## Lebanon Community School District

# School Board Meeting
# January 8, 2026

08 January 2026, 18:00 - 20:00, (PST)

55 Academy St, Lebanon, OR 97355-2867, United States

# Agenda

18:00 - 18:01 **1 WELCOME**

Livestream:
https://www.youtube.com/@lcsdboardmeetingstream6568/streams

18:01 - 18:02 **1.1 Call to Order**

18:02 - 18:03 **1.2 Flag Salute**

18:03 - 18:13 **2 PUBLIC COMMENTS**

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

18:13 - 18:18 **3 LBL ESD LOCAL SERVICE PLAN 2025-2027**


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LSP Signature Page 26-27.pdf . . . 65


Motion: Approval Requested

18:18 - 18:28 **4 BOARD OPERATING AGREEMENTS / OSBA TRAINING OPPORTUNITIES**


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Board Agreement Example 1.pdf . . . 71
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18:28 - 18:38 **5 SUPERINTENDENT EVALUATION PROCESS**


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OSBA Evaluation Standards.pdf . . . 76
Admin-Directors S...ent Evaluation.pdf . . . 98
All Staff Survey ...ent Evaluation.pdf . . . 107


18:38 - 18:48 **6 CONSENT AGENDA**

Motion: Approval Requested

18:48 - 18:49 6.1 December 4, 2025 Board Meeting Minutes
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18:49 - 18:49 7 DEPARTMENT REPORTS

18:49 - 18:59 7.1 Operations
1.8.2026 Operations Report.pdf 117

18:59 - 19:09 7.2 Financial
12.30.2025 Financial Report & Memo.pdf 119

19:09 - 19:09 8 COMMUNICATION

19:09 - 19:19 8.1 Board

19:19 - 19:29 8.2 Student Board

19:29 - 19:34 8.3 Superintendent

19:34 - 19:39 8.4 Jen's Zens
Featuring: School Board Appreciation Month

19:39 - 19:49 9 PUBLIC COMMENTS

19:49 - 19:50 10 ADJOURNMENT

LBL

LINN BENTON LINCOLN
EDUCATION SERVICE DISTRICT

2025-2027

Fall 2025 Revision



# LOCAL SERVICE PLAN

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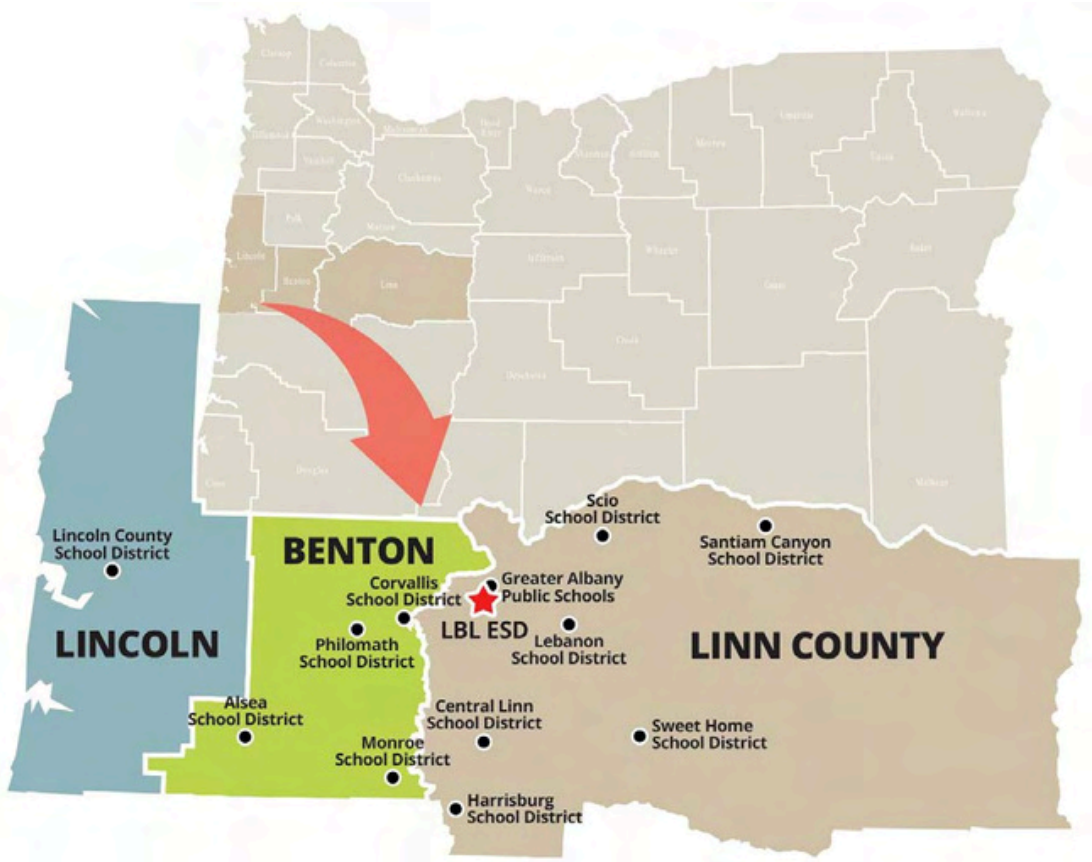
63 District Summary




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

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

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




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

# Education Service Districts and Oregon Revised Statutes

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

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

### An education service district plays a key role in:

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



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

- Programs for children with special needs, including but not limited to special education services and services for at-risk students.

- Technology support for component school districts and the individual technology plans for those districts, including but not limited to technology infrastructure services, data services, instructional technology services, and distance learning.

- School improvement services for component school districts, including but not limited to:

    1. Services designed to support component school districts in meeting the requirements of state and federal law;
    2. Services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts;
    3. Services designed to support and facilitate continuous school improvement planning;
    4. Services designed to address schoolwide behavior and climate issues;
    5. Services designed to support career and technical education.

- Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts, and registration of children being taught by private teachers, parents, or legal guardians pursuant to ORS 339.035.

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





# Equity Lens

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

## Equity:

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



## Purpose:

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



## Procedure:

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

**1**

### Who Does It Impact?

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

**2**

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

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

**3**

### Whose Voices Are at the Table?

Have we intentionally involved our partners?

**4**

### Can We Do About It?

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

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

Meet our
# BOARD OF DIRECTORS



**Bill Hays**
Zone 1
Term Expires 6.30.28



**Lori Greenfield**
Zone 2
Term Expires 6.30.28



**Michael Thomson**
Zone 3
Term Expires 6.30.28



**Denise Hughes-Tafen**
Zone 4
Term Expires 6.30.28



**Amy Vetor**
Zone 5
Term Expires 6.30.27



**Miriam Cummins**
Zone 6
Term Expires 6.30.27



**Eddie Symington**
Zone 7
Term Expires 6.30.27

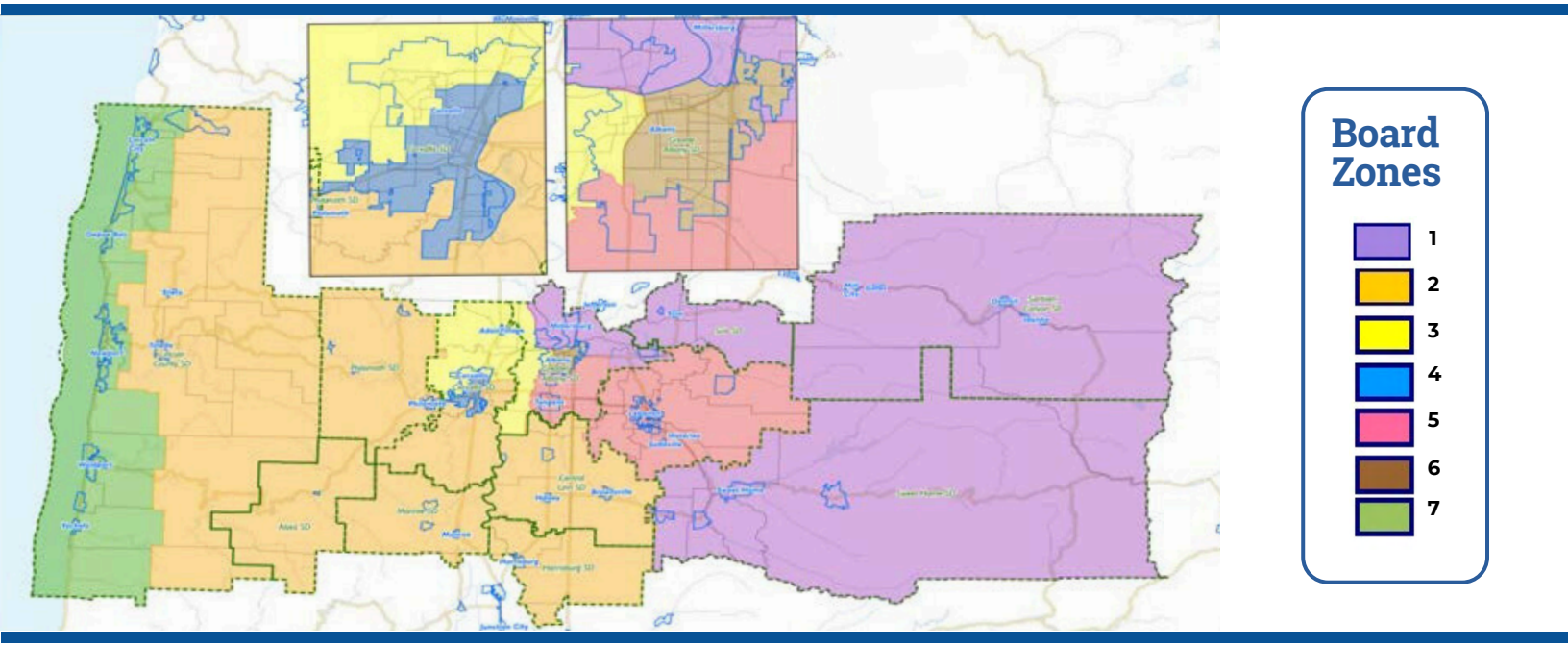
## GOALS & BOARD OBJECTIVES

**Board Performance Objective 1**
Pursue innovation through service delivery, equitable resource allocation, evaluation and improvement, staff development, and use of technology.

**Board Performance Objective 2**
Continue to enhance collaborative relationships and effective communication with LBLESD employees, school districts, and communities.

**Board Performance Objective 3**
Prudently and sustainably manage fiscal resources. Maintain a forward looking financial plan and anticipate and accommodate economic changes.

# Board Zones




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

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

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

### Zone 4
Corvallis (part)

### Zone 5
Lebanon
Greater Albany (part)

### Zone 6
Greater Albany (part)

### Zone 7
Lincoln County (part)

# Budget Committee

Jim Gourley
Zone 1 Term Expires:
6/30/27

Risteen Follett
Zone 2 Term Expires:
6/30/2029

Todd Noble
Zone 3 Term Expires:
6/30/2029

Sarah Finger McDonald
Zone 4 Term Expires:
6/30/2027

Nichole Piland
Zone 5 Term Expires:
6/30/2027

Ryan Mattingly
Zone 6 Term Expires:
6/30/2027

Vacant
Zone 7 Term Expires:
6/30/2025

Jean Wooten
At Large Term Expires:
6/30/2029

Meet our
# EXECUTIVE TEAM



**Jason Hay**
Superintendent



**Nancy Griffith**
Assistant Superintendent



**Rocco Luiere**
Executive Financial Officer



**Kristina Wonderly**
Executive Director
Human Resources



**Tim Jones**
Executive IT Officer



**Autumn Belloni**
Executive Director of
Early Intervention and SpEd

LBL

## Mission

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

## Vision

Enhancing education through collaboration.

## Values/Voice Personality

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

# Education
# LEADERSHIP TEAM



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



**Alex Nalivaiko**
Long Term Care and Treatment



**Sonya Hart**
Special Education and Evaluation Services



**Steve Martinelli**
Cascade Regional Inclusive Services



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



**Liz Wallace**
Strategic Partnerships for Student Success



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

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



# Enterprise
# LEADERSHIP TEAM



**September Johnson**
Human Resources



**Jennifer Kessel**
Technology and
Information Services



**Katie Davis**
Technology and
Information Services



**Kayla Stuck**
E-rate Services



**Lisa Schoen**
Administrative
Services



**Nathan Rouzaud**
Marketing and
Business Development



**Richard Thomas**
Technology and
Information Services



**Sean Yoder**
Business Services



**Lisa McConnell**
Facilities
Coordinator

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

# LBL Component School Districts

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

Superintendent: Stacy Knudson
http://alsea.k12.or.us/
541-487-4305

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

Superintendent: Dr. Robert Hess
http://centrallinn.k12.or.us/
541-369-2813

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

Superintendent: Dr. Ryan Noss
https://www.csd509j.net/
541-757-5841

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

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

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

Superintendent: Steve Woods
https://www.harrisburg.k12.or.us/
541-995-6626

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

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

# LBL Component School Districts

**Lincoln County 1212**
NE Fogarty Street
Newport, OR 97365

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

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

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

**Philomath 17J**
1620 Applegate Street
Philomath, OR 97370

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

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

Superintendent: Krista Nieraeth
http://santiam.k12.or.us/
503-897-2321

**Scio 95**
38875 NW First Avenue
Scio, OR 97374

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

**Sweet Home 55**
1920 Long Street
Sweet Home, OR 97386

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

# LBL Planning Calendar for Developing & Approving Resolution Services



## September/October

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

## October/November

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

## November

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

## January

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

## February

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

## March

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

## April/May

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

# Resolution Services

**Enrollment for Year 1 of the 2024-2026 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 FY25/26

| District | 2021-2022 ADMw | 2022-2023 ADMw | 2023-2024 ADMw | 3 Year Average | % of Allocation |
|---|---|---|---|---|---|
| Alsea | 1,120 | 613 | 399 | 711 | 1.7% |
| Central Linn | 724 | 715 | 705 | 715 | 1.7% |
| Corvallis | 7,439 | 7,407 | 7,243 | 7,363 | 17.4% |
| Greater Albany | 10,622 | 10,596 | 10,519 | 10,579 | 25% |
| Harrisburg | 942 | 972 | 1,034 | 983 | 2.3% |
| Lebanon | 4,657 | 4,707 | 4,678 | 4,681 | 11.1% |
| Lincoln County | 6,549 | 6,489 | 6,328 | 6,456 | 15.2% |
| Monroe | 513 | 539 | 539 | 531 | 1.3% |
| Philomath | 1,847 | 1,896 | 1,981 | 1,908 | 4.5% |
| Santiam Canyon | 3,831 | 3,344 | 3,502 | 3,559 | 8.4% |
| Scio | 2,313 | 2,025 | 2,139 | 2,159 | 5.1% |
| Sweet Home | 2,603 | 2,738 | 2,688 | 2,676 | 6.3% |
| **Total** | 43,161 | 42,043 | 41,754 | 42,319 | 100% |

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



# Resolution Service Funding and Allocation

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

## Tier 1 Budget

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

## Tier 2 Distributions

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

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

## Tier 1 Resolutions Services

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

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

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

# CORE SERVICES

ORS.334.175






- Special Education Services
- School Improvement Services
- Technology Support Services
- Administrative Services



# SPECIAL EDUCATION SERVICES

# TIER 1

# Special Education Services

FUNDING
TIER 1
SERVICES



## Audiology Screening

PROGRAM
**Cascade Regional Inclusive Services**

CONTACT
**Steve Martinelli**

PROGRAM INFORMATION

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

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

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

Enhancing education through collaboration



## Augmentative and Alternative Communication (AAC)

PROGRAM
**Cascade Regional Inclusive Services**

CONTACT
**Steve Martinelli**

PROGRAM INFORMATION

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

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

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

# Special Education Services

FUNDING
TIER 1
SERVICES



## Early Childhood Special Education Evaluation

PROGRAM
**Early Intervention/Early Childhood Special Education**

CONTACT
**Tina Linn, Catie Dalton and Kimberly McCutcheon-Gross**

PROGRAM INFORMATION

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

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

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

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



# Special Education Services

FUNDING
TIER 1
SERVICES



## Mild/Moderate Occupational Therapy (OT)

PROGRAM
**Cascade Regional Inclusive Services**

CONTACT
**Steve Martinelli**

PROGRAM INFORMATION

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

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

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

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



# Special Education Services

FUNDING
TIER 1
SERVICES



## Mild/Moderate Physical Therapy (PT)

PROGRAM
**Cascade Regional Inclusive Services**

CONTACT
**Steve Martinelli**

PROGRAM INFORMATION

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

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

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

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



# Special Education Services

FUNDING
TIER 1
SERVICES



## Severe Disability Services

PROGRAM
**Special Education and Evaluation Services**

CONTACT
**Sonya Hart**

PROGRAM INFORMATION

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

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

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

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



# Special Education Services

FUNDING
TIER 1
SERVICES



## Special Education Services

PROGRAM
**Special Education and Evaluation Services**

CONTACT
**Sonya Hart**

PROGRAM INFORMATION

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

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

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



# Special Education Services

FUNDING
TIER 1
SERVICES



## 504 Plans and Students in Private Schools

PROGRAM
**Cascade Regional Inclusive Services**

CONTACT
**Autumn Belloni**

PROGRAM INFORMATION

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





# SCHOOL IMPROVEMENT SERVICES

# TIER 1

# School Improvement Services

FUNDING
TIER 1
SERVICES



## CPI Training

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

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

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

*Pending continued grant fund.



# School Improvement Services

FUNDING
TIER 1
SERVICES



## Home School Registration and Enrollment Management

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

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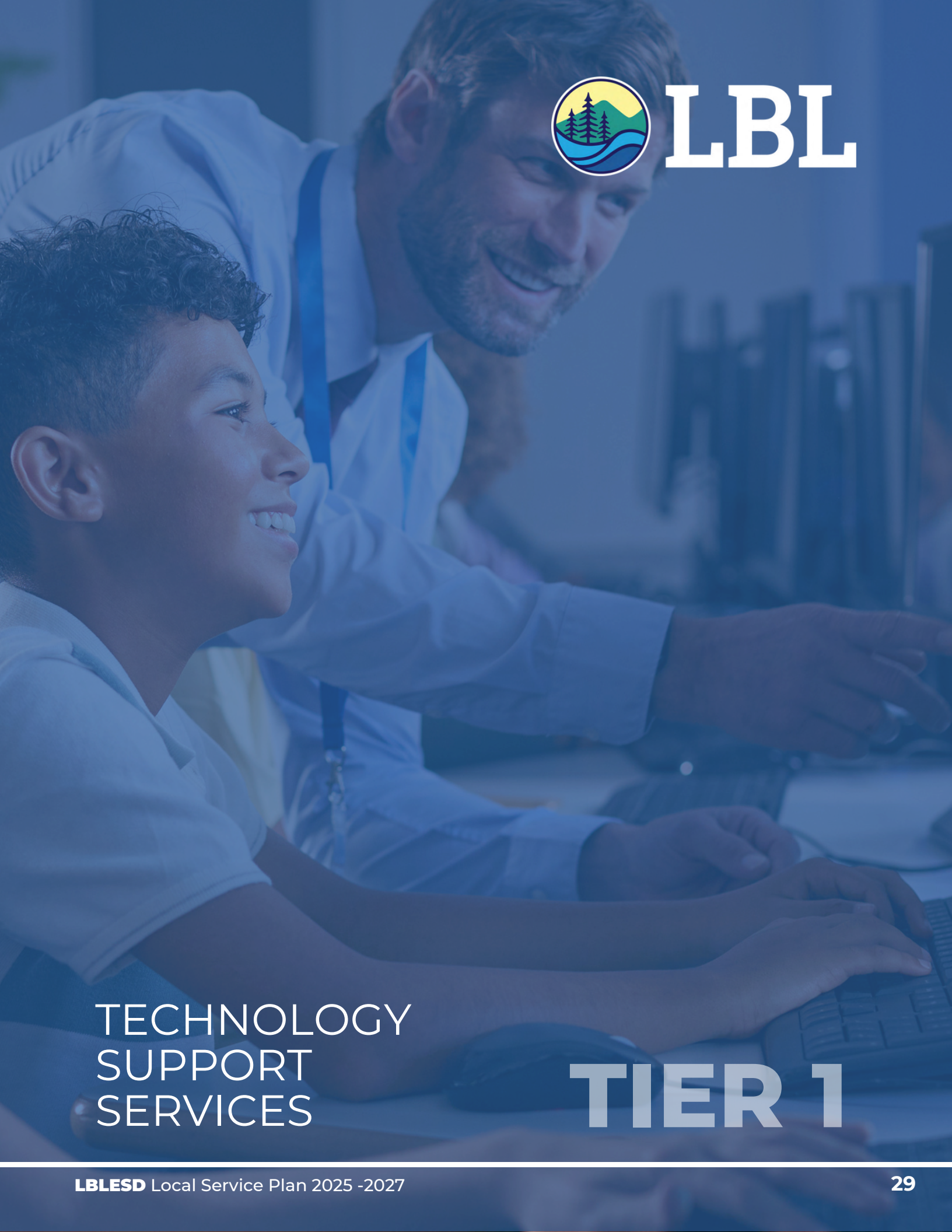
## SPSS/Student and Family Support Administration

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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



# TECHNOLOGY SUPPORT SERVICES

# TIER 1

# Technology Support Services

FUNDING
TIER 1
SERVICES



## Business Information System Services Support & Ivisions

PROGRAM
**Business Services**

CONTACT
**Rocco Luiere**

PROGRAM INFORMATION

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



# Technology Support Services

FUNDING
TIER 1
SERVICES



## Cyber Safety Service

PROGRAM
**Technology and Information Services**

CONTACT
**Tim Jones**

PROGRAM INFORMATION

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

Enhancing education through collaboration



## Desktop Support for Tier 1 LBL Staff

PROGRAM
**Technology and Information Services**

CONTACT
**Tim Jones**

PROGRAM INFORMATION

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

# Technology Support Services

FUNDING
TIER 1
SERVICES



## Network Management

PROGRAM
**Technology and Information Services**

CONTACT
**Tim Jones**

PROGRAM INFORMATION

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

Enhancing education through collaboration




## Student Information System (SIS) Synergy

PROGRAM
**Technology and Information Services**

CONTACT
**Jennifer Kessel**

PROGRAM INFORMATION

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

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



# ADMINISTRATIVE SERVICES

# TIER 1

# Administrative Services

FUNDING
TIER 1
SERVICES



## Courier Services

PROGRAM
**Facilities Services**

CONTACT
**Lisa McConnell**

PROGRAM INFORMATION

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 once weekly during summer breaks.



# Tier 2 Resolutions Services

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

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

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

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





# SPECIAL EDUCATION SERVICES

# TIER 2

# Special Education Services

FUNDING
TIER 2
SERVICES



## Augmentative and Alternative Communication Support (AAC)

PROGRAM
**Cascade Regional Inclusive Services**

CONTACT
**Steve Martinelli**

PROGRAM INFORMATION

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

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

Enhancing education through collaboration



## Autism Consultation

PROGRAM
**Cascade Regional Inclusive Services**

CONTACT
**Steve Martinelli**

PROGRAM INFORMATION

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

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

# Special Education Services

FUNDING
TIER 2
SERVICES



## Learning Consultants

PROGRAM
**Special Education and Evaluation Services**

PROGRAM INFORMATION

CONTACT
**Sonya Hart**

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

Enhancing education through collaboration



## Occupational Therapy (OT)

PROGRAM
**Cascade Regional Inclusive Services**

PROGRAM INFORMATION

CONTACT
**Steve Martinelli**

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

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

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

# Special Education Services

FUNDING
TIER 2
SERVICES



## Physical Therapy (PT)

PROGRAM
**Cascade Regional Inclusive Services**

CONTACT
**Steve Martinelli**

PROGRAM INFORMATION

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

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

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

Enhancing education through collaboration



## School Psychologists

PROGRAM
**Special Education and Evaluation Services**

CONTACT
**Sonya Hart**

PROGRAM INFORMATION

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

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

# Special Education Services

FUNDING
TIER 2
SERVICES



## Spanish Interpreter and Translation

PROGRAM
**Special Education and Evaluation Services**

PROGRAM INFORMATION

CONTACT
**Sonya Hart**

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

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



# Special Education Services

FUNDING
TIER 2
SERVICES



## Speech Language Pathologists (SLP)

PROGRAM
**Special Education and Evaluation Services**

PROGRAM INFORMATION

CONTACT
**Sonya Hart**

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

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

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

Enhancing education through collaboration



## Speech Language Pathologist Assistants (SLPA)

PROGRAM
**Special Education and Evaluation Services**

PROGRAM INFORMATION

CONTACT
**Sonya Hart**

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

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



# SCHOOL IMPROVEMENT SERVICES

# TIER 2

# School Improvement Services

FUNDING
TIER 2
SERVICES



## Behavior Consultation Services

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

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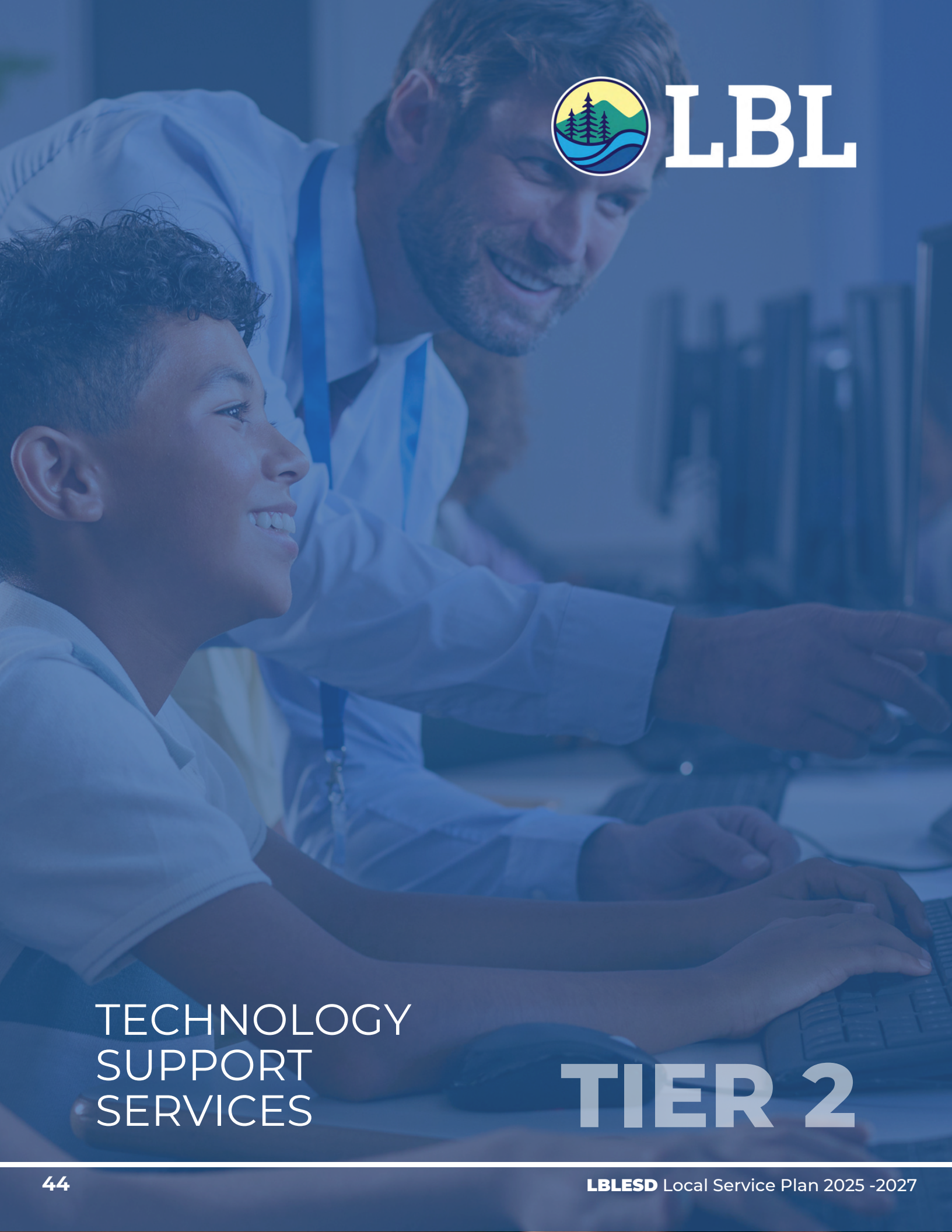
## Family Support Services

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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



# TECHNOLOGY SUPPORT SERVICES

# TIER 2

# Technology Support Services

FUNDING
TIER 2
SERVICES



## Additional SIS Synergy Modules

PROGRAM
**Technology and Information Services**

CONTACT
**Jennifer Kessel**

PROGRAM INFORMATION

Synergy Student Information System

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

Explore our diverse offerings, including:

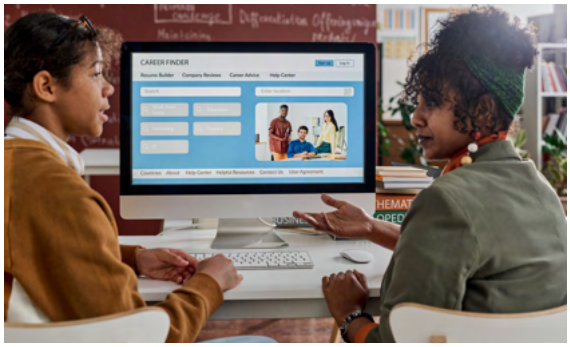
- Assessment: Streamline student assessments with powerful tools that simplify data collection and analysis.
- Athletics: Manage athletic programs efficiently, from scheduling to tracking student participation.
- GradeCam: Enhance grading processes with intuitive scanning and grading solutions.
- INSPECT+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

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



# Technology Support Services

FUNDING
TIER 2
SERVICES



## Data Integrations

PROGRAM
**Technology and Information Services**

CONTACT
**Jennifer Kessel**

PROGRAM INFORMATION

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

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



# Technology Support Services

FUNDING
TIER 2
SERVICES



## Engineering Support

PROGRAM
**Technology and Information Services**

PROGRAM INFORMATION

CONTACT
**Tim Jones**

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

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

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

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



# Technology Support Services

FUNDING
TIER 2
SERVICES



## Infinite Visions Add Ons

PROGRAM
**Business Services**

CONTACT
**Rocco Luiere**

PROGRAM INFORMATION

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

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## Internet Access

PROGRAM
**Technology and Information Services**

CONTACT
**Tim Jones**

PROGRAM INFORMATION

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

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

# Technology Support Services

FUNDING
TIER 2
SERVICES



## Power School Sped Records Management

PROGRAM
**Technology and Information Services**

CONTACT
**Jennifer Kessel**

PROGRAM INFORMATION

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

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

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

Enhancing education through collaboration



## Web Design and Maintenance

PROGRAM
**Technology and Information Services**

CONTACT
**Tim Jones**

PROGRAM INFORMATION

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

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

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



# ADMINISTRATIVE SERVICES

# TIER 2

# Administrative Services

FUNDING
TIER 2
SERVICES



## Business Administration Services

PROGRAM
**Business Services**

CONTACT
**Rocco Luiere**

PROGRAM INFORMATION

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.

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## E-rate Services

PROGRAM
**Technology and Information Services**

CONTACT
**Tim Jones**

PROGRAM INFORMATION

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

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

# Administrative Services

FUNDING
TIER 2
SERVICES




## Creative Services

PROGRAM
**Business Services**

CONTACT
**Nathan Rouzaud**

PROGRAM INFORMATION

LBL Creative Services provides innovative design, branding, and fundraising solutions that help districts, schools, and ESD programs communicate their stories, strengthen their identities, and generate meaningful community support.

Through this integrated service, LBLESD offers professional print and digital design, brand development, and fundraising campaign creation, all tailored to the unique needs of educational organizations.

Beyond creative design, LBL Creative Services leads mission-driven fundraising initiatives such as school spirit merchandise, community campaigns, and educational themed products.

By combining creativity, strategy, and purpose, LBL Creative Services helps schools and communities build pride, raise funds, and share their stories through high-quality, meaningful design.

Enhancing education through collaboration



## Special Education Administration Services

PROGRAM
**Special Education and Evaluation Services**

PROGRAM INFORMATION

CONTACT
**Autumn Belloni**

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

# GRANTS

# Grants and Contracts

FUNDING
GRANTS



## EI/ECSE Grant

PROGRAM
**Early Intervention/Early Childhood Special Education**

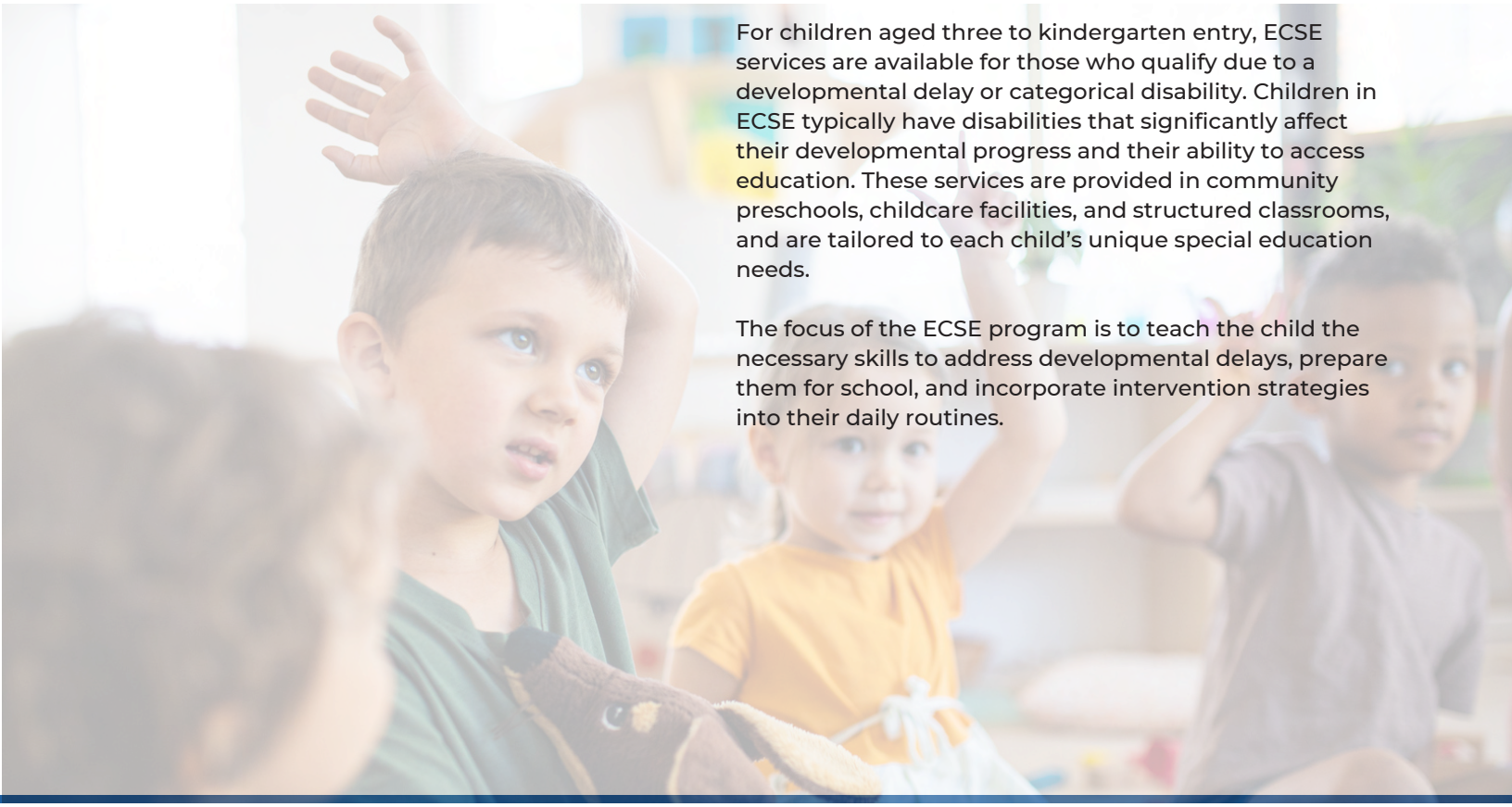
CONTACT
**Autumn Belloni**

PROGRAM INFORMATION

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

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

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



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

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

# Grants and Contracts

FUNDING
GRANTS



## Regional Inclusive Services Grant

**Cascade Regional Inclusive Services**

CONTACT
**Autumn Belloni**

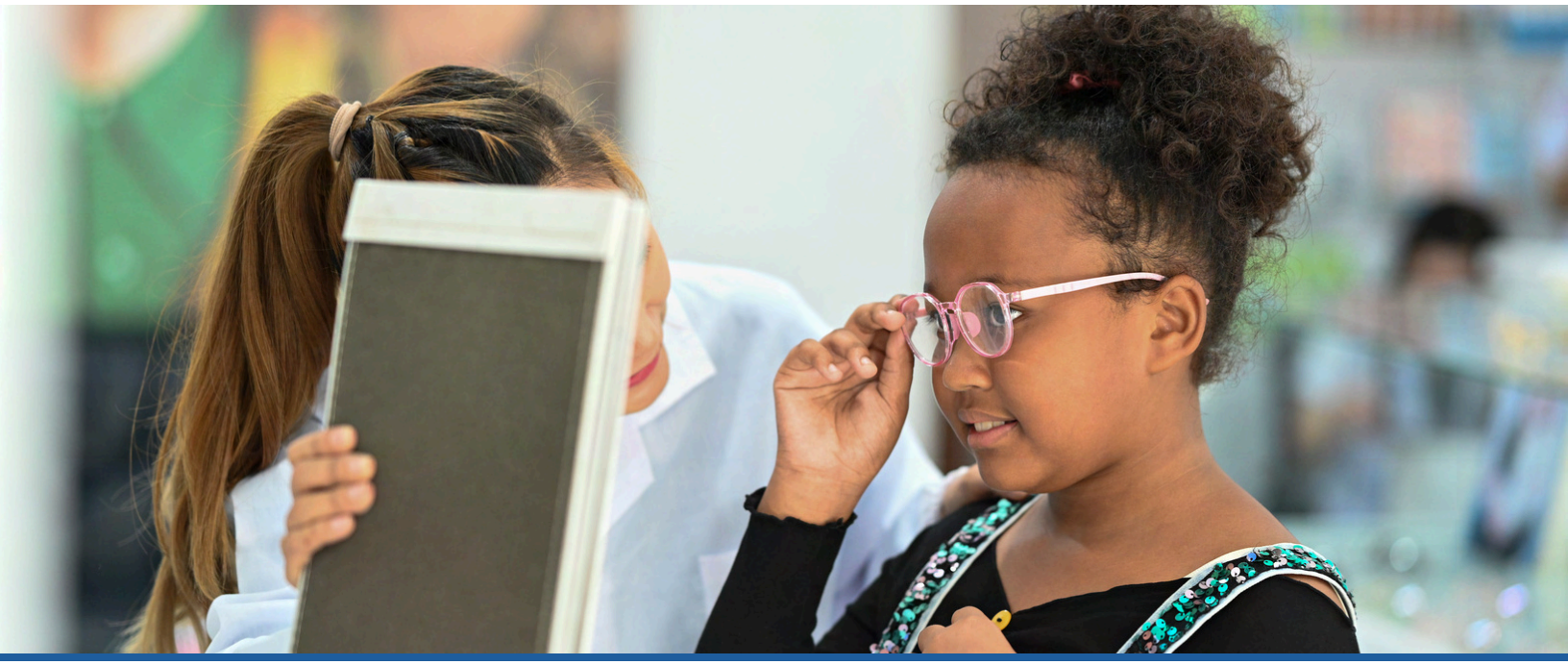
PROGRAM INFORMATION

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

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

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

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



# Grants and Contracts

FUNDING
GRANTS



## Long Term Care and Treatment Grant

PROGRAM
**Long Term Care and Treatment**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

### Farm Home School

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

### Wake Robin School

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

### Old Mill Center Classroom

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

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



# Grants and Contracts

FUNDING
GRANTS



## Capacity Building Implementation Support Services

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

### Our Capacity Building Implementation Support Services include:

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

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

# Grants and Contracts

FUNDING
GRANTS



## The Statewide Education Initiatives Account Grant (SEIA) from ODE

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

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

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

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## School Safety and Prevention Systems Grant (SSPS) from ODE

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

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

# Grants and Contracts

FUNDING
GRANTS




## Grow Your Own Grant (GYO) from the EAC

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

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

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

Enhancing education through collaboration



## Instructional Mentor Program Collaboration with WREN

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

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

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

# Grants and Contracts

FUNDING
GRANTS



## Family Support Fund Grants

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

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

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

Enhancing education through collaboration



## IHN-CCO Agile Fund Grant

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

# Grants and Contracts

FUNDING
GRANTS



## Integrated Community Partner Grant

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

Enhancing education through collaboration



## Juvenile Crime Prevention Grant

PROGRAM
**Strategic Partnerships for Student Success**

CONTACT
**Nancy Griffith**

PROGRAM INFORMATION

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

# Grants and Contracts

FUNDING
GRANTS



## Medicaid Billing Support Services

PROGRAM
**Strategic Partnerships for Student Success**

PROGRAM INFORMATION

CONTACT
**Nancy Griffith**
**Liz Wallace**

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





# DISTRICT SUMMARY

# Our 12 Districts

Alsea School District

Central Linn School District

Corvallis School District

Greater Albany Public Schools

Harrisburg School District

Lebanon Community School District

Lincoln County School District

Monroe School District

Philomath School District

Santiam Canyon School District

Scio School District

Sweet Home School District

LBL
LINN BENTON LINCOLN
EDUCATION SERVICE DISTRICT
905 SE 4th Ave. Albany, Oregon
541-812-2600 www.lblesd.k12.or.us

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.

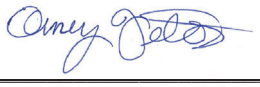
## Tier 2 Resolution Services

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.

The_____School District is in agreement to have the Linn Benton Lincoln Education Service District provide the Local Service Plan for the 2026-2027 school year as presented.



12/16/2025

***LBL Board Chair*** ***Date***

***School District Board Chair*** ***Date***

# BOARD MEMORANDUM

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

**From:** Jennifer Meckley, Superintendent

**Date:** January 2, 2026 **Meeting Date:** January 8, 2026

**Re:** Board Operating Agreements Overview

**Purpose**
Board operating agreements establish clear expectations for how the Board of Directors and superintendent work together and how board members interact with one another. They support effective governance, professional relationships, and a focus on student success. Sample operating agreements are included in this packet.

**Why This Matters**

- Clarifies roles and responsibilities
- Strengthens communication and trust
- Supports consistent, effective governance practices
- Addresses operational or governance challenges from prior years
- Complements (but does not replace) board policy

**When Agreements Are Developed**

- Typically during a **work session**

**Two Recommended Agreements (OSBA Guidance)**

1. **Board–Superintendent Operating Agreement**
    - Expectations between the full board and the superintendent
    - Communication norms
    - Roles in governance vs. administration
2. **Board Member Operating Agreement**
    - How board members work together
    - Norms for collaboration, respect, and decision-making
    - Expectations for individual and collective behavior

**How the Process Begins**

- Identify priority topics
- Review of existing board policies for alignment
- Participation in a **roles and responsibilities governance workshop**

**Support Available**

- OSBA provides **training and facilitation services** to guide boards through the operating agreement process and support best practices in governance.

**Potential Next Steps for LCSD**

- Schedule a work session
- Identify priority topic areas
- Determine interest in OSBA facilitation support

# BOARD – SUPERINTENDENT OPERATING AGREEMENT SAMPLE

## PURPOSE:

The Board of Directors is the educational policymaking body for (organization). To effectively meet the system's challenges the School Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

### COLLABORATIVE GOVERNANCE:

1. Members of the Board and the Superintendent shall work together as a team; modeling lifelong learning and collaboration.
2. Board members shall recognize and respect the Superintendent's responsibility to manage the school district and to direct employees in district and school matters.
3. Board members shall give careful consideration, listening to all perspectives, to all issues brought to the board by individuals and district leadership.
4. The Board shall make decisions only at properly called meetings. Board members recognize that individual members have no authority to take individual action in policy or district and school administrative matters, unless so authorized by board vote.

### COMMUNICATION AGREEMENTS:

1. Board members shall follow the chain-of-command and communicate directly with the Superintendent when a question arises, or a concern or complaint is voiced by a staff member, student, parent or community member.
2. Board Members shall communicate directly with the Superintendent or Board Chair prior to meetings of the board to address questions and/or concerns about agenda items.
3. Board members and the Superintendent shall communicate one-on-one, when an individual concern arises, with any member of the board-superintendent team as appropriate.

### BOARD EXPECTATIONS OF THE SUPT:

1. Identify one and place here.
2. Identify one and place here.
3. Identify one and place here.
4. Identify one and place here.
5. Identify one and place here.

### SUPERINTENDENT'S EXPECTATIONS OF THE BOARD:

1. Identify one and place here.
2. Identify one and place here.
3. Identify one and place here.
4. Identify one and place here.
5. Identify one and place here.

### SIGNATURES OF AGREEMENT:

Date _____

_____ _____

_____ _____

_____ _____

_____ _____

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# BOARD-SUPERINTENDENT WORKING AGREEMENT

## BOARD'S EXPECTATIONS OF THE SUPERINTENDENT

1. Work toward becoming a team with board members.
2. Respect and acknowledge the board's role in setting policy and overseeing the performance of the superintendent.
3. Work with the board to establish a clear vision for the school district.
4. Prepare preliminary goals annually for the board's considerations.
5. Provide data to the board members so that data-driven decisions can be made.
6. Possess a working knowledge of all legal and local policies.
7. Inform the board of all critical information including relevant trends, anticipated adverse media coverage or critical external or internal change.
8. Distribute appropriate information to all board members.
9. Communicate with board members promptly and effectively.
10. Distribute the board agenda by _____ (time, day) prior to the regularly scheduled board meetings on _____ (day) of the following week, except when major holidays fall on Friday.
11. Respect the confidentiality requirement of board meeting executive sessions.
12. Treat all board members professionally.
13. Communicate to individual board members if a problem or issue is observed developing with an individual board member.
14. Conduct a self-assessment prior to the board's evaluation of the superintendent's job performance.
15. Represent the school district by being visible in the community.
16. Provide follow-up information to board members on concerns and issues they have referred to the superintendent—close the communication loop.

## SUPERINTENDENT'S EXPECTATIONS OF THE BOARD

1. Recognition of the superintendent as the educational leader of the school district.
2. Willingness to share the success and failures of the school system with the superintendent.
3. Assistance in gaining acceptance and support in the community.
4. Willingness to abide by its own rules, policies and code of ethical conduct.
5. Willingness, within budget constraints, to provide the superintendent with adequate staff and clerical assistance.
6. Willingness to acknowledge and follow the chain of command of the school district.
7. Respect for the confidentiality requirement of board meeting executive sessions.
8. Avoidance of seeking personal privilege.
9. Willingness to participate in professional development activities at the local, state and national level.
10. Effort to foster unity, harmony and open communications within the board.
11. Understanding of the relative or complementary role of the superintendent and board in policy making.
12. Careful consideration of each recommendation made by the superintendent.
13. Insistence on all available facts and data before making a decision.
14. Willingness to study and evaluate educational issues affecting the school district.
15. Practice of avoiding surprise items at board meetings.
16. Integrity of the highest order.



Date: _____

# EXAMPLE 1
# SCHOOL BOARD OPERATING AGREEMENT

## PURPOSE:

For the purpose of enhancing teamwork among members of the board and between the board and the administration, we, the members of the School District Senior Leadership Team (board and superintendent) do hereby publicly commit ourselves collectively and individually to the following operating protocol:

1. **Don't spring surprises** on other board members or the superintendent. Surprises to the board or the superintendent will be the exception, not the rule. We agree to ask the board chair or the superintendent to place an item on the agenda instead of bringing it up unexpectedly at the meeting.

2. **Communication** between staff and the board is encouraged as long as it follows board policy. The senior leadership team recognizes that "good," "timely," "open" and "constant" communication regarding school district issues is extremely important. We will strive to anticipate issues which may become important or are sensitive to our school district and district stakeholders.

3. **Follow the chain of command.** The last stop, not the first, will be the board. We agree to follow the chain of command and insist that others do so. While the board is eager to listen to its constituents and staff, each inquiry is to be referred to the person who can properly and expeditiously address the issue. Board requests that will likely require considerable time or have political implications are to be directed to the superintendent. All personnel complaints and criticisms received by the board or its individual members will be directed to the superintendent.

4. **Own the collective decision making process.** The senior leadership team will support decisions made by the board and/or the administrative team once a decision is made. We will support the majority decision(s).

5. **Exemplify the governance role.** The leadership team (board and superintendent) will support the policies our district currently has in place. We will continue to annually study and review policies for effectiveness and appropriately engage key stakeholders in the development or deletion of policies and policy revisions. We will maintain and apply district policies consistently while being cognizant of and recognizing the potential uniqueness of any given situation.

6. **Annually conduct a self-assessment/evaluation.** The board will address its behavior by yearly self-evaluation and by addressing itself to any individual problems, such as poor meeting attendance or disclosure of confidential information.

7. **Clearly state goals.** The board will set clear goals for itself and the superintendent. The board and superintendent will set clear goals for the district.

*continued on back*

8. **Utilize CEO input.** The superintendent is the chief executive officer of the senior leadership team and should make recommendations, proposals or suggestions on most matters that come before the board.

9. **Board acts only as a body.** Individual board members do not have authority. Only the board as a whole has authority. We agree that an individual board member will not take unilateral action. The board chair will communicate the position(s) of the board on controversial issues. When board members serve on various board committees, their role shall be defined by the board as silent observer or active participant.

10. **Meeting protocol.** Conduct at a board meeting is very important. We desire to have a legacy of a well-functioning, effective board. We agree to avoid words and actions that create a negative impression on an individual, the board or the district. We will be open-minded and willing to deeply listen to all speakers/presenters. We agree that we can disagree and will do so using common courtesy and respect for others. We will not react to impromptu complaints on the spot, but will assure any individual(s) that the school district will follow up.

11. **Avoid marathon board meetings.** To be efficient and effective, long board meetings should be avoided. Points should be made in as few words as possible; speeches at board meetings will be minimal. If a board member believes s/he doesn't have enough information or has questions, either the superintendent or board chair is to be called before the meeting.

12. **Practice efficient decision-making.** Board meetings are for decision-making, action and votes, not endless discussion. We agree to move to the question when discussion is repetitive.

13. **Speak to agenda issues.** The board will not converse with the audience. We agree to speak to the issues on the agenda and attend to our fellow board members. Facts and information needed from the administration will be referred to the superintendent.

14. **Executive/closed sessions** will be held only for legally appropriate subjects. Executive sessions will be held only when specific needs arise. Board members will be extremely sensitive to the legal ramifications of their meetings and comments.

15. **Children's interests come first.** The board will represent the needs and interests of all the children in our district.

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# EXAMPLE 2
# SCHOOL BOARD OPERATING AGREEMENT

## BOARD ROLES & RESPONSIBILITIES

1. Focus on governance: policy-making, strategic planning and evaluation (curriculum, district performance and superintendent).
2. Uphold the legal, compliance and confidentiality requirements on all matters arising from board meetings and executive session.
3. Recognize the role of the chair to speak for and about the board to the press and public groups. Recognize the role of the chair to convene meetings, execute documents as appropriate, and develop the agenda with the vice chair and superintendent.
4. The board and superintendent will participate annually in establishing goals and objectives for themselves and the district.
5. The board will act as ambassadors to the schools, the community and the district.

## HOW WE OPERATE & MAKE DECISIONS

6. Make decisions as a whole board only at properly called meetings.
7. Support decisions of the majority. Once a decision is made, members will support the decision of the majority.
8. Two (three, depending on policy) board members must agree before an item is placed on a meeting agenda.
9. Start and end meetings on time.
10. Notify the school administration before visiting a school in the role of school board member.

## HOW WE COMMUNICATE

11. Communicate directly with the superintendent when information is needed or a question arises. Specific questions concerning information contained in the board packet may be addressed to the person providing the information.
12. The chair responds to group email sent to the board.
13. Be mindful that you represent the board in public and that no individual board member has the authority to speak for the board.
14. Board members will communicate with one another should an issue or problem develop between them.

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# BOARD MEMORANDUM

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

**From:** Jennifer Meckley, Superintendent

**Date:** January 7, 2026 **Meeting Date:** January 8, 2026

**Re:** Superintendent Evaluation

## Components of Superintendent Evaluation

1. **Performance Standards**
   Based on Professional Standards for Educational Leaders (PSEL) and state-aligned administrator standards.

2. **Superintendent Goals**
   Annual goals agreed upon by the board and superintendent, tied to district priorities.

3. **Evidence of Performance**
   Self-evaluation, regular reports, artifacts, and documentation demonstrating progress.

4. **Feedback on Performance**
   Targeted feedback from staff and community representatives (optional but recommended). For the past three years, we have sent an anonymous survey to staff.
5. **Evaluation Summary**
   The board compiles a final written evaluation and communicates results to the superintendent in executive session and (typically) the public.

**Timeline of Superintendent Evaluation**

Current contract language:

**Performance Evaluation**

The District's Board of Directors will evaluate the Superintendent's performance each year by March 1st. The District's Board of Directors and Superintendent will jointly develop the criteria by which the evaluation will be measured.

**February 2, 2026**: Staff survey sent

**February 17, 2026:** Staff survey results sent to Board members

**February 17, 2026:** Evaluation form sent to Board (from Jessica Woody)

**February 17, 2026**: Superintendent self-evaluation evidence submitted to Board members

**March 3, 2026:** Evaluation forms due to Jessica Woody from Board members

**March 5, 2026:** Evaluation results from Board members sent from Jessica Woody to Board Chair.

**March 12, 2026**: Final written feedback to the Superintendent during executive session and a summary reported out during open session.

# APPENDICES

## APPENDIX A

**PART 1**

### EVALUATION COMPONENT
## PERFORMANCE STANDARDS

### INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.

2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.

3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.

4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

### SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

**KEY:**

**4 = ACCOMPLISHED PERFORMANCE**
Performance in this area is routinely outstanding and acts as a model for others.

**3 = EFFECTIVE PERFORMANCE**
Performance in this area consistently meets the standard.

**2 = DEVELOPING**
Performance occasionally meets the standard but is not yet consistent.

**1 = INEFFECTIVE**
Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP).
If you have no basis for a rating, please mark “NA” for not applicable. Support your ratings with comments for each section.

STANDARD 1

# VISIONARY DISTRICT LEADERSHIP

## DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING 4 3 2 1 N/A

## COMMENTS

STANDARD 2

# ETHICS AND PROFESSIONAL NORMS

## DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING 4 3 2 1 N/A

## COMMENTS

STANDARD 3

# INCLUSIVE DISTRICT CULTURE

## DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING 4 3 2 1 N/A

## COMMENTS

STANDARD 4

# CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

## DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 5

# COMMUNICATION AND COMMUNITY RELATIONS

## DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 6

# EFFECTIVE ORGANIZATIONAL MANAGEMENT

## DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING 4 3 2 1 N/A

COMMENTS

STANDARD 7

# EFFECTIVE FINANCIAL MANAGEMENT

## DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING 4 3 2 1 N/A

## COMMENTS

STANDARD 8

# POLICY, GOVERNANCE AND ADVOCACY

## DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING 4 3 2 1 N/A

## COMMENTS

# APPENDIX B

## PART 2

## EVALUATION COMPONENT
# GOALS

### INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

## SAMPLE
# GOAL STATEMENT 1:

---

### PERFORMANCE INDICATORS:
*(Insert indicators of success here)*

1.1

1.2

1.3

1.4

1.5

### SUMMARY RATING — GOAL 1: *(check one)*




### COMMENTS:

# APPENDIX C

## PART 3

### EVALUATION COMPONENT
# ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent's day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

## STANDARD 1: VISIONARY DISTRICT LEADERSHIP

| DESCRIPTORS | ARTIFACTS |
|---|---|
| • Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.<br>• Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.<br>• Implements the district's continuous improvement plan and communicates its progress. | • Evidence of how you have constructed and enacted an equity vision and mission across the district and community:<br>· Newspaper, school banners, website, photo, or other media<br>· Actions communicating clear and coherent vision: newsletter, professional development, etc.<br>· Meetings or presentations to collaborate and implement vision, mission, goals and plans<br>• Models learning through attending professional development opportunities and applying knowledge (transparency)<br>• Presentation of at least one plan (e.g., CIP or SIA application)<br>• Resources are clearly aligned with the vision and strategic initiatives:<br>· Budget examples of how funds support the vision/strategic initiatives<br>· Staffing patterns that reflect where there is an identified need<br>· Data support goals that are aligned to student learning and growth<br>• Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans |

## STANDARD 2: ETHICS AND PROFESSIONAL NORMS

| DESCRIPTORS | ARTIFACTS |
| --- | --- |
| • Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparence, trust, collaboration and perseverance.<br>• Makes ethical and legal recommendations to the board.<br>• Models ethical behavior in their own conduct and cultivates ethical behavior in others. | • Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices<br>• Evidence of ability to confront conflict and build consensus<br>• Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation<br>• Reflective journals and evidence of adaptative behavior<br>• Equity and inclusion plan<br>• Agendas and/or minutes from meetings that demonstrate collaboration with external partners |

# STANDARD 3: INCLUSIVE DISTRICT CULTURE

| DESCRIPTORS | ARTIFACTS |
|---|---|
| • Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.<br>• Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.<br>• Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff. | • Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)<br>• Diversity training/awareness plan; evidence of an equity lens and implementation of the plan<br>• Sections in employee handbooks that demonstrate an inclusive district culture<br>• External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)<br>• Evidence that all student needs are addressed equitably<br>• Response to staff or public concerns/issues (documentation)<br>• State plans and reports (ELL, SPED, CIP, Title, etc.)<br>• Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)<br>• Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)<br>• Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies |

# STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

| DESCRIPTORS | ARTIFACTS |
|---|---|
| • Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.<br>• Implements coordinated systems of support, including coaching and professional development for staff.<br>• Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.<br>• Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained. | • Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)<br>• Common teacher instructional planning time (agendas, outcome date, samples, etc.)<br>• Comprehensive School/District Improvement Plan (CIP)<br>• Curriculum and/or instructional audit (documentation)<br>• Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment<br>• Instruction related professional development/growth plans (with related data on student achievement)<br>• Models learning through attendance and application of knowledge from professional development opportunities (documentation)<br>• Evidence of annual review of district's mission statement and alignment to practice<br>• Evidence of teachers examining and using student achievement data to improve teaching/learning<br>• Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)<br>• Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)<br>• Student learning data from a variety of sources (SBAC, benchmark/interim assessments, etc.) to monitor progress and achievement<br>• Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest) |

## STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

| DESCRIPTORS | ARTIFACTS |
|---|---|
| • Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.<br>• Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.<br>• Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.<br>• Goes beyond the district and local community to advocate for students at the county, regional and/or state level. | • Evidence of participation in community/school events<br>• Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)<br>• Administrative "calendar" – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports<br>• Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)<br>• Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.<br>• Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities<br>• Memberships and participation with community organizations (e.g., PTA, city council, etc.)<br>• Participation in state, regional and national initiatives (documentation)<br>• Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)<br>• Response to public and/or stakeholder concerns/issues (documentation)<br>• Union collaboration (e.g., minutes, negotiations, grievances, etc.)<br>• Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.<br>• An internal or external communication plan<br>• Schedules of staff meetings, administrative council meetings, etc. |

## STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

| DESCRIPTORS | ARTIFACTS |
| --- | --- |
| • Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.<br>• Establishes productive relationships with associations while managing labor relations and contract effectively.<br>• Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.<br>• Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity. | • Staff recruitment and retention plan (including demographics to match student and community population)<br>• Union collaboration (minutes, negotiations, grievances, etc.)<br>• Uses data from a variety of sources to inform labor trends, negotiations and bargaining<br>• Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.)<br>• Staff attendance and retention rates<br>• Development plans for improving the capacity of leadership at all levels<br>• Documentation of coaching for instruction, curriculum, assessment and inclusion<br>• Meaningful engagement of staff to improve cultural competency and equitable practice (documentation)<br>• Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders |

# STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

| DESCRIPTORS | ARTIFACTS |
| --- | --- |
| • Develops a proposed budget in accordance with board priorities and district direction.<br>• Manages the equitable implementation of district resources aligned with the budget adopted by the board.<br>• Communicates the budget priorities and ensures regular updates on implementation of the budget. | • District budget reflects priorities and expectations<br>• Economic vision that includes participation with community development groups/stakeholders<br>• Enrollment trend forecasts<br>• External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)<br>• Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.<br>• Grants received/applied for that are aligned with goals of the district, plans for sustainability<br>• Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavior al supports, bullying/harassment, character education, etc.)<br>• Construction project(s) management, including timelines, budgets and implementation techniques<br>• Policies/procedures for management of funds and other resources to make progress or achieve district goals |

# STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

| DESCRIPTORS | ARTIFACTS |
|---|---|
| • Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.<br>• Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.<br>• Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders. | • Administrative team meeting agendas<br>• Board and administrative goals<br>• Board meeting agendas<br>• Timeliness of board packets<br>• Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials<br>• Collaborative partners (documentation)<br>• Comprehensive District Improvement Plan<br>• External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)<br>• Onboarding plan for board members to understand roles and responsibilities<br>• Meaningful interpretive reports of student achievement data delivered in accessible language<br>• Notes from state officials<br>• Participation in state, regional, national initiatives (documentation)<br>• State plans and reports (ELL, SPED, CIP, Title, etc.)<br>• State Report Card data (including disaggregated data by sub-groups and groups of interest)<br>• Work with city council on city/school initiatives (documentation)<br>• Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc. |

# APPENDIX D

## PART 4

## EVALUATION COMPONENT
# TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a "targeted" group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It Is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

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## STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**
  It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent's goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**
  The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**
  Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number or participants should be manageable in terms of compiling the results.

- **STEP 4**
  The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**
  The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**
  The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

# APPENDIX E

## PART 5

## SAMPLE
## EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.

# Directors and Administrators: Superintendent Performance Survey J. Meckley 2025-26

Confidential – Your input is valuable and will be used for evaluation and continuous improvement.

**Instructions: Please rate the superintendent's performance in the following areas based on your direct experience. Use the scale below:**

- 4 – Accomplished: Exceeds expectations, serves as a model for others.
- 3 – Effective: Consistently meets expectations.
- 2 – Developing: Occasionally meets expectations but needs improvement.
- 1 – Ineffective: Does not meet expectations.
- N/A – Not Applicable: You do not have sufficient experience to rate this area.

Thank you for your feedback! Your responses will remain confidential and will help ensure continuous improvement in district leadership.

* Indicates required question

1. Section 1: Leadership and Vision *

   1. The superintendent effectively communicates and reinforces the district's mission and vision.

   *Mark only one oval.*

   - ◯ 4 = Accomplished
   - ◯ 3 = Effective
   - ◯ 2 = Developing
   - ◯ 1 = Ineffective
   - ◯ N/A - Not Applicable: You do not have sufficient experience to rate this area

2. Section 1: Leadership and Vision *

2. The superintendent fosters a collaborative culture and engages stakeholders in district planning.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

3. Section 1: Leadership and Vision *

3.The superintendent ensures district-wide strategic initiatives align with long-term goals.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

4. Section 2: Ethics and Professional Conduct *

4. The superintendent models integrity, fairness, and ethical leadership.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

5. Section 2: Ethics and Professional Conduct *

5. The superintendent ensures transparency in decision-making processes.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

6. Section 2: Ethics and Professional Conduct *

6. The superintendent treats all staff and stakeholders with respect and professionalism.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

7. Section 3: Inclusive District Culture *

7. The superintendent promotes diversity, equity, and inclusion in district policies and practices.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

8. Section 3: Inclusive District Culture *

8. The superintendent ensures staff and students have equitable access to resources and opportunities.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

9. Section 3: Inclusive District Culture *

9. The superintendent fosters a welcoming and respectful district culture.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

10. Section 4: Instructional Leadership and Improvement *

10. The superintendent supports professional development and instructional improvement efforts.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

11. Section 4: Instructional Leadership and Improvement *
11. The superintendent ensures instructional practices align with student learning needs.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

12. Section 4: Instructional Leadership and Improvement *
12. The superintendent prioritizes data-driven decision-making to improve student outcomes.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

13. Section 5: Communication and Community Engagement *
13. The superintendent effectively communicates with staff regarding district goals and changes.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

14. Section 5: Communication and Community Engagement *
14. The superintendent engages and builds partnerships with families and the broader community.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

15. Section 5: Communication and Community Engagement *

15. The superintendent provides clear, timely and transparent updates on district matters to all stakeholders including staff and families.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

16. Section 6: Organizational and Financial Management *

16. The superintendent efficiently manages district resources to align with student and staff needs.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

17. Section 6: Organizational and Financial Management *

17. The superintendent ensures fair and transparent budgeting processes.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

18. Section 6: Organizational and Financial Management *

18. The superintendent fosters a culture of accountability in district operations.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

19. Section 7: Governance and Policy Implementation *

19. The superintendent works effectively with the school board to implement policies and initiatives.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

20. Section 7: Governance and Policy Implementation *

20. The superintendent ensures compliance with local, state, and federal educational regulations.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

21. Section 7: Governance and Policy Implementation *

21. The superintendent advocates for district needs at the local and state levels.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

22. Overall Feedback: Additional Comments

*(open-ended response)*

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# Staff: Superintendent Performance Survey J. Meckley 2025-26

Confidential – Your input is valuable and will be used for evaluation and continuous improvement.

**Instructions: Please rate the superintendent's performance in the following areas based on your direct experience. Use the scale below:**

- 4 – Accomplished: Exceeds expectations, serves as a model for others.
- 3 – Effective: Consistently meets expectations.
- 2 – Developing: Occasionally meets expectations but needs improvement.
- 1 – Ineffective: Does not meet expectations.
- N/A – Not Applicable: You do not have sufficient experience to rate this area.

Thank you for your feedback! Your responses will remain confidential and will help ensure continuous improvement in district leadership.

* Indicates required question

1. Section 1: Leadership and Vision *

   1. The superintendent effectively communicates and reinforces the district's mission and vision.

   *Mark only one oval.*

   - ◯ 4 = Accomplished
   - ◯ 3 = Effective
   - ◯ 2 = Developing
   - ◯ 1 = Ineffective
   - ◯ N/A - Not Applicable: You do not have sufficient experience to rate this area

2. Section 2: Ethics and Professional Conduct *

2. The superintendent models integrity, fairness, and ethical leadership.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

3. Section 3: Inclusive District Culture *

3. The superintendent promotes diversity, equity, and inclusion in district policies and practices.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

4. Section 4: Instructional Leadership and Improvement *

4. The superintendent ensures instructional practices align with student learning needs.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

5. Section 4: Instructional Leadership and Improvement *
5. The superintendent prioritizes data-driven decision-making to improve student outcomes.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

6. Section 5: Communication and Community Engagement *
6. The superintendent effectively communicates with staff regarding district goals and changes.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

7. Section 5: Communication and Community Engagement *

7. The superintendent provides clear, timely and transparent updates on district matters to all stakeholders including staff and families.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

8. Section 6: Organizational and Financial Management *

8. The superintendent efficiently manages district resources to align with student and staff needs.

*Mark only one oval.*

- 4 = Accomplished
- 3 = Effective
- 2 = Developing
- 1 = Ineffective
- N/A - Not Applicable: You do not have sufficient experience to rate this area

9. Section 7: Governance and Policy Implementation *

9. The superintendent works effectively with the school board to implement policies and initiatives.

*Mark only one oval.*

- ◯ 4 = Accomplished
- ◯ 3 = Effective
- ◯ 2 = Developing
- ◯ 1 = Ineffective
- ◯ N/A - Not Applicable: You do not have sufficient experience to rate this area

10. Overall Feedback: Additional Comments

*(open-ended response)*

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# School Board Meeting Minutes

December 4, 2025, 6PM
55 Academy St, Lebanon, OR 97355

**Present:**

Nichole Piland, Board Chair

Melissa Baurer, Board Vice Chair

Lorlee Engler, Member

Mike Martin, Member

Clyde Rood, Member

Jennifer Meckley, Superintendent

William Lewis, Chief Operations Officer

Steven Prososki, Finance Director

## 1. WELCOME

Livestream: https://www.youtube.com/@lcsdboardmeetingstream6568/streams

**1.1.** The meeting was called to order at 6:00 PM by Board Chair, Nichole Piland.

## 2. PUBLIC COMMENTS

No public comments were made.

## 3. OSBA BOARD DEVELOPMENT PRESENTATION

OSBA Board Development Specialist Vincent Adams, who is a local trainer, presents to the Board sharing information regarding various trainings available through the OSBA-- Board Governance, Board Self-Evaluation, Board Operating Agreements and Communication Protocols, and Superintendent Evaluation.

Some discussion takes place regarding what each training would look like, what he would suggest, and feedback from other districts who have participated in the trainings.

The consensus of the Board is that they will consider the options and discuss further as a group at the next meeting.

**4. SIA GRANT AGREEMENT**

Superintendent Jennifer Meckley shares that the SIA Grant requires Board approval in each biennium. Questions and discussion takes place regarding the amount received over the two years, the involvement of the grant with Sand Ridge Charter, the process of measuring outcomes, LPGTs (Longitudinal Performance Growth Targets), and the new accountability bill that is coming.

Jennifer adds that she will share what is being done in the schools that ties back to the grant so that it can be celebrated.

Mike Martin motions to approve the grant agreement, and Clyde Rood seconds the motion. The SIA Grant Agreement is approved with a unanimous vote.

**5. SAFETY AND BELONGING SURVEY RESULTS**

Superintendent Meckley shares that this is the second year that the district has completed the safety and belonging survey. She adds that last year the district utilized a company--Panorama, to assist in gathering the survey data which didn't prove to be worth the investment, so this year the district has decided to use google and manage and organize the data in house.

Jennifer reviews an overview of the data with the Board. She explains who was surveyed--families, students grades 3-12, and instructional and noninstructional staff. The data shared references survey participation, percentages of positive results in each category (attendance, engagement, school climate, school safety, and sense of belonging) and with key strengths. Jennifer also notes the areas for growth and the priority next steps.

Discussion takes place regarding incentives for completing the survey.

The student members share that at the high school they were provided a time to complete the survey in class, and they felt that the survey was taken seriously.

It is noted that student responses are not anonymous, which provides the school administrators opportunity to check in with students who reported that they feel they do not belong at school.

Discussion takes place regarding the importance of attendance, and how the results of those who believe attendance is important, does not correlate with actual attendance rates.

Discussion also takes place regarding the participation rates of the survey this year compared to last year.

Jennifer refers to results from school staff which show less confidence in the district improving, opposed to their building improving, and how additional communication will be shared to hopefully build staff confidence in the district and what the district is accomplishing as a whole.

The group also discusses engagement, which was a theme from the survey. Jennifer shares the different forms of engagement and that engagement can be perceived in many different ways, however the district has plans in motion to communicate more with the community regarding the district's focus areas.

**6. OSBA ELECTIONS**

Board Member Clyde Rood shares why he would like to be a part of the OSBA Regional Board of Directors, and is seeking a vote. Mike Martin advocates for a vote for Clyde. Melissa Baurer inquires about what Clyde has learned from his year on the OSBA Board, and what he may do differently, as well as if he would be in support of all students regardless of their diversity, who they are, how they identify, etc.

Discussion takes place regarding if Clyde has a mentor available at the OSBA, to provide additional support and guidance as needed.

Nichole Piland shares the growth she has seen in Clyde and inquires about his ability to make a decision for what is best for all students, and not based on his opinion.

Mike motions to vote for Clyde. Melissa notes that due to a few things stated by Clyde, she is not comfortable voting. Lorlee seconded the motion, and with a 4:1 vote, the Board votes for Clyde for OSBA Board of Directors Position 10.

Clyde advocates for Jason Curtis for OSBA Legislative Policy Committee Position 10. Clyde motions to vote for Jason Curtis, and due to lack of a second, the motion dies. The Board does not vote for Jason for OSBA Legislative Policy Committee Position 10.

## 7. CONSENT AGENDA

Mike presents questions regarding policy IKF, Graduation Requirements. He notes that there is not a requirement for high school students to have two years of foreign language, and that a public university would require that. It is noted that students are being counseled regarding that.

When policy CEA, Educational Equity Advisory Committee, is presented, Mike shares that he feels the policy is redundant and not needed as the committee's needs are already being met in other avenues, and refers to the OSBAs guidance of it being "optional". Discussion takes place between the group regarding whether each Board Member believes the policy is needed or not, and it is pointed out that this advisory committee is required due to law.

Melissa motioned to approve the consent agenda as presented, and Lorlee seconded the motion. With a 4:1 vote, the consent agenda made up of November 13, 2025 Board Meeting Minutes, new hire Thomas Clifford, and second reading policy updates JOA, IKF, LBEA, DBEA, IIA, CEA, GCBD/GDBD, GCBDE/GDBDE, IF, and JHCA is approved in its entirety.

The majority of the Board voices that policy CEA is acceptable and is providing necessary supports, and that the committee is already taking place and meeting, as outlined.

Mike adds that his concern was redundancy and not against the committee itself, and wanted to point out that OSBA listed the policy as optional.

Jennifer clarifies that policy CEA is listed as optional by the OSBA because the district is not required to adopt a Board policy surrounding this committee, but is still required to do the work outlined in the policy.

## 8. DEPARTMENT REPORTS

### 8.1. Operations

Chief Operations Officer, William Lewis, shares that the district needs additional time to review/implement the Facility Use Policy. The full policy implementation will be delayed until late spring/early summer. He adds that this is a complicated policy, and the district's facilities are consistently used on a daily basis.

### 8.2. Financial

Director of Finance, Steven Prososki, refers to the presented 2026-27 Budget Calendar, sharing that the district already has agreements in place with both classified and certified groups and will be in the second year of the budget biennium. Mike motions to approve the 2026-27 Budget Calendar and Melissa seconded the motion. The 2026-27 Budget Calendar is approved unanimously.

Steven also provides an audit update, sharing that normally audits are due in December, though they have been extended to February of 2026. The audit team has requested to be allotted the extra time to finish, though we will not need an extension for the annual audit.

Discussion also takes place regarding the recent budget forecast, and Steven notes that final decisions will be made in February.

## 9. COMMUNICATION

### 9.1. Board

The Board references their participation in the recent Thanksgiving dinner at Ralston Academy.

### 9.2. Student Board

Student Representative, Cade, shares that the high school's spirit mascot has arrived and try outs will take place following winter break. He also highlights the wrestling team heading to California to participate in a tournament, and the upcoming band and choir concert performances.

Student Representative, Addy, shares that leadership put together a sharing tree to provide gifts or needs for families in Lebanon, where all students and families can participate. She also notes that there are 195 students participating in winter sports.

### 9.3. Superintendent

Jennifer highlights Jen's Zens, starting with the two recent apple awards, presented to Ralston Academy teacher Bart Baldwin and Family Support Liaison Mindy Hoeckle. Jennifer congratulates each winner and thanks them for their incredible impact on the schools and community. She also thanks Randy Dobson and the Gillott Home Team for championing the program.

Jennifer also highlights the tree season at the Lebanon Land Lab, sharing that the FFA students are once again offering beautiful nobles, nordmans, and douglas firs, sourced each year from holiday tree farms, and that each purchase directly supports the FFA program.

As a final highlight for this month's Jen's Zens, she shares that the district's Native American Education Program took 24 students to the Siletz Mini School Powwow in November, and it was an unforgettable moment. She shares how this marks the program's third year participating, and the experience will remain a meaningful connection for our students and our Native American Education Program.

**10. PUBLIC COMMENTS**

No public comments were made.

**11. ADJOURNMENT at 7:43 PM.**

**Signed: ……..** **Date:……**

**(Board Chair)**

**Signed: ……..** **Date:……..**

**(Superintendent)**

# BOARD MEMORANDUM

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

**From:** William H. Lewis III, Chief Operation Officer

**Date:** January 2, 2026 **Meeting Date:** January 8, 2025

**Re:** Operations Report

## Operations Report

**Seven Oak Seismic Retrofit Project Update**-

The 100% DD (Design Development) drawings are completed. The DD drawings are the second major phase in the architectural and engineering process for this project.
GBC Construction will have a budget and constructability/biddability review completed on 01/12/26 for the 100% DD drawings. The full team meets every two weeks as we prepare for this project in 2026.

Normally, in the operations report, I provide project information and highlight the good work our staff is doing to support the district's five focus areas. This month, I would like to highlight a challenge.

**Fire Systems Update**-

On December 20, the fire panel at the district office was serviced and subsequently went offline, temporarily disabling its ability to notify the fire department in the event of an emergency. This incident underscores the necessity to review the operational status of all district fire panels in collaboration with the school board. Each school possesses a fire panel, serving as the control unit for the respective fire system. These panels currently operate each school's fire alarm and any fire suppression systems. Stringent regulations govern these systems, enforced by the local fire marshal, who inspects the panels and systems on a biannual basis. The district is also required to conduct a comprehensive testing sequence of each system, including the strobes and manual pull stations, to ensure proper functionality before students and staff occupy the buildings.

The district is currently experiencing several challenges with its fire panels. Fire panels are complex and costly to replace. Only one new fire panel has been purchased in the last 22 years, with the construction of the new SOK building, at a cost of $154,000. The existing fire panels are so outdated that they require a specialized 20-year-old computer calibrated to the year 2006 for necessary adjustments. The district's current service vendor uses this computer exclusively for maintenance on these systems. Due to their age and fragility, there is a persistent risk that any further adjustment could render the systems inoperable.

A malfunctioning fire panel would require the district to maintain a continuous on-site fire watch, potentially resulting in the closure of the affected school until the issue is resolved. Emergency replacement of a fire panel would be significantly more costly and would require approximately three months to complete. This information has been discussed during the facility advisory process, and solutions are included in all three recommended packages presented to the school board. The estimated cost to replace the fire panels at nine of the district's ten sites exceeds $1 million. Currently, the district does not have these funds available. Resources have been allocated to save for future roof replacements. Given that eight of the district's nine schools have significant roof leaks and most roofing structures are between 28 and 70 years old, allocating funds to be saved for roofing replacement is a prudent financial strategy.

House Bill 2307 is an **unfunded mandate** from the Oregon State Legislature requiring districts to retrofit all district lighting systems to LED. The estimated cost for this conversion is approximately $1 million. There are no additional funding sources available to support the district in meeting this mandate. The district is required to complete this retrofit within four years.

The challenge of needing funding for fire panels, leaking roofs, unfunded mandates, and $100 million in deferred maintenance in our schools is managed on a daily basis. Tough decisions are made daily.

In the future, we request assistance from the school board to help prevent the Oregon State Legislature from requiring school districts to allocate funds for unfunded facility mandates, such as HB 2307. This particular unfunded mandate was not known about by school districts in Oregon until after it was passed by the legislature. In my opinion, it does not make logical sense to require LCSD by law to spend a million dollars on LED lights when LCSD has nine fire panels that need to be replaced, tens of millions of dollars in leaking roof sections needing replacement, and the many millions of dollars in other deferred maintenance items identified in our most recent facilities assessment report.

# BOARD MEMORANDUM

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

**From:** Steven Prososki, Director of Financial Services

**Date:** December 30, 2025 **Meeting Date:** January 08, 2026

**Re:** Financial Report and Fiscal Updates

## Financial Report

The 2025-2026 Financial Board Report included in this packet reflects all General Fund revenues and expenditures for 2024-2025, the budgeted YTD expenditures, and encumbered amounts for 2025-2026 as of 12/30/2025.

Lebanon Community School District

General Fund: Statement of Revenues Budget Vs. Actual For the Fiscal Year 2025-26

| Source | 2025-26 Budget | Actual YTD Rev. 12/30/2025 | Projected through 6/30/2026 | Total Estimated 2025-26 | (Over)/Under Budget | 2024-25 Budget | Actual YTD Rev. 6/30/2025 |
|---|---|---|---|---|---|---|---|
| **SSF Funding** | | | | | | | |
| 1111 Current Year Property Taxes | 13,349,416 | **12,197,734** | 1,013,916 | 13,211,650 | 137,766 | **12,956,010** | 12,858,041 |
| 1112 Prior Year Property Taxes | 201,478 | **103,501** | 102,399 | 205,901 | (4,423) | **240,000** | 182,760 |
| 1190 Penalties & Interest on Taxes | 1,000 | - | 1,000 | 1,000 | - | **1,000** | 42,870 |
| 3101 State School Funds | 38,732,367 | **22,833,300** | 15,390,428 | 38,223,728 | 508,639 | **37,367,780** | 36,834,753 |
| 3103 Common School Fund | 500,000 | - | 500,000 | 500,000 | - | **500,000** | 557,895 |
| 3104 State Managed County Timber | 150,000 | - | 150,000 | 150,000 | - | **150,000** | 109,299 |
| **Total SSF Funding** | 52,934,261 | **35,134,536** | 17,007,742 | 52,142,278 | 641,983 | 51,214,790 | 50,585,618 |
| **Total SSF Revenue** | **$ 52,934,261** | **$ 35,134,536** | **$ 17,007,742** | **$ 52,142,278** | **$ 641,983** | **$ 51,214,790** | **50,585,618** |
| **Non State School Support Formula Sources** | | | | | | | |
| **Local Sources** | | | | | | | |
| 1312 Tuition From Other Districts Within the State | - | - | - | - | - | - | 20,000 |
| 1411 Transportation Fees | 10,000 | **7,655** | 2,345 | 10,000 | - | **10,000** | 5,678 |
| 1510 Earnings on Investments | 800,000 | **488,542** | 591,458 | 1,080,000 | (280,000) | **675,000** | 1,387,485 |
| 1530 Gain or Loss on Sale of Investment (FMV) | - | - | - | - | - | - | - |
| 1910 Rentals | 1,000 | **491** | 509 | 1,000 | - | **1,000** | 2,275 |
| 1980 Fees Charged to Grants | 325,000 | **27,902** | 297,098 | 325,000 | - | **325,000** | 374,500 |
| 1990 Miscellaneous Local Revenue | 50,000 | **60,686** | 9,314 | 70,000 | (20,000) | **230,000** | 145,180 |
| 1991 Student Transportation - Reimbursed | 100,000 | **64,437** | 35,563 | 100,000 | - | **100,000** | 105,755 |
| 1995 MAC Study | 500,000 | **251,398** | 503,602 | 755,000 | (255,000) | - | 1,060,333 |
| **Total Non Formula Local Sources** | 1,786,000 | **901,111** | 1,439,889 | 2,341,000 | (555,000) | 1,341,000 | 3,101,206 |
| | | | | | | | - |
| **Intermediate Sources** | | | | | | | |
| 2101 - County School Funds | 20,000 | - | 20,000 | 20,000 | - | **20,000** | 36,720 |
| 2210 - TMR Reimbursement | 175,000 | - | 179,305 | 179,305 | (4,305) | **200,000** | 189,730 |
| **Total Intermediate Sources** | 195,000 | - | 199,305 | 199,305 | (4,305) | 220,000 | 226,450 |
| **State/Federal Sources** | | | | | | | |
| 3199 Other Unrestricted Grants-In-Aid | 275,000 | - | 220,000 | 220,000 | 55,000 | **275,000** | 189,089 |
| 4202 Medicaid Reimbursement | - | **12,517** | 92,610 | 105,127 | | | 105,127 |
| 4300 Restricted Federal Rev | 70,000 | **16,750** | 53,250 | 70,000 | - | **70,000** | 83,340 |
| 4801 Federal Forest | 130,000 | **282,379** | 25,000 | 307,379 | (177,379) | **130,000** | 33,717 |
| **Total State/Federal Sources** | 475,000 | **311,645** | 390,860 | 702,506 | (122,379) | 475,000 | 411,273 |
| **Other Sources** | | - | | | | | - |
| 5300 Sale/Loss of Fixed Assets | 2,000 | **2,200** | (200) | 2,000 | - | **2,000** | - |
| 5400 Beginning Fund Balance | 8,500,000 | **9,377,276** | - | 9,377,276 | (877,276) | **7,000,000** | 9,287,166 |
| **Total Other Sources** | 8,502,000 | **9,379,476** | (200) | 9,379,276 | (877,276) | 7,002,000 | 9,287,166 |
| | | | | | | | - |
| **Total Non SSF Revenue** | **$ 10,958,000** | **$ 10,592,233** | **$ 2,029,854** | **$ 12,622,087** | **$ (1,558,960)** | **$ 9,038,000** | **$ 13,026,094** |
| **Total Resources** | **$ 63,892,261** | **$ 45,726,769** | **$ 19,037,596** | **$ 64,764,365** | **$ (916,977)** | **$ 60,252,790** | **$ 63,611,711** |
| | | Less Estimated Requirements | | **$ 57,973,919** | | | |
| | | ***Estimated Ending Fund Balance*** | | ***$ 6,790,446*** | | | |

Lebanon Community School District
General Fund: Statement of Expenditures Budget Vs. Actual For the Fiscal Year 2025-26

| | 2025-26 Budget | Actual YTD EXP 12/30/2025 | Projected through 6/30/2026 | Total Estimated 2025-26 | (Over)/ Under Budget | % Committed | 2024-25 Budget | Actual YTD Exp. 6/30/2025 |
|---|---|---|---|---|---|---|---|---|
| **Instruction** | | | | | | | | |
| 1111 Elementary, K-5 or K-6 | 10,585,076 | **3,482,728** | 6,678,945 | 10,161,673 | 423,403 | 96.00% | 10,586,787 | **9,561,671** |
| 1113 Elementary Extracurricular | 5,616 | **28,253** | - | 28,253 | (22,637) | 503.09% | 5,616 | **42,365** |
| 1121 Middle/Junior High Programs | 4,597,566 | **1,531,857** | 3,065,215 | 4,597,073 | 493 | 99.99% | 4,170,438 | **4,169,990** |
| 1122 Middle/Junior High School Extracurricular | 39,022 | **25,658** | 16,667 | 42,325 | (3,303) | 108.47% | 39,021 | **55,510** |
| 1131 High School Programs | 6,178,293 | **2,027,319** | 3,964,667 | 5,991,986 | 186,307 | 96.98% | 6,072,856 | **5,889,729** |
| 1132 High School Extracurricular | 86,068 | **52,386** | 61,067 | 113,453 | (27,385) | 131.82% | 86,066 | **113,451** |
| 1140 Pre Kindergarten Programs | 0 | **5,494** | 4,176 | 9,670 | (9,670) | 500.00% | 236,870 | **70** |
| 1210 Programs for the Talented and Gifted | 61,705 | **7,866** | 10,833 | 18,699 | 43,006 | 30.30% | 94,195 | **28,545** |
| 1220 Restrictive Pgms for Students w/Disabilities | 3,342,824 | **1,098,141** | 2,144,399 | 3,242,539 | 100,285 | 97.00% | 3,144,309 | **2,842,738** |
| 1250 Programs for Students w/Severe Disabilities | 4,301,573 | **1,350,688** | 2,778,822 | 4,129,510 | 172,063 | 96.00% | 3,735,302 | **3,793,628** |
| 1272 GF Title I Support | 143,968 | **74,047** | 106,020 | 180,066 | (36,098) | 125.07% | 45,337 | **102,481** |
| 1280 Alternative Education | 1,481,326 | **456,296** | 868,128 | 1,324,425 | 156,901 | 89.41% | 906,261 | **810,270** |
| 1281 Alternative Education | 0 | **-** | - | - | 0 | 0.00% | 10,000 | **-** |
| 1288 Charter School | 3,608,458 | **2,090,333** | 1,518,125 | 3,608,458 | - | 100.00% | 2,900,000 | **3,229,842** |
| 1291 English Second Language Programs | 466,190 | **174,725** | 303,665 | 478,390 | (12,200) | 102.62% | 495,964 | **421,233** |
| 1300 Adult/Continuing Education Programs | 0 | **-** | - | - | 0 | 0.00% | 26,317 | **-** |
| 1400 Summer School Programs | 24,460 | **60,871** | - | 60,871 | (36,411) | 248.86% | 26,191 | **18,455** |
| **Total Instruction** | **$ 34,922,145** | **$ 12,466,664** | **$ 21,520,729** | **$ 33,987,393** | **$ 934,752** | | **$ 32,581,530** | **$ 31,079,980** |

Lebanon Community School District
General Fund: Statement of Expenditures Budget Vs. Actual For the Fiscal Year 2025-26

| | 2025-26 Budget | Actual YTD EXP 12/30/2025 | Projected through 6/30/2026 | Total Estimated 2025-26 | (Over)/ Under Budget | % Committed | 2024-25 Budget | Actual YTD Exp. 6/30/2025 |
|---|---|---|---|---|---|---|---|---|
| **Support Services** | | | | | | | | |
| 2110 Attendance and Social Work Services | 270,969 | **45,786** | 86,873 | 132,659 | 138,310 | 48.96% | 227,581 | **111,417** |
| 2114 Student Accounting Services | 281,217 | **136,194** | 143,747 | 279,941 | 1,276 | | 269,325 | **268,103** |
| 2115 Student Safety | 518,602 | **164,095** | 257,375 | 421,469 | 97,133 | 81.27% | 527,042 | **310,410** |
| 2120 Guidance Services | 1,501,591 | **497,658** | 995,378 | 1,493,037 | 8,554 | 99.43% | 1,280,507 | **1,208,154** |
| 2130 Health Services | 547,223 | **188,283** | 358,940 | 547,223 | - | 100.00% | 343,129 | **475,161** |
| 2135 Health | 132,020 | **54,670** | 87,128 | 141,798 | (9,778) | 107.41% | 126,242 | **131,786** |
| 2140 Psychological Services | 250 | **-** | - | - | 250 | 0.00% | 250 | **-** |
| 2150 Speech Pathology and Audiology Services | 492,611 | **226,389** | 266,222 | 492,611 | - | 100.00% | 683,130 | **412,137** |
| 2190 Service Directions, Student Support Svcs | 553,622 | **202,671** | 349,772 | 552,442 | 1,180 | 99.79% | 476,332 | **475,317** |
| 2210 Improvement of Instruction Services | 448,164 | **137,627** | 288,129 | 425,756 | 22,408 | 95.00% | 513,007 | **318,858** |
| 2220 Library/Media Center | 507,531 | **182,050** | 313,032 | 495,083 | 12,448 | 97.55% | 475,366 | **463,707** |
| 2230 Assessment and Testing | 55,000 | **36,914** | 3,582 | 40,496 | 14,504 | 73.63% | 65,000 | **7,228** |
| 2240 Staff Development | 93,915 | **67,030** | 148 | 67,178 | 26,737 | 71.53% | 101,469 | **69,244** |
| 2310 Board of Education | 151,070 | **40,878** | 95,828 | 136,706 | 14,364 | 90.49% | 133,000 | **120,354** |
| 2321 Office of the Superintendent Services | 842,693 | **415,061** | 422,948 | 838,009 | 4,684 | 99.44% | 790,144 | **785,753** |
| 2410 Office of the Principal Services | 4,251,489 | **1,929,461** | 2,283,924 | 4,213,386 | 38,103 | 99.10% | 3,970,133 | **3,934,551** |
| 2520 Fiscal Services | 952,118 | **453,387** | 462,472 | 915,859 | 36,259 | 96.19% | 967,643 | **930,793** |
| 2540 Insurance & Judgements | 538,174 | **668,356** | - | 668,356 | (130,182) | 124.19% | 440,000 | **489,486** |
| 2542 Care and Upkeep of Buildings Services | 3,271,363 | **1,423,658** | 1,773,183 | 3,196,841 | 74,522 | 97.72% | 3,182,957 | **3,110,449** |
| 2543 Care and Upkeep of Grounds Services | 183,068 | **154,946** | 84,490 | 239,436 | (56,368) | 130.79% | 176,043 | **211,147** |
| 2544 Maintenance | 1,780,223 | **1,260,883** | 519,340 | 1,780,223 | - | 100.00% | 1,472,909 | **1,938,602** |
| 2548 Land Lab | 8,499 | **1,784** | - | 1,784 | 6,715 | 21.00% | 61,931 | **7,878** |
| 2550 Student Transportation Services | 2,492,366 | **1,434,980** | 1,306,623 | 2,741,603 | (249,237) | 110.00% | 2,204,733 | **2,566,022** |
| 2573 Warehousing and Distributing Services | 28,550 | **12,572** | 15,978 | 28,550 | - | 100.00% | 27,130 | **27,955** |
| 2630 Information Services | 241,805 | **144,751** | 103,596 | 248,346 | (6,541) | 102.71% | 238,991 | **235,089** |
| 2640 Staff Services | 775,424 | **394,739** | 445,423 | 840,162 | (64,738) | 108.35% | 730,995 | **792,024** |
| 2660 Technology Services | 893,861 | **504,994** | 359,361 | 864,355 | 29,506 | 96.70% | 899,550 | **869,856** |
| 2680 Interpretation & Translation Services | 6,316 | **1,630** | 2,544 | 4,174 | 2,142 | 66.09% | 6,316 | **4,174** |
| 2700 Supplemental Retirement | 500 | **(85)** | 129 | 44 | 456 | 8.74% | 500 | **44** |
| **Total Support Services** | **$ 21,820,234** | **$ 10,781,361** | **$ 11,026,165** | **$ 21,807,527** | **$ 12,707** | | **$ 20,391,355** | **$ 20,275,697** |
| | | **-** | | | | - | | |
| **Community Services** | | | | | | | | |
| 3100 Food Services | 40,691 | **213** | 21,441 | 21,653 | | 53.21% | 16,727 | **8,901** |
| 3300 Community Services | - | **359** | - | 359 | | 0.00% | 0 | **182** |
| **Total Community Services** | **$ 40,691** | **$ 572** | **$ 21,441** | **$ 22,013** | **$ -** | **$ 1** | **$ 16,727** | **$ 9,083** |
| **Other Requirements** | | | | | | | | |
| 5200 Transfers of Funds | 2,179,000 | **1,870,000** | 309,000 | 2,179,000 | - | 100.00% | 2,280,000 | **2,280,000** |
| 6110 Contingency | 930,191 | **-** | - | - | 930,191 | 100.00% | 1,983,178 | **-** |
| 7000 Unappropriated Ending Fund Balance | 4,000,000 | - | - | - | 4,000,000 | 100.00% | 3,000,000 | - |
| **Total Other Requirements** | **$ 7,109,191** | **$ 1,870,000** | **$ 309,000** | **$ 2,179,000** | **$ 4,930,191** | | **$ 7,263,178** | **$ 2,280,000** |
| **Total Requirements** | **$ 63,892,261** | **$ 25,118,597** | **$ 32,877,335** | **$ 57,973,919** | **$ 5,877,651** | | **$ 60,252,790** | **$ 53,644,760** |