-24</b>				
Serene Mellenthin	Temporary 7 <sup>th</sup> Grade Teacher – Hamilton Creek School	1.0	3/11/2024	6/14/2024

### 13. DEPARTMENT REPORTS

Action: Informational

- A. Operations
  - 1. Operations Report
- B. Human Resources
- C. Finance
  - 1. Financial Report, pg. 115

### 14. COMMUNICATION

Action: Informational

- A. Board
- B. Superintendent
  - 1. Indian Education, pg. 123
  - 2. Jen's Zens

### 15. PUBLIC COMMENTS<sup>1</sup>

### 16. ADJOURNMENT

#### Upcoming meeting dates:

April 11, 2024 Board Meeting at 6:00 PM

May 9, 2024 Board Meeting at 6:00 PM

May 16, 2024 Budget Meeting TBD

May 23, 2024 Budget Meeting TBD

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<sup>1</sup> 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 Public 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**

# Agenda Item 3

Sand Ridge Charter School  
Presentation

## **What are Charter Schools?**

Charter schools are public, independently-operated schools. All charter schools operate under a contract with a charter school authorizer – usually Oregon school district or the Oregon Department of Education – that holds them accountable to the high standards outlined in their “charter.” Charter schools are allowed some flexibilities from various state laws.

## **How do charter schools work?**

Charter schools are public schools operating under an independent contract or “charter” with an authorizing agency—typically a school district or the Oregon State Board of Education. The charter provides the school with operational autonomy to pursue specific educational objectives regarding curriculum, staff, and budget. It also holds them accountable to the same standards of their district public school peers.

## **Are charter schools public schools?**

Yes, charter schools are independently-operated, public schools.

## **How are charter schools funded?**

Oregon’s charter schools are funded through the State School Fund (SSF). K - 8 grade charter schools are required, by Oregon state law, to receive at least 80% of the SSF dollars allocated to public schools, per pupil. High school grades are required to receive at least 95% of the SSF dollars allocated to public schools, per pupil.

## **How are students admitted to public charter schools?**

By law, charter schools must have a fair and open admission process, conducting outreach and recruitment to all segments of the community they serve. They are public schools and therefore cannot "choose" which students attend, cannot have admission requirements or entrance exams, and students are admitted by lottery.

## **Are charter schools run by for-profit corporations?**

No, Oregon charter schools are required by law to be run by non-profit organizations. Oregon is unique in that all of the brick & mortar charter schools operating in the state are locally run.



**Are charter school teachers certified?**

Oregon law requires that 50% of charter school educators are traditionally licensed by the Oregon Teacher Standards and Practices Commission (TSPC.) In addition to hiring the same certified teachers as traditional public schools, charter schools can hire qualified individuals that often have significant professional experience in their subject area, but may not be traditionally credentialed. These charter school educators must be registered with TSPC under the “Charter Educator registry.” This allows many charter schools to offer an education infused with real-world experience.

**How are charter schools started?**

Charter schools can be started by any interested party, including parents and community members.

**Do charter schools have attendance boundaries?**

Charter schools do not have traditional school boundaries like district schools. Charter schools can pull students from within the local school district boundaries or outside the district boundaries.

**Do charter schools charge tuition?**

No, charter schools are tuition-free, public schools.

# Agenda Item 4

Lacomb Roof



LEBANON COMMUNITY SCHOOLS  
LACOMB SCHOOL  
ROOFING PROJECT  
UNOFFICIAL BID TALLY

Date - January 10,2024	ABC Roofing	Anderson Roofing	Griffith Roofing	Roof Topper
Total Base Bid	<u>\$ 1,644,172.00</u>	<u>\$ 2,707,024.00</u>	<u>\$ 3,014,720.00</u>	<u>\$ 2,034,266.00</u>
Alternate #1	<u>\$ 1,517,570.00</u>	<u>\$ 2,648,696.00</u>	<u>\$ -</u>	<u>\$ 1,616,055.00</u>
Alternate #2	<u>\$ 162,120.00</u>	<u>\$ 117,707.00</u>	<u>\$ 139,357.00</u>	<u>\$ 134,846.00</u>
Total Base Bid and Alternates	<u>\$ 3,323,862.00</u>	<u>\$ 5,473,427.00</u>	<u>\$ 3,154,077.00</u>	<u>\$ 3,785,167.00</u>

Attended Mandatory Pre-Bid	Yes	Yes	Yes	Yes
Time Bid Received	12:46 PM	1:34 PM	12:51 PM	1:39 PM
Addendum 3 Received - (Yes/No)	Yes	Yes	Yes	Yes
CCB Registration Number	228297	293	925	93567
Bid Form Signed - (Yes/No)	Yes	Yes	Yes	Yes
Bid Bond - (Yes/No)	Yes	Yes	Yes	Yes
First Tier Sub Contractor Disclosure Form - (Yes/No)	Yes	Yes	Yes	Yes
Workplan - (Yes/No)	Yes	Yes	Yes	Yes
Checklist signed - (Yes/No)	Yes	Yes	Yes	Yes

**UNOFFICIAL BID TALLY**

# Agenda Item 5

Board Member Zone 3  
Vacancy

**Legal Notice**

**March 14, 2024**

**Lebanon Community School Board Announces Vacancy, Applicants Sought**

The Lebanon Community School Board announces the vacancy of the Zone 3 Position on the Board of Directors and is accepting applications to fill this vacancy.

Candidates must currently reside in the Lebanon Community School District and have done so for at least one year, and candidates must be qualified voters of the District. Pursuant to Board Policy BBE, preference must be given to candidates residing within Zone 3.

The selected candidate will service the remainder of the position's current term through June 30, 2025 and would be eligible for reelection in May 2025 for a four-year term.

The Candidate Application Form is available at the District's website at [www.lebanon.k12.or.us](http://www.lebanon.k12.or.us) or at the Office of the Superintendent at 485 S Fifth St. Lebanon, OR 97355. Applications must be returned to the Office of the Superintendent by 4:00 PM on April 29, 2024.

Public interviews of candidates will be held at the School Board meeting scheduled for May 9, 2024. Candidates should plan to attend the Board meeting. It is anticipated that the Board will vote to fill the Zone 3 vacancy at this same meeting.

For additional information or questions, please contact Executive Secretary, Jessica Woody, at 541-451-8511 ext. 1168 or by email at [Jessica.Woody@lebanon.k12.or.us](mailto:Jessica.Woody@lebanon.k12.or.us).

## PROPOSED TIMELINE FOR FILLING ZONE 3 BOARD VACANCY

Timeframe	Activity
3/8/24	Memorandum and Process Recommendation included in Board Packet for March 14, 2024 Meeting.
3/14/24	Board approves a process to fill the vacancy.
3/15/24 - 4/3/24	20-Day Advertisement Period for Applicants (Newspaper, Website, Facebook).
4/29/24	4:00 PM Deadline for application submission.
4/29/24 - 5/3/24	If more than three applications are received and Board so desires, an Application Review Committee* would review applications and recommend no more than 3 candidates to the Board.
5/3/24	Recommendation memorandum to Board in May 9, 2024 meeting packet.
5/9/24	May 9, 2024 Meeting Agenda: Interview session with each of the recommended candidates ( <i>no more than 3</i> ). Candidates will receive questions in advance to prepare.
5/9/24	Board votes to fill the vacancy.
5/9/24	Newly elected member is sworn and seated on the board.

### Proposed Application Review Committee Members:

- Tom Oliver, Board Chair
- Another Board Member
- Jennifer Meckley, Superintendent
- William Lewis, Chief Operations Officer
- Jessica Woody, Executive Secretary
- School Principal
- Bonita Randklev, LEA President
- Laura Warren, LESPA President



**APPLICATION FOR APPOINTMENT TO THE LEBANON COMMUNITY  
SCHOOL DISTRICT BOARD OF DIRECTORS – ZONE 3 SEAT**

**TERM: THROUGH 06/30/2025, WITH RE-ELECTION ELIGIBILITY**

Name \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_ Email \_\_\_\_\_

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Eligibility Information

1. Are you a registered voter in the School District (required)? Yes ☐ No ☐
2. Have you resided in the School District for one year (required)? Yes ☐ No ☐
3. Are you a resident of Zone 3?  
(Preference must be given to Zone 3 residents) Yes ☐ No ☐
4. Are you an officer or employee of the School District?  
(If yes, not eligible for appointment) Yes ☐ No ☐

- 
5. Do you currently, or have you had in the past, students enrolled in the School District?

Yes ☐ No ☐ If yes, school(s) \_\_\_\_\_

6. Have you reviewed the School District policies that govern Board Roles and Responsibilities, Standards of Conduct, Powers and Duties, Authority and Responsibilities, and Ethics and Conflicts of Interest (posted at [www.lebanon.k12.or.us/board/policies](http://www.lebanon.k12.or.us/board/policies))? Yes ☐ No ☐

7. Please list your current and/or previous community service or volunteer roles and activities.

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8. Please briefly discuss why you are interested in serving on the School Board and what you would like to accomplish as a member of the Board (attach additional sheet, if needed).

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Signature \_\_\_\_\_ Date \_\_\_\_\_

**PLEASE RETURN THIS FORM NO LATER THAN 4:00 PM ON APRIL 29, 2024 TO THE  
LEBANON COMMUNITY SCHOOL DISTRICT SUPERINTENDENT'S OFFICE, 485 S FIFTH  
STREET, LEBANON, OR VIA EMAIL TO JESSICA.WOODY@LEBANON.K12.OR.US.**

# Lebanon Community Schools

Code: **BBC**  
Adopted: 6/15/98  
Readopted: 2/4/10  
Orig. Code(s): BBBC

## Board Member Resignation

When a Board member decides to terminate service, the Board requests earliest possible notification of that intention. Board members resigning their positions will present such resignation in writing to the Board chair.

The Board will announce the resignation and declare the vacancy at that meeting.

The Board will fill the vacancy as per Board policy BBE – Vacancies on the Board. The Board may begin a replacement process and select a successor prior to the effective date of resignation. However, the actual appointment shall not be made before the resignation date.

END OF POLICY

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### Legal Reference(s):

[ORS 236.325](#)  
[ORS 332.030](#)

### Cross Reference(s):

BBE - Vacancies on the Board



# Lebanon Community Schools

Code: **BBE**  
Adopted: 6/15/98  
Readopted: 2/4/10  
Orig. Code(s): BBE

## Vacancies on the Board

Vacancies will be filled through Board appointment. The Board appointee must be a legally registered voter and a resident within the district for one year immediately preceding the appointment and a resident of the zone from which the vacancy has occurred. If the vacancy occurs in a zone, the Board shall advertise for a 20-day period to find an eligible resident from the same zone. If an eligible zone resident cannot be found, the Board shall appoint one of the eligible residents from the district.

Board elections are held every odd-numbered year which for the purposes of this policy are termed “election” years. The appointee:

1. Will serve until June 30 following the next “election,” at which time the individual elected in May of that year will fill the remaining portion of an unexpired term or, if applicable, serve a full four year term; or
2. Will serve until June 30 of a subsequent “election” year if the vacancy occurs after the filing date in an “election” year.

A Board member so elected as a replacement will serve the remaining year(s) of the term of office of the Board member being replaced.

In the event of multiple vacancies, the position vacated first will be filled first.

Upon appointment by the Board, the newly appointed Board member(s) will be sworn and seated immediately.

If the offices of a majority of Board members are vacant at the same time, the directors of the Linn-Benton-Lincoln Education Service District shall appoint persons to fill the vacancies from qualified district voters.

END OF POLICY

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### Legal Reference(s):

[ORS 249.865 - 249.877](#)  
[ORS 255.245](#)  
[ORS 255.335](#)

[ORS 332.030](#)  
[ORS 332.122](#)  
[ORS 332.124](#)

### Cross Reference(s):

BBBA - Board Member Qualifications  
BBC - Board Member Resignation  
BBD - Board Member Removal from Office

Vacancies on the Board - BBE

1-1

# Agenda Item 6

LBL ESD Local Service Plan

# Linn Benton Lincoln ESD

## Local Service Plan

2023-2025

905 4th Avenue  
Albany, OR 97321  
[Www.lblesd.k12.or.us](http://www.lblesd.k12.or.us)  
541-812-2600

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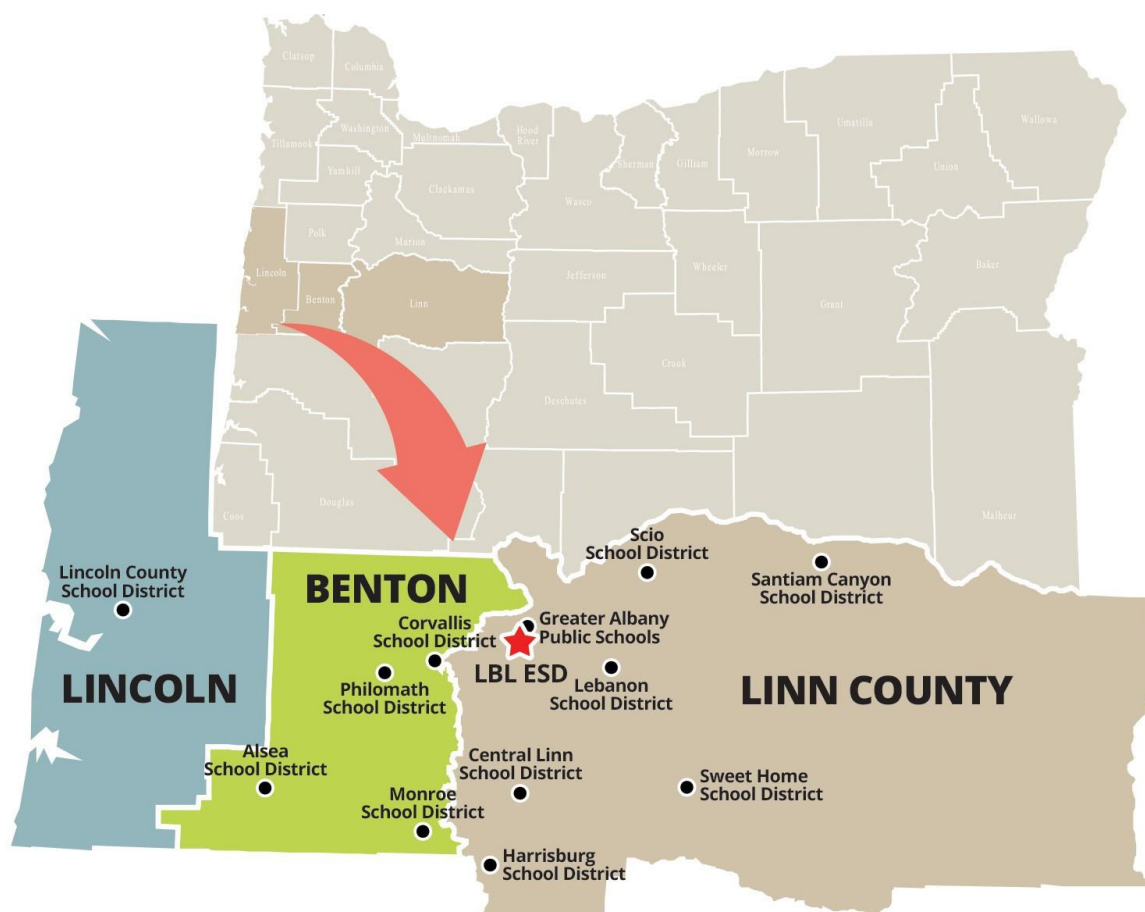
# Serving the Counties of Linn, Benton, Lincoln, and Beyond!

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 statutes concerning the mission of ESDs has remained somewhat constant: "Education Service Districts assist school districts and the State of Oregon in achieving Oregon's education goals by providing excellent and equitable educational opportunities for all Oregon public school students."



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

An education service district plays a key role in:

- Ensuring an equitable and excellent education for all children in the state;
- Implementing the Oregon Educational Act for the 21<sup>st</sup> 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.

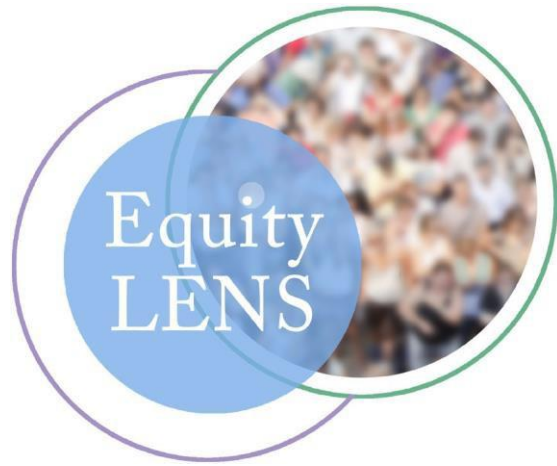
(Continued on page 6)

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.

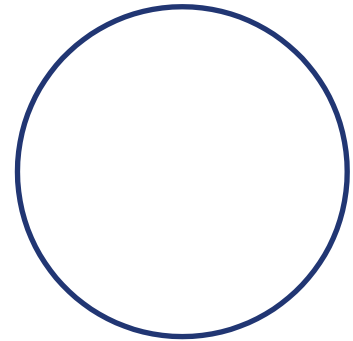
## Board of Directors



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



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



Zone 3  
Term Expires: 6/30/2025



**Jim Blount**  
Zone 4  
Term Expires: 6/30/2027



**Amy Vctor**  
Zone 5  
Term Expires: 6/30/2027

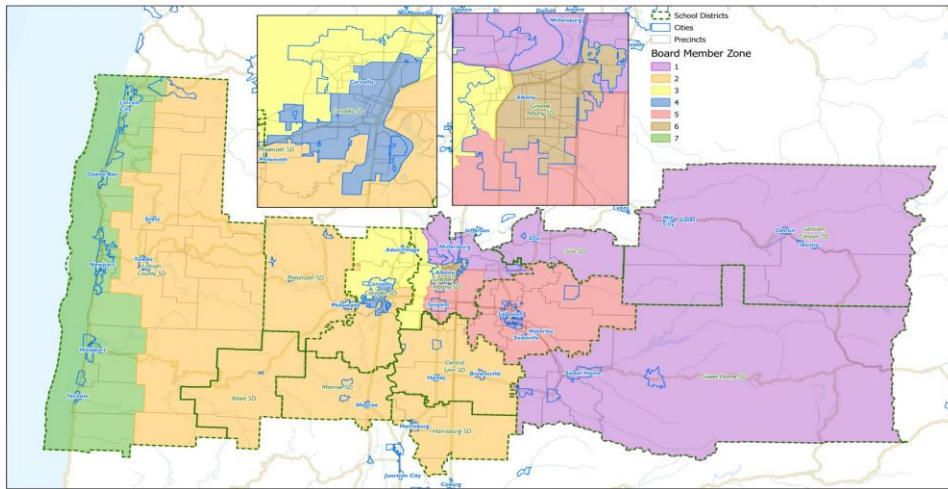


**Miriam Cummins**  
Zone 6  
Term Expires: 6/30/2027

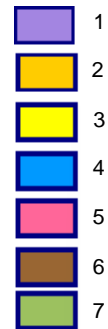


**David Dunsdon**  
Zone 7  
Term Expires: 6/30/2027

# Board Zones



Board Zones



## Zone 1

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

## Zone 2

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

## Zone 3

Corvallis (North),  
Greater Albany (part)

## Zone 4

Corvallis (part)

## Zone 5

Lebanon,  
Greater Albany (part)

## Zone 6

Greater Albany (part)

## Zone 7

Lincoln County (part)

# Budget Committee

## Richard Moore

Zone 1

Term Expires: 6/30/24

## Sarah Finger McDonald

Zone 4

Term Expires: 6/30/2024

## Vacant

Zone 7

Term Expires: 6/30/2025

## Sarah Fay

Zone 2

Term Expires: 6/30/2025

## Nichole Piland

Zone 5

Term Expires: 6/30/2024

## Risteen Follett

At Large

Term Expires: 6/30/2025

## Sami Al-Abdrabbuh

Zone 3

Term Expires: 6/30/2025

## Ryan Mattingly

Zone 6

Term Expires: 6/30/2024

## Cabinet Members



**Jason Hay**  
Superintendent



**Nancy Griffith**  
Assistant Superintendent



**Rocco Luiere**  
Exucutive Financial  
Officer



**Kate Marrone**  
Executive Human Resources  
Officer



**Tim Jones**  
Executive Information and Technology  
Officer





**Sean Yoder**  
Business Services



**Autumn Belloni**  
Early Intervention / Early  
Childhood Special Ed.



**Tina Linn**  
Early Intervention / Early  
Childhood Special Ed.



**Catie Dalton**  
Early Intervention / Early  
Childhood Special Ed.



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



**Kristina Wonderly**  
Strategic Partnerships  
for Students Success



**Sonya Hart**  
Special Education and  
Evaluation Services



**Angie Greenwood**  
Cascade Regional  
Inclusive Services



**Kristy Stringham**  
Special Education  
Program Coordinator



**Jennifer Kessel**  
Technology and  
Information Services



**Brittney Spencer**  
Long Term Care and  
Treatment Education

**Alsea 7J**

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

Superintendent: Krista Nieraeth

<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: Steve Woods

<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: Majalise Tolan  
<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	2020-2021 ADMw	2021-2022 ADMw	2022-2023 ADMw	3 Year Average	% of Total ADMw	% Allocation of Tier 2 Funds
Alsea	961.4	1,116.4	844	973.9	1.9%	1.9%
Central Linn	823.2	729.9	771	774.7	1.7%	1.7%
Corvallis	7,769.4	7,465.8	7,564	7,599.7	17.1%	17.1%
Greater Albany	11,050.5	10,698.4	10,763	10,871.1	24.5%	24.5%
Harrisburg	1,009.8	941.5	959	970.1	2.2%	2.2%
Lebanon	4,908.0	4,689.1	4,662	4,753.0	10.5%	10.7%
Lincoln County	7,032.5	6,618.0	6,677	6,775.8	15.1%	15.3%
Monroe	507.1	513.4	504	508.16	1.1%	1.1%
Philomath	1,935.8	1,832.0	1,857	1,874.9	4.2%	4.2%
Santiam Canyon	5,626.7	3,820.6	4,870	4,772.4	11.0%	11.0%
Scio	3,053.0	2,254.9	2,140	2,482.6	4.8%	4.7%
Sweet Home	2,711.2	2,572.9	2,609	2,631.0	5.9%	5.9%
	<b>47,388.6</b>	<b>43,252.9</b>	<b>44,220</b>	<b>44,953.8</b>	<b>100%</b>	<b>100%</b>

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, Tina Linn, Catie Dalton 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:** Sonya Hart

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:** Sonya Hart

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:** Sonya Hart



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:** Sonya Hart

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,

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.

**Service:** Special Education Evaluation Services

**Program:** Special Education and Evaluation Services

**How It's Funded:** Tier 1

**Contact:** Sonya Hart



# Speech and Language Services

**Service:** Speech Language Services

**Program:** Special Education and Evaluation Services

**How It's Funded:** Tier 1 and Tier 2

**Contact:** Sonya Hart

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 LBLED 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:** Desk top 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

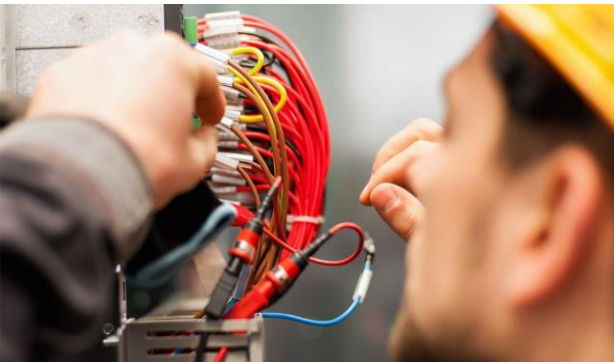


InTouch is a comprehensive cash receipting software developed for K-12 schools that provides information in real-time. Tier 1 funds support the purchase of licenses for InTouch software and LBL staff provide level 1 support and training to districts. The software is a point of sale, system that manages 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 mesh pencil holder filled 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:** Kristina Wonderly



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:** Kristina Wonderly

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.

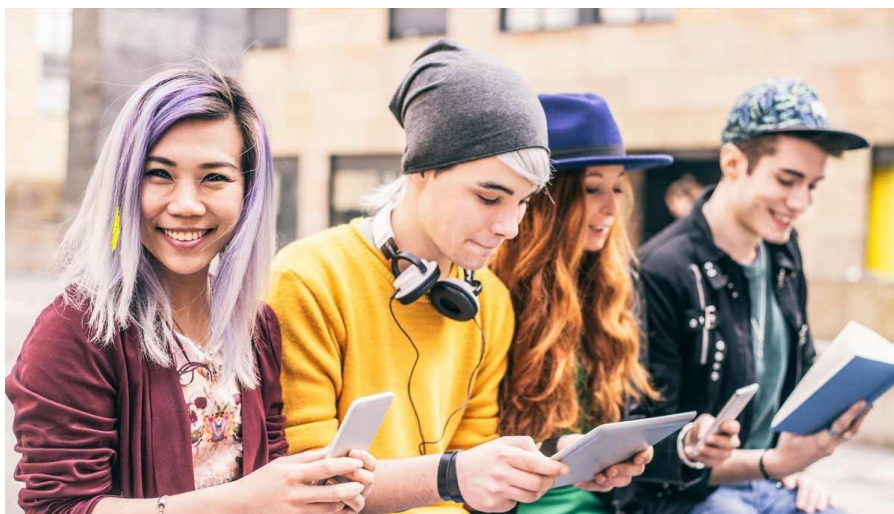
**Service:** Library/Media Services  
**Program:** Strategic Partnerships for Student Success  
**How It's Funded:** Tier 2  
**Contact:** Kristina Wonderly



## Student and Family Support Services

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

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:** Lisa McConnell



## 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:** Sonya Hart

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, Tina Linn, Catie Dalton 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:** Kristina Wonderly

## 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:** Brittney Spencer

**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:** Kristina Wonderly

## Statewide Education Initiatives Account

**Service:** District Support

**Program:** Strategic Partnerships for Students Success

**How It's Funded:** Student Success Act

**Contact:** Kristina Wonderly

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:** Kristina Wonderly

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:** Sonya Hart

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:** Sonya Hart





# 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.

Provide monthly reports for each program's financial review including both budget reports and new roster report. Identify and analyze macro issues and key operating trends.

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

Increase our community outreach within our three counties through involvement with other agencies and organizations. Participate as community members and sponsor community activities.

### 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.

Create structures for more uniform processes and services within the CRIS team. Streamline referral process for OT, PT and Audiology. Re-define and calibrate service delivery model for AAC and ASD. Re-evaluate existing templates for assessment reports for DHH and TVI teams.

### 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.  
Regularly collaborate with the Special Ed Director of each component district based on their scheduling preferences.

## 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.

In our work with the Center for Educational Leadership, our goal is to eliminate educational inequities by creating a culture 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.

LTCT Program will continue to implement the Collaborative Problem Solving method in working with students for the 23-24 school year. This strategy supports the evidence based program for challenging behaviors that is used by Trillium Family Services.

### Performance Goal #2

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

LTCT program will create an Equity and Wellness committee that will have representation from the certified staff, classified staff and office staff.

## 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.

Gather customer service/feedback data from parents and district staff after the completion of each evaluation to ensure excellent, equitable and efficient services.

### 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.

Collaborate with districts to pinpoint products suitable for inclusion in a consortium contract. Subsequently, lead contract negotiations and effectively communicate the procurement process under the established contract.

## 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.

Develop 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.



## ALSEA SCHOOL DISTRICT

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**Krista Nieraeth**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	ASD
Audiology Hearing Screenings	6,457	0
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	0
Mild/Moderate Special Ed Supports K-12 (OT)	662	5
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	0
In-Center Special Education Evaluations	195	1
In-District and Assigned Special Education Evaluations	211	9
Severe Disability Supports	160	1
Early Intervention Evaluations	362	3
Early Childhood Special Education Evaluations	426	2

Special Education - Tier 1 Services by Hours	ESD	ASD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	0

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	ASD
Vision	48	0
Hearing	86	0
Physical Therapy	54	0
Occupational Therapy	52	0
Autism Spectrum Disorder	790	15
Traumatic Brain Injury	30	0
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	15

Other Services	ESD	ASD
Family Support Liaison	825	0
Behavior Specialist	297	15



**CENTRAL LINN SCHOOL**  
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**Candace Pelt**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	CLSD
Audiology Hearing Screenings	6,457	99
Audiology Evaluations	26	4
Mild/Moderate Special Ed Supports K-12 (PT)	109	3
Mild/Moderate Special Ed Supports K-12 (OT)	662	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	3
In-Center Special Education Evaluations	195	3
In-District and Assigned Special Education Evaluations	211	23
Severe Disability Supports	160	1
Early Intervention Evaluations	362	2
Early Childhood Special Education Evaluations	426	9

Special Education - Tier 1 Services by Hours	ESD	CLSD
Interpreter, District Requests	67.29	11.17
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	69.42
Translation, In-Center Evaluations	122.47	0

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	CLSD
Vision	48	2
Hearing	86	0
Physical Therapy	54	3
Occupational Therapy	52	3
Autism Spectrum Disorder	790	8
Traumatic Brain Injury	30	0
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1064	9

Other Services	ESD	CLSD
Behavior Specialist	297	0
Family Support Liaison	825	34



**CORVALLIS SCHOOL DISTRICT**  
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**Ryan Noss**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	CSD
Audiology Hearing Screenings	6,457	1,216
Audiology Evaluations	26	3
Mild/Moderate Special Ed Supports K-12 (PT)	109	12
Mild/Moderate Special Ed Supports K-12 (OT)	662	94
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	40
In-Center Special Education Evaluations	195	36
In-District and Assigned Special Education Evaluations	211	12
Severe Disability Supports	160	38
Early Intervention Evaluations	362	78
Early Childhood Special Education Evaluations	426	73

Special Education - Tier 1 Services by Hours	ESD	CSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	36.75
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	8.67

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	CSD
Vision	48	12
Hearing	86	17
Physical Therapy	54	8
Occupational Therapy	52	8
Autism Spectrum Disorder	790	107
Traumatic Brain Injury	30	2
Deafblindness	4	1
Total # of K-12 Regional Low Incidence Disabilities	1,064	200

Other Services	ESD	CSD
Behavior Specialist	297	0
Family Support Liaison	825	0



## GREATER ALBANY PUBLIC

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**Andy Gardner**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	GAPS
Audiology Hearing Screenings	6,457	1,966
Audiology Evaluations	26	11
Mild/Moderate Special Ed Supports K-12 (PT)	109	30
Mild/Moderate Special Ed Supports K-12 (OT)	662	172
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	82
In-Center Special Education Evaluations	195	74
In-District and Assigned Special Education Evaluations	211	10
Severe Disability Supports	160	35
Early Intervention Evaluations	362	124
Early Childhood Special Education Evaluations	426	136

Special Education - Tier 1 Services by Hours	ESD	GAPS
Interpreter, District Requests	67.29	3
Interpreter, In-Center Evaluations	276.3	139.38
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	103.05

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	GAPS
Vision	48	9
Hearing	86	20
Physical Therapy	54	11
Occupational Therapy	52	11
Autism Spectrum Disorder	790	142
Traumatic Brain Injury	30	6
Deafblindness	4	1
Total # of K-12 Regional Low Incidence Disabilities	1,064	200

Other Services	ESD	GAPS
Behavior Consultant	297	205
Family Support Liaison	825	215



**HARRISBURG SCHOOL**  
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**Steve Woods**  
Superintendent

## Tier 1

*Data based on fiscal year 2022-2023*

Special Education - Tier 1 Services by Student	ESD	HSD
Audiology Hearing Screenings	6,457	149
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	5
Mild/Moderate Special Ed Supports K-12 (OT)	662	22
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	6
In-Center Special Education Evaluations	195	8
In-District and Assigned Special Education Evaluations	211	22
Severe Disability Supports	160	5
Early Intervention Evaluations	362	4
Early Childhood Special Education Evaluations	426	7

Special Education - Tier 1 Services by Hours	ESD	HSD
Interpreter, District Requests	67.29	.5
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	22.25
Translation, In-Center Evaluations	122.47	0

## Grants

*Data based on fiscal year 2022-2023*

Cascade Regional - Low Incidence, High Needs	ESD	HSD
Vision	48	0
Hearing	86	1
Physical Therapy	54	3
Occupational Therapy	52	3
Autism Spectrum Disorder	790	23
Traumatic Brain Injury	30	2
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	32

Other Services	ESD	HSD
Behavior Consultant	297	27
Family Support Liaison	825	21





## LEBANON SCHOOL

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**Jennifer Meckley**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	LCS
Audiology Hearing Screenings	6,457	438
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	109	18
Mild/Moderate Special Ed Supports K-12 (OT)	662	76
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	18
In-Center Special Education Evaluations	195	24
In-District and Assigned Special Education Evaluations	211	4
Severe Disability Supports	160	24
Early Intervention Evaluations	362	26
Early Childhood Special Education Evaluations	426	62

Special Education - Tier 1 Services by Hours	ESD	LCS
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	8.75
Translation, District Requests	354.49	111.42
Translation, In-Center Evaluations	122.47	0

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	LCS
Vision	48	5
Hearing	86	6
Physical Therapy	54	6
Occupational Therapy	52	5
Autism Spectrum Disorder	790	61
Traumatic Brain Injury	30	3
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	86

Other Services	ESD	LCS
Behavior Consultant	297	0
Family Support Liaison	825	143





**LINCOLN COUNTY SCHOOL**  
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**Majalise Tolan**  
Superintendent

## Tier 1

*Data based on fiscal year 2022-2023*

Special Education - Tier 1 Services by Student	ESD	LCSD
Audiology Hearing Screenings	6,457	917
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	109	25
Mild/Moderate Special Ed Supports K-12 (OT)	662	155
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	49
In-Center Special Education Evaluations	195	10
In-District and Assigned Special Education Evaluations	211	14
Severe Disability Supports	160	24
Early Intervention Evaluations	362	64
Early Childhood Special Education Evaluations	426	74

Special Education - Tier 1 Services by Hours	ESD	LCSD
Interpreter, District Requests	67.29	47.95
Interpreter, In-Center Evaluations	276.3	62.25
Translation, District Requests	354.49	85.65
Translation, In-Center Evaluations	122.47	0

## Grants

*Data based on fiscal year 2022-2023*

Cascade Regional - Low Incidence, High Needs	ESD	LCSD
Vision	48	13
Hearing	86	9
Physical Therapy	54	11
Occupational Therapy	52	12
Autism Spectrum Disorder	790	151
Traumatic Brain Injury	30	2
Deafblindness	4	1
Total # of K-12 Regional Low Incidence Disabilities	1,064	199

Other Services	ESD	LCSD
Behavior Consultant	297	0
Family Support Liaison	825	0



## MONROE SCHOOL DISTRICT

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**Bill Crowson**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	MSD
Audiology Hearing Screenings	6,457	82
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	109	
Mild/Moderate Special Ed Supports K-12 (OT)	662	14
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	3
In-Center Special Education Evaluations	195	2
In-District and Assigned Special Education Evaluations	211	11
Severe Disability Supports	160	1
Early Intervention Evaluations	362	4
Early Childhood Special Education Evaluations	426	7

Special Education - Tier 1 Services by Hours	ESD	MSD
Interpreter, District Requests	67.29	0.67
Interpreter, In-Center Evaluations	276.3	6.92
Translation, District Requests	354.49	38.5
Translation, In-Center Evaluations	122.47	7

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	MSD
Vision	48	1
Hearing	86	1
Physical Therapy	54	3
Occupational Therapy	52	2
Autism Spectrum Disorder	790	7
Traumatic Brain Injury	30	0
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	14

Other Services	ESD	MSD
Behavior Consultant	297	2
Family Support Liaison	825	126



## PHILOMATH SCHOOL DISTRICT

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Susan Halliday  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	PSD
Audiology Hearing Screenings	6,457	261
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	5
Mild/Moderate Special Ed Supports K-12 (OT)	662	42
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	7
In-Center Special Education Evaluations	195	12
In-District and Assigned Special Education Evaluations	211	1
Severe Disability Supports	160	11
Early Intervention Evaluations	362	6
Early Childhood Special Education Evaluations	426	17

Special Education - Tier 1 Services by Hours	ESD	PSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	15.25
Translation, District Requests	354.49	27.25
Translation, In-Center Evaluations	122.47	3

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	PSD
Vision	48	1
Hearing	86	3
Physical Therapy	54	1
Occupational Therapy	52	0
Autism Spectrum Disorder	790	32
Traumatic Brain Injury	30	2
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	39

Other Services	ESD	PSD
Behavior Consultant	297	44
Family Support Liaison	825	74



## SANTIAM CANYON SCHOOL

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**Todd Miller**  
Superintendent

## Tier 1

*Data based on fiscal year 2022-2023*

Special Education - Tier 1 Services by Student	ESD	SCSD
Audiology Hearing Screenings	6,457	94
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	5
Mild/Moderate Special Ed Supports K-12 (OT)	662	8
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	2
In-Center Special Education Evaluations	195	7
In-District and Assigned Special Education Evaluations	211	25
Severe Disability Supports	160	0
Early Intervention Evaluations	362	3
Early Childhood Special Education Evaluations	426	8

Special Education - Tier 1 Services by Hours	ESD	SCSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	1
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	0

## Grants

*Data based on fiscal year 2022-2023*

Cascade Regional - Low Incidence, High Needs	ESD	SCSD
Vision	48	0
Hearing	86	2
Physical Therapy	45	1
Occupational Therapy	52	1
Autism Spectrum Disorder	790	5
Traumatic Brain Injury	30	1
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	13

Other Services	ESD	SCSD
Behavior Consultant	297	0
Family Support Liaison	825	42



## SCIO SCHOOL DISTRICT

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**Steve Martinelli**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	SSD
Audiology Hearing Screenings	6,457	172
Audiology Evaluations	26	1
Mild/Moderate Special Ed Supports K-12 (PT)	109	1
Mild/Moderate Special Ed Supports K-12 (OT)	662	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	2
In-Center Special Education Evaluations	195	3
In-District and Assigned Special Education Evaluations	211	17
Severe Disability Supports	160	4
Early Intervention Evaluations	362	1
Early Childhood Special Education Evaluations	426	6

Special Education - Tier 1 Services by Hours	ESD	SSD
Interpreter, District Requests	67.29	4
Interpreter, In-Center Evaluations	276.3	6
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	.075

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	SSD
Vision	48	1
Hearing	86	1
Physical Therapy	54	0
Occupational Therapy	52	0
Autism Spectrum Disorder	790	9
Traumatic Brain Injury	30	1
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	12

Other Services	ESD	SSD
Behavior Consultant	297	20
Family Support Liaison	825	60





## SWEET HOME SCHOOL

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**Superintendent:** Terry Martin

[terry.martin@sweethome.k12.or.us](mailto:terry.martin@sweethome.k12.or.us)



**Terry Martin**  
Superintendent

## Tier 1

Data based on fiscal year 2022-2023

Special Education - Tier 1 Services by Student	ESD	SHSD
Audiology Hearing Screenings	6,457	530
Audiology Evaluations	26	0
Mild/Moderate Special Ed Supports K-12 (PT)	109	7
Mild/Moderate Special Ed Supports K-12 (OT)	662	44
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	241	20
In-Center Special Education Evaluations	195	15
In-District and Assigned Special Education Evaluations	211	63
Severe Disability Supports	160	16
Early Intervention Evaluations	362	21
Early Childhood Special Education Evaluations	426	31

Special Education - Tier 1 Services by Hours	ESD	SHSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	0

## Grants

Data based on fiscal year 2022-2023

Cascade Regional - Low Incidence, High Needs	ESD	SHSD
Vision	48	5
Hearing	86	5
Physical Therapy	54	1
Occupational Therapy	52	1
Autism Spectrum Disorder	790	44
Traumatic Brain Injury	30	6
Deafblindness	4	0
Total # of K-12 Regional Low Incidence Disabilities	1,064	62
Other Services	ESD	SHSD
Behavior Consultant	1,065	283
Family Support Liaison	112	0





## **LBL Local Service Plan Addendum 2024-2026: Integrated Grants Technical Assistance**

**The ESD Mandate:** Through the Statewide Education Initiatives Account, each ESD receives 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.)

<b>LBLED</b>	<b>Technical Assistance</b>
Outcome #1	Technical assistance for districts in their implementation of policies, systems, programs, and practices 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 Integrated Grants 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 Integrated Grants planning.
Outcome #5	Technical assistance for the growth and support of Equity within each school district.
Strategy #1	Utilize a Continuous Improvement Team 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 Instruction, Mentoring, and Coaching within Districts to provide more equitable outcomes for students. [Outcomes #1, 2, 3, 5]
Strategy #4	Utilize a Continuous Improvement Team to support implementation of District Integrated Grants processes and plans. [Outcomes #1-5]

Activities 2024-2025	SSA/Integrated Grants Liaison and Associated Costs (Strategies 1-4) (required by statute)
	Social, Emotional, & Behavioral Health Team and Associated Costs (Strategies 1,4)
	Instructional Coaching and Mentoring Program and Associated Costs (Strategies 2,3, 4)
	Regional Improvement and Engagement Liaison and Associated Costs (Strategies 1-4)
	Professional Development – Regional Trainings and Support (Strategies 1-4)
	SEB Screening Tool
	Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets) (Strategies 2,4)
	Admin Asst (no more than 0.25 FTE)
	Indirect 5%
Activities 2025-2026	SSA/Integrated Grants Liaison and Associated Costs (Strategies 1-4) (required by statute)
	Social, Emotional, & Behavioral Health Team and Associate Costs (Strategies 1,4)
	Instructional Coaching and Mentoring Program and Associated Costs (Strategies 2,3,4)
	Regional Improvement and Engagement Liaison and Associated Costs (Strategies 1-4)
	Professional Development – Regional Trainings and Support (Strategies 1-4)
	SEB Screening Tool
	Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets) (Strategies 2,4)
	Administrative Assistant
	Indirect 5%

**SEIA Plan presented to Valley Coast Superintendent Association:** October 20, 2023, November 17, 2023, January 19, 2024

**SEIA Plan approved by Valley Coast Superintendent Association:** January 19, 2024

**Presented by LBL ESD Board of Directors:** February 21, 2024

**Adopted by LBL ESD Board of Directors:** February 21, 2024

**LBLEDSD works to support districts in the implementation of their Integrated Grants 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 Team);*
  - (B) *Student mental and behavioral health (SEB Team);*
  - (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 Team);*
  - (E) *Trauma-informed practices (SEB Team);*
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 Social, Emotional, & Behavioral Health Team to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. [Outcome #s 1, 2, 5]

Activity Associated

- Integrated Grants Liaison
- Social Emotional Behavioral Health Team
  - Facilitate Needs Assessment focusing on implementation readiness, progress monitoring and program evaluation for existing and/or new social, emotional and behavioral health systems and practices.
  - Train and Coach district and school leaders through professional learning opportunities with customized follow-up support to guide the implementation process of social, emotional and behavioral health systems.
  - Provide Implementation Support & Technical Assistance for existing and/or new social, emotional and behavioral health systems in your schools and district as well as supporting adaptations to these systems to implement in a variety of learning environments.
  - Connect with Local/Regional Leaders for regular collaboration opportunities with other leaders in schools/districts with similar demographics and structures to support the ongoing implementation of social, emotional and behavioral health systems.
  - Share Critical Information Updates on the latest research and trends related to evidence-based or field-tested practices and programs for social, emotional and behavioral health systems including easy-to-implement strategies to share with school leaders and staff.
  - Collaborate with Community Partners to provide access to social, emotional and behavioral health services beyond what the schools or district can provide in house.
- Improvement Facilitator/Engagement
- Professional Development
- DESSA or other SEL screener

**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 #s 2, 3, 5]

Activity Associated

- Integrated Grants Liaison
- Instructional Coaching/Mentor
- Improvement/Engagement Liaison
  - Coaching on implementation of Tiered Communication Plans and Data Teams for Attendance
  - Coaching on implementation of [9th Grade On-Track best practices](#)
  - Coaching on implementation of PBIS data teams and systems
  - Multi-tiered System of Support
- SEB Coaching
- Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets)
- Professional Development

**Strategy 3:** Utilize a Continuous Improvement Team to support Instruction, Mentoring, and Coaching within Districts to provide more equitable outcomes for students. [Outcome #s 1, 2, 3, 5]

Activity Associated

- Integrated Grants Liaison
- Instructional Coaching/Mentor
- Improvement/Engagement Liaison
  - Coaching and Technical Expertise in Restorative Practices for individuals and school-wide systems
  - Coaching and Consultation on student voice and agency
  - Every Day Matters and Center for High School Success
- Professional Development

**Strategy 4:** Utilize a Continuous Improvement Team to support implementation of District SIA processes and plans. [Outcome #s 1-5]

Activity Associated

- Integrated Grants Liaison
- All Coaches & Facilitators
- Data 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 2024-2025 school year as presented.

\_\_\_\_\_  
**LBL Board Chair**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**School District Board Chair**

\_\_\_\_\_  
**Date**

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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 Lebanon School District is in agreement to have the Linn Benton Lincoln Education Service District provide the Local Service Plan for the 2024-2025 school year as presented.

Jon Wooten  
LBL Board Chair

2/21/2024

*School District Board Chair*

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**Date** \_\_\_\_\_

# Agenda Item 7

Superintendent's  
Recommendation for Renewal and  
NonRenewal



**CONFIDENTIAL:** Per attorney's recommendation, this list was not distributed prior to the Board meeting due to employee confidentiality and the fact that the list could continue to change up to the meeting. It will become a public record only after Board action.

## **Lebanon Community Schools**

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**March 14, 2024**

**SUPERINTENDENT'S RECOMMENDATION  
FOR  
RENEWAL AND NON-RENEWAL  
OF  
PROBATIONARY TEACHERS AND ADMINISTRATORS  
AND FOR  
EXTENSION AND NON-EXTENSION  
OF CONTRACT TO  
CONTRACT TEACHERS AND ADMINISTRATORS**

“Resolved, that the Board of Directors of Lebanon Community School District accepts the Superintendent's recommendation for the renewal and non-renewal of probationary teachers and administrators and for extension and non-extension of contract to contract teachers and administrators, as listed on the attached recommendation lists.”

# Agenda Item 8

2024-25 & 2025-26

Certified Calendar

# Lebanon Community Schools 2024-25 Calendar

D=Staff Development  
P=Preparation  
H=Holiday  
C=Parent Conferences  
S=Semester  
Q=Quarter  
E=Early Release

## AUG 2024

S	M	T	W	H	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	D26	D27	D28	P29	P30	31

## SEP 2024

S	M	T	W	H	F	S
1	H2	*3	E4	5	6	7
8	9	10	E11	12	13	14
15	16	17	E18	19	20	21
22	23	24	E25	26	27	28
29	30					

Class: 0  
Other: D= 3 P= 2

Class: 20  
Other: H= 1 P=

## OCT 2024

S	M	T	W	H	F	S
		1	E2	3	4	5
6	7	8	E9	10	11	12
13	14	15	E16	17	18	19
20	21	22	E23	24	25	26
27	28	29	E30	Q31		

Class: 23 P=  
Other: C= H=

## NOV 2024

S	M	T	W	H	F	S
					P1	2
3	C4	C5	E6	7	8	9
10	H11	12	E13	14	15	16
17	18	19	E20	21	22	23
24	25	26	27	H28	29	30

Class: 14 P= 1  
Other: C= 2 H= 2

## DEC 2024

S	M	T	W	H	F	S
1	2	3	E4	5	6	7
8	9	10	E11	12	13	14
15	16	17	E18	19	20	21
22	23	24	H25	26	27	28
29	30	31				

Class: 15  
Other: H= 1

## JAN 2025

S	M	T	W	H	F	S
			1	2	3	4
5	6	7	E8	9	10	11
12	13	14	E15	16	17	18
19	H20	21	E22	23	S24	25
26	P27	P28	E29	30	31	

Class: 17  
Other: H= 1 P= 2

## FEB 2025

S	M	T	W	H	F	S
						1
2	3	4	E5	6	7	8
9	10	11	E12	13	14	15
16	H17	18	E19	20	21	22
23	24	25	E26	27	28	

Class: 19  
Other: H= 1 P=

## MAR 2025

S	M	T	W	H	F	S
						1
2	3	4	E5	6	7	8
9	10	11	E12	13	14	15
16	17	18	E19	20	21	22
23	24	25	26	27	28	29
30	31					

Class: 16  
Other: C= P=

## APR 2025

S	M	T	W	H	F	S
		1	E2	3	4	5
6	7	Q8	P9	C10	C11	12
13	14	15	E16	17	18	19
20	21	22	E23	24	25	26
27	28	29	E30			

Class: 19  
Other: C= 2 P= 1

## MAY 2025

S	M	T	W	H	F	S
				1	2	3
4	5	6	E7	8	9	10
11	12	13	E14	15	16	17
18	19	20	E21	22	23	24
25	H26	27	E28	29	30	31

Class: 20  
Other: H= 1

## JUN 2025

S	M	T	W	H	F	S
1	2	3	E4	5	E6	7
8	9	E10	P11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Class: 7  
Other: P= 1

Class	P	C	D	H	Contract
20	2	0	3	1	26
52	1	2	0	3	58
52	2		0	2	56
46	2	2	0	1	51
170	7	4	3	7	191

**ALL SUBJECT TO BARGAINING CONTRACT**

Adoption Date: 3/14/2024

## 2024

August 26-28, 2024	Staff Professional Development Days
August 29-30, 2024	Staff Preparation Days
September 2, 2024	Holiday - Labor Day
September 3, 2024	Open House/Orientation
September 4, 2024	First Day of School
October 31, 2024	End of First Quarter
November 1, 2024	Staff Preparation Day - NO SCHOOL
November 4-5, 2024	Parent Conferences - NO SCHOOL
November 11, 2024	Holiday - Veterans' Day - NO SCHOOL
November 27, 2024	Non-Contract Day - NO SCHOOL
November 28, 2024	Holiday - Thanksgiving Day - NO SCHOOL
November 29, 2024	Non-Contract Day - NO SCHOOL
December 23-24, 2024	Non-Contract Day - Winter Break - NO SCHOOL
December 25, 2024	Holiday - NO SCHOOL
December 26-31, 2024	Non-Contract Day - Winter Break - NO SCHOOL

## 2025

January 1-3, 2025	Non-Contract Day - NO SCHOOL
January 6, 2025	Classes Resume
January 20, 2025	Holiday - Martin Luther King Jr. Day - NO SCHOOL
January 24, 2025	End of First Semester
January 27-28, 2025	Staff Preparation Days - NO SCHOOL
February 17, 2025	Holiday - Presidents' Day - NO SCHOOL
March 24-28, 2025	Non-Contract Days - Spring Break - NO SCHOOL
April 8, 2025	End of Third Quarter
April 9, 2025	Staff Preparation Day - NO SCHOOL
April 10-11, 2025	Parent Conferences - NO SCHOOL
May 23, 2025	Non-Contract Day (Snow Make Up)
May 26, 2025	Holiday - Memorial Day - NO SCHOOL
June 3, 2025	High School Graduation
June 6, 2025	Strawberry Festival - Early Release
June 10, 2025	Classes End
June 11, 2025	Staff Preparation Day

\* Some students may begin school later due to incoming student orientation.  
More information will be provided by the school.

*Early Release Collaboration Days will be every Wednesday, beginning September 4, 2024 for **ALL** schools.*

## **ALL SUBJECT TO BARGAINING CONTRACT**

Adoption Date: 3/14/2024

# Lebanon Community Schools 2025-26 Calendar

D=Staff Development  
P=Preparation  
H=Holiday  
C=Parent Conferences  
S=Semester  
Q=Quarter  
E=Early Release

## AUG 2025

S	M	T	W	H	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	D25	D26	D27	P28	P29	30
31						

Class: 0  
Other: D= 3 P= 2

## SEP 2025

S	M	T	W	H	F	S
	H1	*2	E3	4	5	6
7	8	9	E10	11	12	13
14	15	16	E17	18	19	20
21	22	23	E24	25	26	27
28	29	30				

Class: 21  
Other: H= 1 P=

## OCT 2025

S	M	T	W	H	F	S
			E1	2	3	4
5	6	7	E8	9	10	11
12	13	14	E15	16	17	18
19	20	21	E22	23	24	25
26	27	28	E29	30	Q31	

Class: 23 P=  
Other: C= H=

## NOV 2025

S	M	T	W	H	F	S
						1
2	P3	C4	C5	6	7	8
9	10	H11	E12	13	14	15
16	17	18	E19	20	21	22
23	24	25	26	H27	28	29
30						

Class: 13 P= 1  
Other: C= 2 H= 2

## DEC 2025

S	M	T	W	H	F	S
	1	2	E3	4	5	6
7	8	9	E10	11	12	13
14	15	16	E17	18	19	20
21	22	23	24	H25	26	27
28	29	30	31			

Class: 15  
Other: H= 1

## JAN 2026

S	M	T	W	H	F	S
				1	2	3
4	5	6	E7	8	9	10
11	12	13	E14	15	16	17
18	H19	20	E21	22	S23	24
25	P26	P27	E28	29	30	31

Class: 17  
Other: H= 1 P= 2

## FEB 2026

S	M	T	W	H	F	S
1	2	3	E4	5	6	7
8	9	10	E11	12	13	14
15	H16	17	E18	19	20	21
22	23	24	E25	26	27	28

Class: 19  
Other: H= 1 P=

## MAR 2026

S	M	T	W	H	F	S
1	2	3	E4	5	6	7
8	9	10	E11	12	13	14
15	16	17	E18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Class: 17  
Other: C= P=

## APR 2026

S	M	T	W	H	F	S
			E1	2	3	4
5	6	Q7	P8	C9	C10	11
12	13	14	E15	16	17	18
19	20	21	E22	23	24	25
26	27	28	E29	30		

Class: 19  
Other: C= 2 P= 1

## MAY 2026

S	M	T	W	H	F	S
					1	2
3	4	5	E6	7	8	9
10	11	12	E13	14	15	16
17	18	19	E20	21	22	23
24	H25	26	E27	28	29	30
31						

Class: 19  
Other: H= 1

## JUN 2026

S	M	T	W	H	F	S
	1	2	E3	4	E5	6
7	8	E9	P10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Class: 7  
Other: P= 1

Class	P	C	D	H	Contract
21	2	0	3	1	27
51	1	2	0	3	57
53	2	0	0	2	57
45	2	2	0	1	50
170	7	4	3	7	191

**ALL SUBJECT TO BARGAINING CONTRACT**

Adoption Date: March Date - TBD (3/13/2025)

## 2025

August 25-27, 2025	Staff Professional Development Days
August 28-29, 2025	Staff Preparation Days
September 1, 2025	Holiday - Labor Day
September 2, 2025	Open House/Orientation
September 3, 2025	First Day of School
October 31, 2025	End of First Quarter
November 3, 2025	Staff Preparation Day - NO SCHOOL
November 4-5, 2025	Parent Conferences - NO SCHOOL
November 11, 2025	Holiday - Veterans' Day - NO SCHOOL
November 26, 2025	Non-Contract Day - NO SCHOOL
November 27, 2025	Holiday - Thanksgiving Day - NO SCHOOL
November 28, 2025	Non-Contract Day - NO SCHOOL
December 22-24, 2025	Non-Contract Day - Winter Break - NO SCHOOL
December 25, 2025	Holiday - NO SCHOOL
December 29-31, 2025	Non-Contract Day - Winter Break - NO SCHOOL

## 2026

January 1-2, 2026	Non-Contract Day - NO SCHOOL
January 5, 2026	Classes Resume
January 19, 2026	Holiday - Martin Luther King Jr. Day - NO SCHOOL
January 23, 2026	End of First Semester
January 26-27, 2026	Staff Preparation Days - NO SCHOOL
February 16, 2026	Holiday - Presidents' Day - NO SCHOOL
March 23-27, 2026	Non-Contract Days - Spring Break - NO SCHOOL
April 7, 2026	End of Third Quarter
April 8, 2026	Staff Preparation Day - NO SCHOOL
April 9-10, 2026	Parent Conferences - NO SCHOOL
May 22, 2026	Non-Contract Day (Snow Make Up)
May 25, 2026	Holiday - Memorial Day - NO SCHOOL
June 2, 2026	High School Graduation
June 5, 2026	Strawberry Festival - Early Release
June 9, 2026	Classes End
June 10, 2026	Staff Preparation Day

\* Some students may begin school later due to incoming student orientation.  
More information will be provided by the school.

*Early Release Collaboration Days will be every Wednesday, beginning September 3, 2025 for **ALL** schools.*

### **ALL SUBJECT TO BARGAINING CONTRACT**

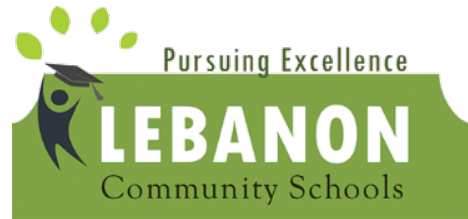
Adoption Date: March Date - TBD (3/13/2025)



# Agenda Item 10

High School Data

# BOARD MEMORANDUM



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

**From:** Jennifer Meckley, Superintendent

**Date:** March 8, 2024

**Meeting Date:** March 14, 2024

**Re:** High School Data

## **Lebanon High School Data**

We are pleased to share some encouraging data from Lebanon High School.

### **Highlights of the State Report Card:**

- Increases in 9th Grade On-Track to Graduate and On-Time Graduation
- 85% Teacher Retention Rate
- 79% Teachers with 3 or more years of experience
- Same principal for the last 3 years.

### **Highlights of Disaggregated Graduation Data:**

Overall increase of 10.8%

<b>Student Group</b>	<b>Percent Increase in Graduation Rate</b>
Underserved Races/Ethnicities	30.5%
Economically Disadvantaged	8.4%
Students with Disabilities	9.7%
Never English Learners	10.4%
Homeless Students	33.5%
Combined Disadvantaged	9.8%
CTE Participants	9%

## **Semester 1 Grade Breakdown Highlights**

- 89% passing rate (Goal is 90%)
- 89% On-Track for current seniors
- 289 incompletes were assigned at the end of semester. Of those, 198 grades improved to passing grades

# OREGON AT-A-GLANCE SCHOOL PROFILE

## Lebanon High School

PRINCIPAL: Craig Swanson | GRADES: 9-12 | 1700 S 5th St, Lebanon 97355 | 541-451-8555

2022-23

### Students We Serve



**1,188**  
Student Enrollment

### DEMOGRAPHICS

#### American Indian/Alaska Native

Students	1%
Teachers	0%

#### Asian

Students	1%
Teachers	3%

#### Black/African American

Students	<1%
Teachers	0%

#### Hispanic/Latino

Students	12%
Teachers	5%

#### Multiracial

Students	8%
Teachers	0%

#### Native Hawaiian/Pacific Islander

Students	<1%
Teachers	0%

#### White

Students	78%
Teachers	92%

**5%**

Ever English Learners



**9**

Languages Spoken

**16%**

Students with Disabilities

**95%**

Required Childhood Vaccinations

**>95%**

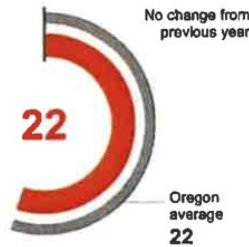
Free/Reduced Price Lunch

\*<10 students or data unavailable

### School Environment

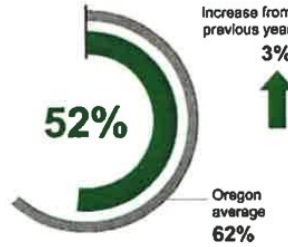
#### CLASS SIZE

Median size of classes in core subjects.



#### REGULAR ATTENDERS

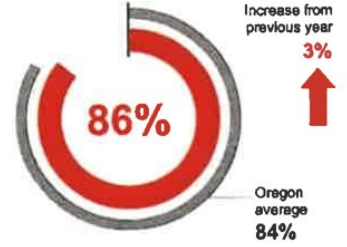
Students who attended more than 90% of their enrolled school days.



### Academic Progress

#### ON-TRACK TO GRADUATE

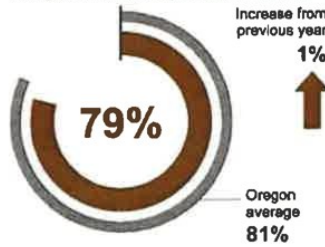
Students earning one-quarter of graduation credits in their 9th grade year.



### Academic Success

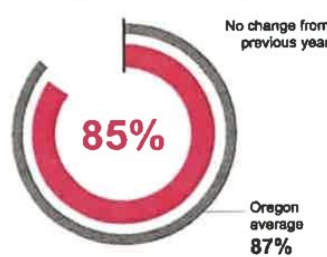
#### ON-TIME GRADUATION

Students earning a diploma within four years. Cohort includes students who were first-time ninth graders in 2018-19 graduating in 2021-22.



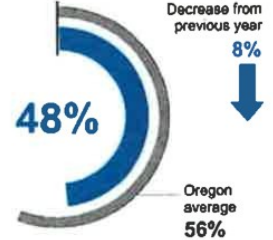
#### FIVE-YEAR COMPLETION

Students earning a high school diploma or GED within five years. Cohort includes students who were first-time ninth graders in 2017-18 finishing in 2021-22.



#### COLLEGE GOING

Students enrolling in a two or four year college within 16 months of completing high school in 2020-21. Data from the National Student Clearinghouse.



### School Goals

In partnership with our community, we ensure that all students are prepared for success after graduation. We enact tiered supports to ensure that freshmen and sophomores receive built-in interventions—in academics and beyond—before they fall behind. Our clubs, activities, athletics, and career technical education pathways provide numerous opportunities for student engagement and connection in their school and success.

### State Goals

The Oregon Department of Education is partnering with school districts and local communities to ensure a 90% on-time, four year graduation rate by 2027. To progress toward this goal, the state will prioritize efforts to improve attendance, provide a well-rounded education, invest in implementing culturally responsive practices, and promote continuous improvement to close opportunity and achievement gaps for historically and currently underserved students.

### Safe & Welcoming Environment

Lebanon High School implements a Multi-Tiered System of Support to teach, model, and reinforce the behaviors that lead to success and healthy relationships. We use restorative practices to respond to challenging actions. Our staff understand the role of trauma and its effect on children and learning. This requires a commitment to shaping culture, practices, and policies to be sensitive to the needs of learners. We believe in being partners with our students' families so we can all work together to ensure student success.

School Website: <https://www.lebanon.k12.or.us/>

Eligibility for Free/Reduced Price Lunch expanded in 2020-21, for more information please visit: [www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx](https://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx)

## OREGON AT-A-GLANCE SCHOOL PROFILE CONTINUED

### Lebanon High School

2022-23

#### Outcomes

#### Our Staff (rounded FTE)



**57**  
Teachers



**20**  
Educational  
assistants



**4**  
Counselors/  
Psychologists/  
Social Workers



**85%**  
Average teacher  
retention rate over  
the past three years

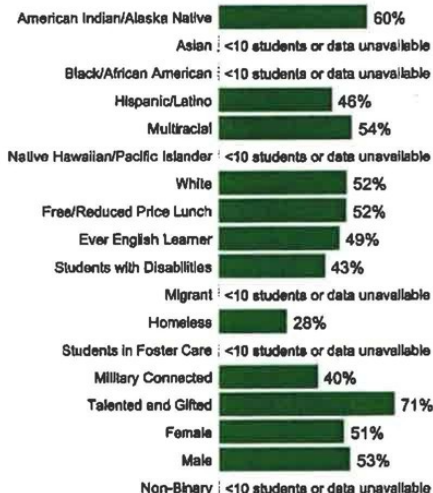


**79%**  
% of licensed teachers  
with more than 3 years  
of experience

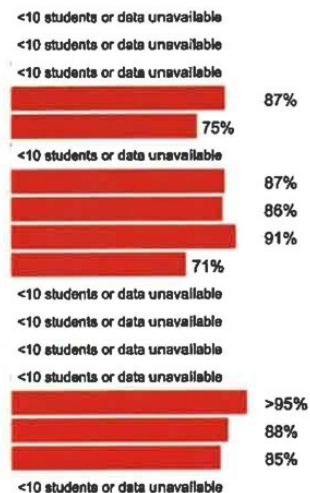


**Yes**  
Same principal in  
the last 3 years

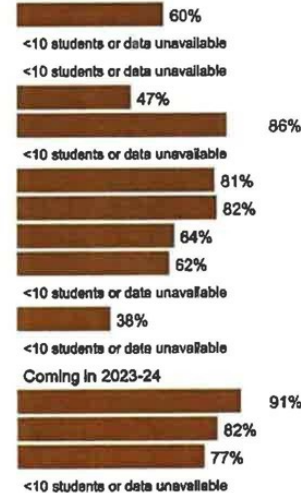
#### REGULAR ATTENDERS



#### ON-TRACK TO GRADUATE



#### ON-TIME GRADUATION



#### About Our School

##### ADVANCED COURSEWORK

Students may earn dual credit by enrolling in Advanced Placement (AP) courses, including Human Geography, World History, US History, Government, Biology, Chemistry, Physics, Environmental Science, English Lit & Comp, and Calculus. We also offer credits at Linn Benton Community College through our Beyond Lebanon High School partnership program.

##### CAREER & TECHNICAL EDUCATION

We offer learning in Agriculture and Construction at our Land Lab site, Business, Health Occupations, Culinary Arts, Early Childhood Development, Computer Technology, Architecture, and Engineering.

##### EXTRACURRICULAR ACTIVITIES

We offer a variety of athletics, arts, activities, clubs, and partnerships with local agencies and businesses to bolster our students' learning and their emotional connection to their school and community. With the help of student leadership and unique opportunities like JROTC, FFA, DECA, ProStart/National Restaurant Association, and National Honor Society, we ensure our entire student body is encouraged to get involved, and there is something for everyone.

##### PARENT & COMMUNITY ENGAGEMENT

We are a hub for our community. In addition to incoming freshman showcase, we hold twice annual family-teacher conferences, Latino Nights, and a variety of other events. We share these opportunities on ParentSquare for two-way communication in a family's home language. We enjoy partnerships with several local businesses, organizations, and non-profits, and those partners often create opportunities for our students and graduates as they enter the workforce or post-secondary education.

Data are suppressed to protect confidential student information.

For more information please visit: [www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx](http://www.oregon.gov/ode/schools-and-districts/reportcards/reportcards/Pages/Accountability-Measures.aspx)



School Name	Student Group	Adjusted Cohort	Graduates	22-23 Four-year Cohort Grad Rate	Other Comple rs	22-23 Four-year Cohort Comple r Rate	Alternativ e Certificate	Continuin g Enrollmen t in 2023- 24	Other Non- Comple rs	Institution Level	2021-22 (prior year) Four- year Cohort Graduation Rate
Lebanon High School	All Students		294	261	88.8	3	89.8	2	4	24 High Scho	79.0
Lebanon High School	Male		149	128	85.9 *		87.3 *	*		16 High Schoo	76.5
Lebanon High School	Female		141	129	91.5 *		92.2 *	*	*	High Schoo	81.7
Lebanon High School	Non-Binary	*	*	*	*	*	*	*	*	High School *	
Lebanon High School	American Indian/Alaska Native	*	*	*	*	*	*	*	*	High School *	
Lebanon High School	Asian	*	*	*	*	*	*	*	*	High School *	
Lebanon High School	Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	High School *	
Lebanon High School	Black/African American	*	*	*	*	*	*	*	*	High School *	
Lebanon High School	Hispanic/Latino		40	36	90.0 *		92.5 *	*	*	High School *	
Lebanon High School	Multi-Racial		21	18	85.7 *		85.7 *	*	*	High School	85.7
Lebanon High School	White		224	201	89.7 *		90.6 *	*		18 High Schoo	80.8
Lebanon High School	Underserved Races/Ethnicities		46	40	87.0 *		89.1 *	*	*	High Schoo	58.6
Lebanon High School	Economically Disadvantaged		293	261	89.1 *		90.1 *	*		23 High Schoo	81.7
Lebanon High School	Not Economically Disadvantaged	*	*	*	*	*	*	*	*	High School *	
Lebanon High School	Students with Disabilities		32	22	68.8 *		71.9 *	*	*	High Schoo	62.2
Lebanon High School	Students without Disabilities		262	239	91.2 *		92.0 *	*		20 High Schoo	81.5
Lebanon High School	Ever English Learners		18	15	83.3 *		83.3 *	*	*	High School *	
Lebanon High School	Former EL's, Exited Prior to HS		10 *	*	*	*	*	*	*	High School *	
Lebanon High School	English Learners, Anytime In HS	*	*	*	*	*	*	*	*	High School *	
Lebanon High School	Never English Learners		276	246	89.1 *		90.2 *	*		21 High Schoo	79.8
Lebanon High School	Talented and Gifted		27 *	>95%	*	>95%	*	*	*	High Schoo	91.2
Lebanon High School	Not Talented and Gifted		267	234	87.6 *		88.8 *	*		24 High Schoo	77.4
Lebanon High School	Migrant	*	*	*	*	*	*	*	*	High School *	
Lebanon High School	Homeless Students		28	19	67.9 *		71.4 *	*	*	High Schoo	37.9
Lebanon High School	Combined Disadvantaged		293	261	89.1 *		90.1 *	*		23 High Schoo	80.3
Lebanon High School	CTE Participants		250	234	93.6 *		94.0 *	*		13 High Schoo	85.2
Lebanon High School	CTE Concentrators		127 *	>95%	*	>95%	*	*	*	High Schoo	87.4
Lebanon High School	Foster Care	*	*	*	*	*	*	*	*	High School *	
Lebanon High School	Military Connected	*	*	*	*	*	*	*	*	High Schoo NA	
Lebanon High School	Currently or Formerly Incarcerated	*	*	*	*	*	*	*	*	High Schoo NA	
Lebanon High School	Recent Arriver	*	*	*	*	*	*	*	*	High Schoo NA	



## Semester 1 Grades 2023-2024 Grade Breakdown updated 3/5/2024

All Grades	A%	A	B%	B	C%	C	D%	D	F%	F	G%	G	I%	I	N%	N	P%	P	%total	Total	Passing Rate (A,B,C,D,P)	Failure Rate (F,I,N,G)
	36%	2980	18%	1524	13%	1116	12%	985	10%	877	0%	4	0%	2	1%	62	10%	809	100%	8359	89%	11%
9th grade	A%		B%		C%		D%		F%		G%		I%		N%		P%		%total	Total		
	34%	813	17%	399	12%	278	11%	259	14%	331	0%	1	0%	1	1%	24	12%	290	100%	2396	85%	15%
10th grade	A%		B%		C%		D%		F%		G%		I%		N%		P%		%total	Total		
	32%	775	20%	495	16%	386	13%	326	10%	245	0%		0%	1	1%	20	7%	174	100%	2422	89%	11%
11th grade	A%		B%		C%		D%		F%		G%		I%		N%		P%		%total	Total		
	39%	793	17%	345	13%	271	12%	237	10%	206	0%	1	0%		0%	8	9%	188	100%	2049	90%	10%
12th grade	A%		B%		C%		D%		F%		G%		I%		N%		P%		%total	Total		
	40%	599	19%	285	12%	181	11%	163	6%	95	0%	2	0%		1%	10	11%	157	100%	1492	93%	7%

1/30/24 #s

All Grades 86%  
9th grade 83%  
10th grade 86%  
11th grade 87%  
12th grade 91%

2/6/24 #s

All Grades 87%  
9th grade 84%  
10th grade 87%  
11th grade 87%  
12th grade 92%

2/12/24 #s

All Grades 88%  
9th grade 84%  
10th grade 88%  
11th grade 88%  
12th grade 92%

2/14/24 #s

All Grades 88%  
9th grade 84%  
10th grade 88%  
11th grade 88%  
12th grade 92%

2/16/24 #s

All Grades 88%  
9th grade 85%  
10th grade 88%  
11th grade 89%  
12th grade 93%

2/20/24 #s

All Grades 88%  
9th grade 85%  
10th grade 88%  
11th grade 89%  
12th grade 93%

2/26/24 #s

All Grades 89%  
9th grade 85%  
10th grade 89%  
11th grade 89%  
12th grade 93%

3/5/24 FINAL

All Grades 89%  
9th grade 85%  
10th grade 89%  
11th grade 90%  
12th grade 93%

## LHS SUMMARY Semester 1 Grades 2023-2024 updated 3/5/2024

### ALL GRADES 9-12

Department	A	%A	B	%B	C	%C	D/P	%D	F/I	%F	Total Grades	Total %	Passing Rate (A,B,C,D)	Failure Rate (F)
LANGUAGE ARTS	440	40%	242	22%	164	15%	137	13%	112	10%	1095	100%	90%	10%
MATH	194	21%	177	19%	176	19%	179	19%	207	22%	933	100%	78%	22%
SCIENCE	298	33%	174	19%	158	17%	181	20%	99	11%	910	100%	89%	11%
SOCIAL STUDIES	242	29%	193	23%	146	17%	175	21%	81	10%	837	100%	90%	10%
	1174	31%	786	21%	644	17%	672	18%	499	13%	3775	100%		

### 9th GRADE

Department	A	%A	B	%B	C	%C	D	%D	F	%F	Total Grades	Total %	Passing Rate (A,B,C,D)	Failure Rate (F)
LANGUAGE ARTS	145	49%	55	19%	29	10%	29	10%	36	12%	294	100%	88%	12%
MATH	55	20%	52	19%	57	20%	47	17%	69	25%	280	100%	75%	25%
SCIENCE	102	35%	49	17%	48	16%	52	18%	43	15%	294	100%	85%	15%
SOCIAL STUDIES	36	24%	35	24%	28	19%	32	22%	16	11%	147	100%	89%	11%
	338	33%	191	19%	162	16%	160	16%	164	16%	1015	100%		

### 10th GRADE

Department	A	%A	B	%B	C	%C	D	%D	F	%F	Total Grades	Total %	Passing Rate (A,B,C,D)	Failure Rate (F)
LANGUAGE ARTS	75	26%	73	25%	68	23%	46	16%	32	11%	294	100%	89%	11%
MATH	57	20%	46	16%	54	19%	66	24%	57	20%	280	100%	80%	20%
SCIENCE	84	29%	66	23%	47	16%	63	22%	32	11%	292	100%	89%	11%
SOCIAL STUDIES	48	28%	39	23%	35	20%	37	21%	14	8%	173	100%	92%	8%
	264	25%	224	22%	204	20%	212	20%	135	13%	1039	100%		

### 11th GRADE

Department	A	%A	B	%B	C	%C	D	%D	F	%F	Total Grades	Total %	Passing Rate (A,B,C,D)	Failure Rate (F)
LANGUAGE ARTS	114	45%	56	22%	31	12%	29	11%	26	10%	256	100%	90%	10%
MATH	59	24%	43	18%	37	15%	46	19%	58	24%	243	100%	76%	24%
SCIENCE	84	36%	33	14%	53	23%	47	20%	18	8%	235	100%	92%	8%
SOCIAL STUDIES	73	29%	61	24%	41	16%	49	19%	32	13%	256	100%	88%	13%
	330	33%	193	19%	162	16%	171	17%	134	14%	990	100%		

### 12th GRADE

Department	A	%A	B	%B	C	%C	D	%D	F	%F	Total Grades	Total %	Passing Rate (A,B,C,D)	Failure Rate (F,I)
LANGUAGE ARTS	106	42%	58	23%	36	14%	33	13%	18	7%	251	100%	93%	7%
MATH	23	18%	36	28%	28	22%	20	15%	23	18%	130	100%	82%	18%
SCIENCE	28	31%	26	29%	10	11%	19	21%	6	7%	89	100%	93%	7%
SOCIAL STUDIES	85	33%	58	22%	42	16%	57	22%	19	7%	261	100%	93%	7%
	242	33%	178	24%	116	16%	129	18%	66	9%	731	100%		

### LHS On Track Data

Updated 11/2/2023 (Qtr 1)

9th Grade: Passing 6 classes at end of Qtr 1		
On Track	237	78%
Not on Track	68	22%
Total Students	305	

### LHS On Track Data

Updated 2/5/2024

9th Grade: Earned 3.0+ credits		
On Track	230	76%
Not on Track	72	24%
Total Students	302	

### LHS On Track Data

Updated 3/5/2024

9th Grade: Earned 3.0+ credits		
On Track	233	78%
Not on Track	65	22%
Total Students	298	

#### 10th Grade: Earn 6.0 + Total Credits

On Track	262	85%
Not on Track	47	15%
Total Students	309	

#### 10th Grade: Earn 9.0 + Total Credits

On Track	247	82%
Not on Track	55	18%
Total Students	302	

#### 10th Grade: Earn 9.0 + Total Credits

On Track	250	83%
Not on Track	53	17%
Total Students	303	

#### 11th Grade: Earn 12.0 + Total Credits

On Track	246	79%
Not on Track	64	21%
Total Students	310	

#### 11th Grade: Earn 15.0 + Total Credits

On Track	230	79%
Not on Track	60	21%
Total Students	290	

#### 11th Grade: Earn 15.0 + Total Credits

On Track	230	80%
Not on Track	57	20%
Total Students	287	

#### 12th Grade (cohort 20/21): Earn 18.0 + Total Credits

On Track	243	86%
Not on Track	38	14%
Total Students	281	

#### 12th Grade (cohort 20/21): Earn 21.0 + Total Credits

On Track	231	84%
Not on Track	45	16%
Total Students	276	

#### 12th Grade (cohort 20/21): Earn 21.0 + Total Credits

On Track	245	89%
Not on Track	31	11%
Total Students	276	



# Ralston Academy Update

Over the last two years, approximately 20% of LHS' graduating class has finished at Ralston Academy. We've provided multiple opportunities for students to explore their post-graduate plans, including field trips to LBCC, Knife River, and the local Heavy Equipment and Diesel Mechanic facility. We want to help students earn their high school diploma, but we also want them to be prepared for life after high school.

## 2023-2024 Updates:

- We currently have 61 students on our roster.
- 33 Males, 24 Females, 4 Non-Binary
- 75% White, 15% Hispanic, 10% Two or More Races
- We have 21 students with an IEP/504 (highest in program history).
- There are 16 graduates this year. 5-6 more graduates expected on March 8th.
- Of our remaining 30 seniors, we have 23 on track to graduate, 5 who will be questionable, and 2 who will need an additional year.
- 41.25 credits were earned through Edgenuity in Semester 1.  
An additional 18.25 credits have been earned in Semester 2, for a total of 59.5 credits.



# Ralston Students:

## How have you grown as a student and person since your time at Ralston?

### Current Junior:

*"I'm actually passing my classes for the first time since freshman year. My mental health has gotten better because there's not a ton of drama. Everyone is super nice and it doesn't feel like you're pressured to be okay all the time. Yesterday I laid on the couch and people asked me if I was ok and I said 'no, but I will be.' People aren't making you feel like you have to be ok all the time. That's refreshing."*

### Current Senior:

*"I've connected deeply with the staff and peers around me. It's a close-knit school so it's easy to form close relationships with students and teachers. I think Ralston has helped me see and plan a better future for myself."*



# Ralston Students

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## Current Senior:

*"I've been able to control my anger a lot better and learn how to communicate and talk to teachers and ask for help. Honestly, probably the connections I've made with the teachers have had the strongest impact on me. The teachers here are really connected with the students and make sure you're on track no matter what. It makes it a whole lot easier."*

## Graduated Senior:

*"It definitely helped my mental health going to this school. It helped me want to pursue careers. It's changed my mindset on a lot of things and it helped me see people's perspective on how I give off energy and how they receive it. I saw the energy I give off and how I was often obnoxious and I didn't see that at first. It's been the best school I've been to."*



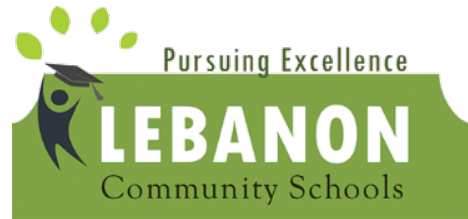


# Agenda Item 11

Policy Process

# BOARD MEMORANDUM

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

**From:** Jennifer Meckley, Superintendent

**Date:** March 8, 2024 **Meeting Date:** March 14, 2024

**Re:** Policy Process

The enclosed flowchart outlines the process in which we bring policies to the Board for review.

In our region, some Districts follow this same process while others have committees that contribute to the review and development of policy. Policy committees are generally used for more complicated policies and meet as needed by direction from the Board.

# THE LIFE OF A POLICY

1

## RECEIVE

LCSD receives a Policy Update\* from OSBA or a policy change or addition is requested by the School Board or LCSD leadership.

2

## ORGANIZE

Exec Secretary organizes the OSBA Policy Updates accordingly: (1) a copy of the policy with proposed changes; (2) a copy of the current LCSD policy as is.

3

## REVIEW

Organized policies are distributed and reviewed by the Superintendent, designated LCSD Director(s), and/or stakeholders who approve or suggest further changes.

4

## DEVELOP

Exec Secretary edits current policy to clearly reflect proposed changes; prepares documents to present to the School Board.

5

## PROPOSE

Policies are presented to the School Board for First Reading during an Open Session Board Meeting, where the Board may Approve, Not Approve, or Table.\*\*

6

## APPROVE

Policies approved during First Reading are presented to the Board for a Second Reading.\*\*\* If Approved during Second Reading, the policy is considered fully approved.

7

## UPDATE

Exec Secretary updates the current policy as per the approved changes or additions made by the Board. The policy is updated on the LCSD website.

## FOOTNOTES

\* Common reasons for a Policy Update are state law/legislation or an update to district procedures.

\*\* A policy may be Tabled or postponed to review at a later date if the Board is not equipped to Approve or Not Approve during the meeting.

\*\*\* An AR Policy is only required to have a First Reading provided as informational to the Board.

# Agenda Item 12

A. February 8, 2024 Board  
Meeting Minutes



**LEBANON COMMUNITY SCHOOL DISTRICT  
SCHOOL BOARD MEETING  
FEBRUARY 8, 2024, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

## **MEETING MINUTES**

<b><u>BOARD MEMBERS PRESENT:</u></b>	<b><u>EXECUTIVE STAFF PRESENT:</u></b>
Tom Oliver, Chair, via Zoom	Jennifer Meckley, Superintendent
Clyde Rood, Member	Kim Grousbeck, Human Resources Director
Melissa Baurer, Member	Steven Prososki, Business Director
Nichole Piland, Member	William Lewis, Chief Operations Officer

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 6:00 PM and led the flag salute.

### **2. PUBLIC COMMENTS**

Former board member and community member, Richard Borden, speaks to the board regarding Superintendent Meckley and the superintendent evaluation process. He shares factual successes: class sizes below state average, student attendance increases, and the percentage increase of students on track to graduate—which is above the state average. He states the many things he feels should be celebrated and hopes they reflect in the superintendent's evaluation. He notes Superintendent Meckley's vision, focus area goals, and her constant strive for excellence. He also notes the strength of the district's team and he states he is proud to have Jennifer as the superintendent and recognizes all of the progress she has made in such a short time.

### **3. SPECIAL EDUCATION RESTRAINT AND SECLUSION REPORT**

Superintendent Meckley speaks to the board regarding the annual required restraint and seclusion report. She references the trend data that Special Education Director, Steve Woodcock, included in the report. She explains that restraints and seclusions are always a last resort, and depend on the safety of students and staff, and that the district sometimes sees an increase in the number of seclusions due to a program change or adjustment for a student.

Melissa poses a question about the decrease mentioned in the report, and Jennifer notes that this is a prediction, for a lower number of seclusions next year.

Nichole clarifies whether this data is the number of different scenarios or if some are multiple scenarios with a single student, and Jennifer notes that the 40 count of seclusions was for a total of two students.

Jennifer explains that each situation that takes place is reviewed to ensure safety protocols are followed and, in all cases, they are, and the staff who performs them are trained.

There is no further discussion.

#### **4. K-8 FALL TO WINTER GROWTH REPORT**

Ms. Meckley also speaks to the board to discuss the STAR assessments, a nationally normed test, normed to students at the same grade level across the nation. Jennifer refers to the data table in the board packet which shows the average and the percentile ranks. She recognizes the growth and how pleased she is to see the growth following the pandemic. She notes that there is a long way to go but the district is moving in the right direction with many improvements.

She also explains that there is a lot of expected growth at Hamilton Creek School, that should show in the spring. Hamilton Creek has 7-8 new fantastic teachers, and sometimes it can take time to see results when you have big changes. She explains that almost half of their students are in group interventions which is great.

She references Seven Oak Middle School, who went back to a 7-period day this year and have been working on their testing administrations, and things are looking fantastic. Tom notes that this is good to see following the decrease during the time of their block schedule. Clyde confirms that this data is following the Seven Oak scheduling changes.

Jennifer explains that the want is always for more students to be proficient, but the district is definitely heading in the right direction. She states that she will bring LHS on track data next month.

#### **5. CLASS SIZE AND CASE LOAD REPORT**

Jennifer references the new report in the board packet, and that the board can expect to see this now in October and in February, per the negotiated bargaining agreement. She notes the recommended class sizes and states that when classes are over those, extra support will be provided as much as possible.

She explains that the yellow highlighted numbers are those that are above the recommended amount. A few factors that can affect these numbers are Open Enrollment, which can create larger numbers, as well as building specific changes. For example, Pioneer school chose to move an elementary teacher to teach their LIT (Leadership in Training) class for students with behaviors and who need an emotional growth center—naturally making the classes larger. Jennifer notes that we should start seeing Open Enrollment slow down over time as well.

Jennifer also notes that the high school moved to a block schedule which created anticipation for some larger class sizes due to teacher prep changes, however not too many classes went over the recommended amount, and she notes that things are looking good.

Jennifer explains that per the negotiated contract, the board may propose changes or make comments regarding class size and case load.



Tom adds eliminating Open Enrollment over time will help. He also adds that this illustrates the challenges of operating a number of schools, which gives less freedom or control to shift students around, if they are not under the same roof – he references the many roots that the district has and the K8 schools.

Jennifer explains that when looking at budgeting, it is all based off of student count to teacher ratio, but they are not always distributed evenly across the grade levels. She explains that typically for every 25 students there is one certified teacher.

Tom notes the high school 10<sup>th</sup> grade ELA class that has a lower class of 20, as well as a larger class. Jennifer believes this is due to fitting in a prep period. Tom also notes the French vs. Spanish class numbers, and states this may need to be discussed eventually. Tom also references the higher counts in core classes at Seven Oak that are creeping up, Jennifer explains that she has been talking to administrators at Seven Oak about this and hopes that the new building will provide more space. She explains that all 6<sup>th</sup> grade students will be at Seven Oak next year, aside from Lacombe and Hamilton Creek, but there will be more staffing at Seven Oak due to this, so decisions will need to be made around what the need is.

Jennifer also notes that at the secondary level, classes are typically balanced by changing schedules, but that can be challenging and doesn't always work.

Melissa asks whether there is flexibility given to the teachers of those classes that are considered higher. Jennifer explains that extra support is offered to those teachers as much as possible. She explains that the district can begin to track those supports that are being offered in these situations so that the board has an idea of the solutions that are available.

No further discussion takes place.

## **6. SUPERINTENDENT EVALUATION**

Board Chair, Tom Oliver, references the conversation last month surrounding the Superintendent Evaluation process, and explains that the 360 Survey will go out to staff and target district leadership, as well as the board members will receive their individual evaluation to complete, which will be shared via a google form. Tom explains that he will assemble the information and it will be reviewed next month. The board did not present any questions or discussion. Tom explains that the board member's individual evaluations will need to be submitted no later than March 7<sup>th</sup>, and Jennifer shares that the 360 Survey will be shared with staff next week, following that Tom will gain access to the results.

## **7. CHARTER SCHOOL UPDATE**

William speaks to the board explaining that Charter Schools in Oregon are required to have a sponsoring district, according to ORS 338. He states that LCSD has sponsored Sandridge Charter School, and the contract is up for renewal. William explains that the normal process would be for the LCSD and the Sandridge school board to negotiate the terms of the contract, he states that their board and/or executive staff could be invited to join either the March or April meeting to do a presentation. He also references the FAQ page that he has created for the board members regarding the charter school. It is noted that the contract needs to be renewed by July 1, 2024 and

initial conversation has already taken place regarding the contract term, the financial split, and other contract related language—with no apparent trivial items at this point.

Clyde inquires about the financial split and the student cap at Sandridge Charter.

Tom believes that it is important for the board to know and understand what services and responsibilities the district has in serving the students of Sandridge Charter. He also feels the partnership is a valuable one to have and provides additional opportunities for the students.

Items that are noted to provide to the board with the Sandridge presentation next month are as follows: cost for staff and EL and SpEd services provided, forecasting for the financial split, and a description of the duties and responsibilities that the district has for the Sandridge students.

## **8. LACOMB ROOF RFP REVIEW**

William explains to the board that at the time that the board packet was put together, the district felt they would need board action for the Lacombe roof, however they do not—making this informational only. William explains that the district does not currently have a signed contract with the roofing contractor, however they are working through that. He states that a plan and a back up plan are in place and if the district has to move to the backup plan he will come back to the board. Tom reiterates William's statement that staff are actively engaged in working through potential contractual issues, and have another plan in place if needed.

## **9. CONSENT AGENDA**

Nichole motions to approve and Clyde seconds the motion. All in favor with a unanimous vote, the consent agenda made up of the January 11, 2024 Board Meeting Minutes, January 18, 2024 Special Board Meeting Minutes, and New Hire Kelly McAllister is approved in its entirety.

## **10. DEPARTMENT REPORTS**

### **A. Operations**

William speaks to the board providing an update on the Seven Oak building which now has a roof, siding going up, windows going in, and next steps are final cuts on the concrete. He shares the completion timeline which is April/May 2024.

William also updates on the LHS Cafeteria project sharing that a pre-construction meeting will take place next week.

He also references the facilities department who have been working on efficiencies, for example, the district does not currently have a warehouse, the main storage being at Waterloo (an old school building which has been closed for several years). He notes that the facilities staff have spent much of their time, 20-40 minutes each trip driving back and forth, as well as their mileage, gathering and delivering supplies to schools. The district is keeping a close eye on this in order to determine a more efficient process. He also shares that the district is canceling the landscaping service provided by the City of Lebanon and has made the decision to cover these duties in district using district staff who are available all year. He explains that the district is looking at many angles to improve efficiency. Melissa appreciates the attention to this, as efficiency and productivity are so important for staff time.

## **B. Human Resources**

Kim shares with the board that ESP, Education Support Professionals, appreciation week is March 4-8, and the district will take that opportunity to show their appreciation for the ESPs, and encourages the board members to show their appreciation as well.

## **C. Finance**

Steven speaks to the board sharing that a draft of the 2022-23 audit has been submitted to the state in order to continue with state school funding in February, though the audit is not finalized yet. Tom asks whether anything has been discussed regarding the interest payment mentioned at the January meeting, and Steven states that they have not yet discussed this with the auditors.

Steven notes that he and his team have been working on building the budgets for school sites and departments and will continue on that for the next month. It is stated that the current budget looks good, and Tom notes that there are no surprises, which is what they like.

# **11. COMMUNICATION**

## **A. Board**

Tom shares that Board Member, Mike Martin, has submitted his resignation and he notes that Mike's insight will be missed, as he made a lot of great contributions during his time on the board. Tom explains that at the next board meeting the board will declare vacancy on Zone 3, and begin the process to appoint a qualified resident to fill his seat. Materials will be included in the next board packet regarding this.

Nichole thanks Richard for taking the time to address the board and provide his input regarding Jennifer's evaluation. Nichole states that she values Richards feedback and appreciates his time.

Melissa expresses her appreciation for the school tours, and explains that while topics are discussed, for example seclusion data, it helps to have the visuals from being in the buildings. She explains that she recently visited Cascades and was so impressed with the principal, and the positive energy and words of encouragement throughout the building.

Melissa also inquires about the reasoning behind agenda items with no attached documents. Tom explains the process over the years and the adjustments that have been made, and finding the right balance. He notes that the packet is a public document, however the intended audience is the board members and is not intended to inform the community of what happens at the meeting, as the meetings are live streamed and minutes are taken for that reason. He also explains that some items require much context, and there may be confusion and lack of clarity if too much information is shared before a meeting discussion. Jennifer adds that throughout the years the process has changed, and she appreciates that the board members are reading through the items and their associated documents in the packet. Tom also adds that the supplemental information presented at a meeting that is not in the packet, is included in the meeting minutes. Jennifer also notes that there is no intent to ever surprise the board during the meetings, with no time ahead to consider important details.

Clyde explains to the group that he has reached out to Dave McFetridge with the Lebanon Schools Foundation, and was asked to join a future Foundation meeting with Melissa to provide input and ideas. He explains what the Foundation currently provides to the district specifically noting the scholarships. Clyde suggests that Melissa be apart of the discussion, regarding how to implement building improvement and enhancement programs with the Foundation.

In relation to his new time serving on the OSBA board, Clyde also thanks Tom for his service on the board and running warm, inviting, and orderly meetings.

Clyde also references the legislative committee which he has a connection with at OSBA and suggests that if any board members have anything they would like to see implemented, now is a good time to bring it forward.

Clyde suggested that the live meeting link be listed on the board agendas, and with group discussion it is confirmed that the link is on the district website as a pop up—which should be the most intuitive way for a community member to access it during a board meeting.

Clyde also discusses the district's policy process, he references a process that Central Linn is using for their policies and explains that there is a policy committee consisting of stakeholders, parents, teachers, etc., who may make suggestions to the district, and the superintendent would oversee this committee. Clyde would like to know if the board is willing to see if this would be a committee that Lebanon is interested in.

Tom notes that there is a first and second reading in the consent agenda, which is when the opportunity for further scrutiny on a policy can take place. He notes that generally policy changes are housekeeping and not major shifts, though he can recall when there have been larger conversations about particular policies.

It is agreed that the board would like to know what the current policy procedure is. Jennifer provides a brief explanation of the policy process and notes that a policy procedure will be brought next month for board review. Jennifer notes that if this is a committee that the board would like to move forward on, it would be considered an advisory committee and the board would have to motion for this.

Tom notes that policy is a really important piece of what the board does, and one would want to learn on the professionals when policy change recommendations come through. Tom is not uncomfortable with the district's current process and is open to the direction of the board.

Nichole notes that if the current process is working, it should be considered that adding a committee could create a lot of changes that go into the policy process.

Jennifer appreciates the idea. The board will review the current policy process at the next meeting before making any decisions.

Melissa also adds that the Foundation is willing to provide a full update to the board as a whole from her understanding, and the board agrees to invite the Foundation to a future board meeting. Tom will reach out to start this conversation.

#### **A. Superintendent**

Jennifer notifies the board that next month applications will open up for Student Board Members, and an information session will take place on March 5<sup>th</sup>, she will continue to update the board as the process progresses.

Jennifer provides her Jen's Zens, starting with recognizing the LHS Cheer Team. She explains that last year the cheer team placed 1<sup>st</sup> at the OCAA Gameday Championships. A few weeks ago, the

varsity team competed in Dallas at the NCA Cheer Championships and placed 8<sup>th</sup> in the nation. The team has maintained a GPA average of 3.6 or above all season. They are headed to the State Championship in Oregon City this weekend to defend their title, and the community is invited to their send-off on Saturday morning at 7am.

Jennifer also recognizes the LHS Grad Rates which have increased nearly 10%. Jen praises the hard work of the staff and students. She explains that unfortunately the narratives that dominated the news and social media were misleading and certainly not what the group of students and staff deserves to hear. She clarifies that Oregon did not take away any graduation requirements or lower a bar to receive a diploma, they simply suspended an assessment that they admit was “duplicative” and shown to be not working and not associated with college and career success. She shares the successes of the students and all that they accomplished to receive their diploma, all while their high school journey was drastically overturned by a pandemic. She proudly announces that Lebanon Community Schools are successfully graduating more students than ever before – 88.8%.

The recent apple award winners are acknowledged, consisting of Jaime Williams- Kindergarten Teacher, Beth Moore- 5<sup>th</sup> Grade Teacher, Noemi Ramos- Bilingual Assistant, and Kim Coleman- 6<sup>th</sup> Grade Teacher. She thanks the Gillott Home Team, Adam Kirkpatrick Dentistry, and 1847 Bar and Grill for their generous contributions which make these awards possible.

## **12. PUBLIC COMMENTS**

Paula Pena, Coacher of the Indigenous People’s Caucus, speaks to the board regarding the Indian Ed program that the district has started on, sharing that she is excited to see this coming into place. She also adds that although the district is seeing success in the graduation rates, it is important to look at the migrant children population, they are indigenous, learning multiple languages while keeping their indigenous language, and have the highest drop out rates. She expresses that she is glad to hear that the school district is stepping up to help the community.

Hanuh Shiy Bu, Organizer of the Indigenous Group in Salem, who also works along side Paula, speaks to the board regarding the Native American Program that is being started in Lebanon. She reiterates what Paula shares about the importance of supporting these students. She also states that they have a Facebook and Instagram page and asked the group to follow their pages. She explains that they want to bring transparency to those in the community that are not aware of the native or indigenous issues, those of which are not displayed in the local news. She asks for continued support and thanks the group for their time and support.

Shelley Cutrell, a former LHS student and an enrolled member of the Fernandeno Tataviam Band of Mission Indians in San Fernando, California also speaks to the board. She explains her personal history and background, and her experience and success in school in Washington where she was a part of a very inclusive student Indian program. She shares that she wished that these programs were available to her in high school as well, and feels she would have had more success in those years. She encourages the board and the district to get these programs going, as the kids really need it and she feels it could really make a difference.

Tom thanks the speakers for their time and for the work that they do.

Jennifer explains to the board that she would love to bring a presentation to the next month’s meeting to share what the district is doing, which is what brought the guest speakers today.

Jennifer shares that she is very thankful for the guests coming to speak, and for their time and travel to join the meeting. She states that it is encouraging that the district is heading in the right direction in regards to these programs.

**13. ADJOURNMENT**

There being no further business before the Board, the meeting was adjourned at 7:33 PM.

\_\_\_\_\_  
Tom Oliver, Board Chair

\_\_\_\_\_  
Jennifer Meckley, Superintendent

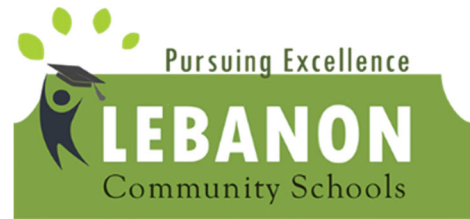


# Agenda Item 13

C. Financial Report

# BOARD MEMORANDUM

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

**From:** Steven Prososki, Business Director

**Date:** March 14, 2024 **Meeting Date:** March 14, 2024

**Re:** Financial Report and Fiscal Updates

## **Financial Report**

The 2023-2024 Financial Board Report included in this packet reflects all revenues and expenditures for 2019-2023 and the budgeted YTD expenditures, plus encumbered amounts for 2023-2024 as of 03/07/24.

	19/20 Actual	20-21 Budget	21-22 Budget	22-23 Budget	23-24 Budget	02-01-24 YTD	02-01-24 Balance
<b>General Fund - Revenue</b>							
SSF Formula	42,038,081	43,560,057	44,440,549	45,499,998	49,402,642	38,393,586	11,009,056
SSF Adjustment		-				-	-
State Fiscal Stabilization Fund	-	-				-	-
Federal Ed Jobs	-	-				-	-
School Year SubAccount	-	-				-	-
Loan Receipts	-	-				-	-
Interest	320,317	250,000	150,000	250,000	500,000	410,498	89,502
Third Party Billing	-	-	-	-	-	-	-
TMR	212,376	210,000	210,000	210,000	210,000	145,294	64,706
JROTC	77,982	65,000	65,000	65,000	65,000	43,859	21,141
Other	325,816	387,500	368,266	580,500	335,500	186,656	148,844
Interfund Transfer	850,000	-				-	-
BFB	2,126,603	3,784,307	5,065,000	5,180,500	5,400,000	6,134,889	(734,889)
<b>Total</b>	<b>45,951,175</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>51,785,998</b>	<b>55,913,142</b>	<b>45,314,781</b>	<b>10,598,361</b>
=====	=====	=====	=====	=====	=====	=====	=====
<b>General Fund - Expenses</b>							
Salaries	21,896,193	21,680,883	22,526,487	23,036,272	23,247,263	23,052,183	195,080
Benefits	14,481,355	15,086,873	14,597,973	15,115,726	15,553,189	14,576,728	976,461
P. Services	5,349,577	5,299,827	5,686,551	5,877,223	6,073,148	4,189,450	1,883,698
Supplies	1,569,846	1,530,133	1,606,583	1,882,175	2,063,656	1,198,965	864,691
Capital Outlay	54,500	90,000	100,000	70,000	40,000	36,737	3,263
Other Objects	441,468	469,147	501,776	520,603	773,943	556,623	217,320
Transfers	1,185,000	2,100,000	2,279,446	2,284,000	2,184,000	2,174,000	10,000
Contingency	1,750,000	2,000,000	3,000,000	3,000,000	5,977,944	-	5,977,944
<b>Total</b>	<b>46,727,940</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>51,785,998</b>	<b>55,913,142</b>	<b>45,784,686</b>	<b>10,128,456</b>
=====	=====	=====	=====	=====	=====	=====	=====

## 2023-24 General Fund Expenditure Report

Description	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	23/24 Budget	03-07-24 YTD	03-07-24 Encumb	03-07-24 Balance
Certified salaries	12,665,056	12,540,564	12,871,079	13,169,912	13,134,095	6,092,675	6,815,337	226,083
Classified salaries	6,227,931	6,008,791	6,250,523	6,233,686	6,041,456	3,385,237	2,751,006	(94,787)
Administrative salaries	1,873,807	1,863,955	2,059,820	2,151,593	2,327,571	1,514,568	757,420	55,583
Managerial - classified	154,577	289,051	299,689	511,189	557,806	402,162	201,866	(46,222)
Retirement stipends	91,904	133,413	120,000	0	0	0	0	0
Confidential salaries	162,808	284,898	343,800	485,197	465,767	321,861	156,224	(12,318)
Certified subs	2,000	0	14,294	0	0	0	0	0
Classified subs	1,500	23,975	0	0	0	0	0	0
Temp certified	82,264	45,425	0	625	0	2,122	0	(2,122)
Temp classified	8,000	21,658	481	11,086	14,300	29,476	0	(15,176)
Student helpers salaries	21,000	16,654	5,748	9,173	15,098	10,047	0	5,051
Overtime	0	91,513	57,127	38,449	53,074	40,549	3,343	9,182
Compensation time	52,300	44,207	71,883	8,946	18,597	7,320	0	11,277
Extra duty	279,579	128,295	230,761	83,537	216,434	154,768	0	61,666
Classified extra hrs	208,000	0	0	0	0	0	0	0
Vacation Payoff	29,817	24,292	28,240	43,273	25,244	0	0	25,244
Mentor teacher pay	0	0	0	822	0	0	0	0
Department Head Extra Duty	6,000	30,000	0	0	0	0	0	0
Taxable Meal Reimbursement	0	809	2,000	396	1,158	1,091	0	67
Cell Phone Stipend	0	1,080	1,080	450	450	300	150	0
Travel Stipend	0	11,400	0	30,500	25,950	21,767	10,883	(6,700)
Club/Coach Stipends	29,650	120,904	169,964	257,438	350,265	258,665	113,346	(21,746)
<b>Total Salaries</b>	<b>21,896,193</b>	<b>21,680,883</b>	<b>22,526,487</b>	<b>23,036,272</b>	<b>23,247,263</b>	<b>12,242,608</b>	<b>10,809,575</b>	<b>195,080</b>
PERS	7,398,130	7,286,664	6,797,646	6,994,709	7,309,631	3,684,600	3,212,862	412,169
Social Security	1,655,388	1,642,024	1,627,475	1,759,624	1,768,022	908,765	796,263	62,994
Worker's Comp	293,025	275,747	189,328	196,035	216,535	58,820	42,273	115,442
OR Paid Leave	0	0	0	0	92,132	43,560	41,616	6,956
Employee Ins - Admin	215,642	275,263	283,669	325,403	344,633	234,982	112,993	(3,342)
Employee Ins - Certified	2,449,421	2,756,998	2,840,563	3,029,490	2,897,802	1,325,307	1,545,173	27,322
Employee Ins - Classified	2,327,520	2,596,579	2,598,694	2,651,363	2,766,210	1,310,742	1,124,455	331,013
Employee Ins - Other	33,429	65,298	92,498	110,502	101,226	68,039	32,207	980
Employee Ins - Retired	83,600	52,700	120,000	0	0	4,071	0	(4,071)
TSA	25,200	45,600	45,600	48,600	57,000	20,000	10,000	27,000
Staff Tuition Reimbursement	0	90,000	2,500	0	0	0	0	0
<b>Total Benefits</b>	<b>14,481,355</b>	<b>15,086,873</b>	<b>14,597,973</b>	<b>15,115,726</b>	<b>15,553,189</b>	<b>7,658,886</b>	<b>6,917,842</b>	<b>976,461</b>

## 2023-24 General Fund Expenditure Report

Description	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	23/24 Budget	03-07-24 YTD	03-07-24 Encumb	03-07-24 Balance
Instructional Services	103,800	76,375	66,000	161,000	181,500	82,262	0	99,238
Instr Prog Improve Service	53,000	67,750	87,750	56,200	26,817	24,456	0	2,361
Data Processing SVCS	0	0	3,000	5,000	7,500	5,962	0	1,538
Professional and Improvement Cc	0	0	15,000	5,000	5,000	321	0	4,679
Other Instr-Prof-Tech SVCS	20,000	10,000	11,500	16,000	16,000	11,166	0	4,834
Repairs & Maintenance	190,300	227,612	258,500	286,050	331,850	397,466	3,586	(69,202)
Radio Service	11,100	11,100	15,000	4,500	17,500	9,575	1,158	6,767
Rentals	129,400	88,286	86,300	89,105	112,801	41,807	123	70,871
Electricity	502,620	465,700	451,500	450,500	415,000	288,083	166,474	(39,557)
Fuel	223,135	217,800	208,100	233,000	290,000	129,899	53,228	106,873
Water & Sewer	153,520	142,500	146,700	134,000	150,000	92,664	21,707	35,629
Garbage	102,400	87,000	106,500	104,500	110,000	74,437	0	35,563
Other Property Services	20,000	0	0	0	15,000	0	0	15,000
Reimb. Student Transportation	10,200	29,900	34,500	9,000	0	0	0	0
Reimb. Student Transportation				150,390	167,158	57,483	15,161	94,514
Travel	158,263	150,513	153,011	168,395	78,660	25,873	3,046	49,741
Travel - Student - Out of Dist.	5,300	4,500	3,500	0	0	0	0	0
Meals/Transportation	200	350	350	0	0	240	0	(240)
Staff Tuition	47,000	2,000	72,000	72,500	22,500	35,443	0	(12,943)
Telephone	73,165	65,100	52,300	73,250	63,825	37,783	15,996	10,046
Postage	26,074	28,900	32,117	31,500	27,050	14,817	10,024	2,209
Advertising	4,300	2,650	3,500	5,500	3,500	710	0	2,790
Printing & Binding	29,400	30,950	31,700	44,500	26,850	2,571	0	24,279
Charter School Payments	2,195,000	2,300,000	2,400,000	2,540,000	2,655,000	1,950,242	81,290	623,468
Tuition Pay Private School	5,000	0	0	0	0	0	0	0
Other Tuition	92,500	90,000	115,000	95,600	10,000	3,450	0	6,550
Audit Services	30,000	39,000	36,000	45,000	45,000	41,150	0	3,850
Legal Services	35,000	35,000	35,000	30,000	75,000	34,073	0	40,927
Negotiation Services	10,000	5,000	1,000	1,000	0	0	0	0
Data Processing SVCS	89,600	65,000	57,500	57,000	56,000	22,754	3,125	30,121
Election Services	5,000	5,000	18,000	5,000	0	0	0	0
Other Non_instr Pro/Tech	363,700	351,450	402,650	379,154	513,457	128,083	5,287	380,087
Physical Exams - Drivers	4,400	5,750	5,500	8,000	8,500	5,640	0	2,860
Drug Tests Drivers	3,000	2,250	3,000	2,500	1,500	773	0	727
Child Care Services	15,000	0	0	0	0	0	0	0
Sub calling service	15,000	12,000	7,500	7,500	500	0	0	500
Classified subs	194,000	228,600	251,500	191,831	140,331	93,191	0	47,140
Criminal History checks	3,200	3,500	3,500	500	3,000	2,202	0	798
Fingerprinting	1,000	2,500	1,000	1,000	3,000	1,265	0	1,735
Licensed Subs	425,000	445,791	510,573	413,248	493,349	193,404	0	299,945
<b>Total P. Services</b>	<b>5,349,577</b>	<b>5,299,827</b>	<b>5,686,551</b>	<b>5,877,223</b>	<b>6,073,148</b>	<b>3,809,245</b>	<b>380,205</b>	<b>1,883,698</b>

## 2023-24 General Fund Expenditure Report

Description	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	23/24 Budget	03-07-24 YTD	03-07-24 Encumb	03-07-24 Balance
Gas Oil & Lubricants	190,500	189,100	192,000	248,000	239,000	105,312	25,300	108,388
Supplies & Materials	648,024	651,837	698,023	996,751	1,011,442	414,698.00	30,755.00	565,989
Vehicle repair parts	52,800	50,500	50,500	61,500	76,500	41,426.00	20,253.00	14,821
Transportation operations	15,000	25,000	25,000	25,000	25,000	35,826	1,874	(12,700)
Textbooks	28,033	9,933	5,433	21,500	107,550	38,453	2,322	66,775
Library Books	15,694	8,200	11,700	12,750	11,625	5,602	162	5,861
Periodicals	6,000	10,800	12,100	12,150	16,250	12,183	0	4,067
Equipment under 5K	178,842	146,100	125,550	72,800	73,500	17,037	0	56,463
Computer software	264,360	257,398	323,918	339,174	406,914	382,850	27,676	(3,612)
Computer hardware	170,593	181,265	162,359	92,550	95,875	30,987	6,249	58,639
<b>Total Supplies &amp; Materials</b>	<b>1,569,846</b>	<b>1,530,133</b>	<b>1,606,583</b>	<b>1,882,175</b>	<b>2,063,656</b>	<b>1,084,374</b>	<b>114,591</b>	<b>864,691</b>
Buildings Acquisition	0	0	25,000	25,000	0	0	0	0
Equipment	54,500	25,000	45,000	0	0	0	0	0
New Equipment over 5K	0	45,000	10,000	22,500	20,000	28,737	0	(8,737)
Replace of Equip over 5K	0	20,000	20,000	22,500	20,000	8,000	0	12,000
<b>Total Capital Outlay</b>	<b>54,500</b>	<b>90,000</b>	<b>100,000</b>	<b>70,000</b>	<b>40,000</b>	<b>36,737</b>	<b>0</b>	<b>3,263</b>
Regular Interest	500	0	0	0	0	0	0	0
Dues & Fees	175,180	159,726	148,076	122,303	117,843	95,046.00	231	22,566
Insurance & Judgments	265,588	306,221	350,000	395,000	463,000	459,609	0	3,391
Fidelity Bond Premiums	0	0	0	0	100	100	0	0
Judgments & Settlements	0	2,500	3,000	2,500	0	0	0	0
Taxes & Licenses	200	700	700	800	1,000	1,637	0	(637)
Grant Matching				0	192,000	0	0	192,000
<b>Total Other Objects</b>	<b>441,468</b>	<b>469,147</b>	<b>501,776</b>	<b>520,603</b>	<b>773,943</b>	<b>556,392</b>	<b>231</b>	<b>217,320</b>



## 2023-24 General Fund Expenditure Report

Description	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	23/24 Budget	03-07-24 YTD	03-07-24 Encumb	03-07-24 Balance
Transfer - Vocational House Fun	0	70,000	250,000	450,000	200,000	200,000	0	0
Transfer - Technology	0	80,000	100,000	100,000	100,000	100,000	0	0
Transfer - Classroom Furniture	0	10,000	35,000	35,000	60,000	60,000	0	0
Transfer - Textbook Adoption	400,000	200,000	350,000	550,000	350,000	350,000	0	0
Transfer - Capital Improvement		200,000	300,000	50,000	200,000	200,000	0	0
Transfer - Track and Turf Fund	10,000	0	0	0	0	0	0	0
Transfer - Athletic Fund	450,000	475,000	475,000	475,000	475,000	475,000	0	0
Transfer - Bus Replacement	150,000	225,000	225,000	225,000	225,000	225,000	0	0
Transfer - Unemploy Ins	25,000	250,000	0	0	0	0	0	0
PERS Reserve	0	450,000	300,000	154,000	154,000	154,000	0	0
Transfer - Food Service	100,000	120,000	224,446	225,000	200,000	200,000	0	0
Transfer - Music/Band Replaceme	0	20,000	20,000	20,000	20,000	10,000	0	10,000
Transfer - Debt Service	50,000	0	0	0	200,000	200,000	0	0
Transfer - Academic Achievemer	0	0	0	0	0	0	0	0
<b>Total Transfers</b>	<b>1,185,000</b>	<b>2,100,000</b>	<b>2,279,446</b>	<b>2,284,000</b>	<b>2,184,000</b>	<b>2,174,000</b>	<b>0</b>	<b>10,000</b>
Reserve/Contingency	1,750,000	2,000,000	3,000,000	3,000,000	5,977,944	0	0	5,977,944
<b>Grand Total</b>	<b>46,727,940</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>51,785,998</b>	<b>55,913,142</b>	<b>27,562,242</b>	<b>18,222,444</b>	<b>10,128,456</b>
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## 2023-24 General Fund Revenue Report

		19/20 Actual	20-21 Budget	21-22 Budget	22-23 Budget	23-24 Budget	03-07-24 YTD	03-07-24 Balance
	SSF Formula							
1111,	Taxes	10,509,179	10,938,094	11,873,719	12,150,243	12,721,240	11,799,162	922,078
4801,4899	Federal Forest Fees	157,804	130,000	125,000	120,000	115,000	-	115,000
3103	Common School	196,120	400,000	444,819	445,000	450,000	273,368	176,632
2101	County School	209,250	200,000	195,000	50,000	25,000	30,502	(5,502)
3104	State Timber	23,587	100,000	100,000	130,000	140,000	48,785	91,215
3101/3199	School Support Fund	30,942,140	31,791,963	31,702,011	32,604,755	35,951,402	26,241,770	9,709,632
	Adjustments to SSF Payments							-
	Adj for Prior Year payments							-
	Adj for HC Disability Grant	-	-		-		-	-
	<b>Total SSF Formula</b>	<b>42,038,081</b>	<b>43,560,057</b>	<b>44,440,549</b>	<b>45,499,998</b>	<b>49,402,642</b>	<b>38,393,586</b>	<b>11,009,056</b>
1510	Interest on Investments	320,317	250,000	150,000	250,000	500,000	410,498	89,502
4200	Third Party billing	-	-	-	-	-	-	-
2210	TMR	212,376	210,000	210,000	210,000	210,000	145,294	64,706
4300	JROTC reimbursement	77,982	65,000	65,000	65,000	65,000	43,859	21,141
	Other							-
1741	Outdoor School	-	-	-	-	-	-	-
1910	Rental Fees	1,582	7,500	5,000	-	1,000	1,301	(301)
1980	Fees Charged to Grants	14,915	50,000	108,266	110,000	110,000	-	110,000
1312, 1960, 1990,								
5300	Miscellaneous	304,781	250,000	255,000	470,500	152,000	156,760	(4,760)
1760	Club Fundraising	-	-	-	-	-	-	-
1411, 1993	Transportation Fees	4,538	-	-	-	72,500	8,124	64,376
1994	E-Rate reimbursement	-	80,000	-	-	-	20,472	(20,472)
5200	Interfund Transfer - Athletics	850,000	-	-	-	-	-	-
5400	Beginning Fund Balance	2,126,603	3,784,307	5,065,000	5,180,500	5,400,000	6,134,889	(734,889)
	<b>Total</b>	<b>45,951,175</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>51,785,998</b>	<b>55,913,142</b>	<b>45,314,781</b>	<b>10,598,361</b>
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# Agenda Item 14

B. Superintendent

1. Indian Education

# BOARD MEMORANDUM



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

**From:** Jennifer Meckley, Superintendent

**Date:** March 8, 2024 **Meeting Date:** March 14, 2024

**Re:** Indian Education in LCSD

Last school year, an Instructional Assistant at Cascades Elementary, Laurie Regalado, who is a member of the Confederated Tribes of Siletz Indians, began trying to build an Indian Education program in LCSD. She has since reached out to families, coordinated cultural activities, and more. Providing Indian Education opportunities—which are aimed at improving the academic achievement of Native American students and preserving their cultural heritage—aligns with our district’s commitment to providing an equitable and inclusive education for all.

For this reason, district leadership has supported these efforts, engaging in planning meetings and utilizing our resources to support field trips and family events. We have also researched the Title VI Indian Education Formula Grant, available through the U.S. Department of Education. The grant funding is based on the number of qualifying students, with the minimum grant amount being \$4,000. District eligibility requires a comprehensive application including a needs assessment, a plan for serving the students, a budget, and meaningful consultation with tribal officials and parents of Native students.

Given the extensive resources required for eligibility, we have reached out to neighboring districts and to our Education Service District (ESD) to spur conversations about applying as a consortium. If this takes place, several districts would collectively apply, creating a larger pool of grant funding, greater collaboration, and richer opportunities for our students regionally. We are currently engaged in those conversations and plan to apply for the federal grant in the 2025-2026 school year.

Meanwhile, we are moving forward with supporting outreach to families and with funding efforts internally to ensure that our native students may begin to take part in tribal activities in our community and around the state. We thank Ms. Regalado—and many passionate colleagues, parents, and caregivers with whom she coordinates—who are building momentum for Indian Education here in LCSD.