Philomath School District 17J

Regular Board Meeting January 8, 2026

Date and Time

Thursday January 8, 2026 at 7:00 PM PST

Location

Philomath High School Community Conference Room located at 2054 Applegate Street, Philomath, Oregon

Agenda

		Time
I.	**Opening Items**	**7:00 PM**
A.	Call the Meeting to Order	
B.	Open Session	3 m

1. Pledge of Allegiance
2. Approval of Consent Agenda
3. Request for Agenda Modifications
4. Public Comment: To comment, please arrive before the meeting begins and complete a green "Request Card", and turn it into the Board Secretary prior to the meeting. Please email michele.mcrae@philomath.k12.or.us by 3:00 pm on the day of the meeting to submit a comment via email.

II.	**Reports**	**7:03 PM**

		Time
A.	Student Government Report	5 m
B.	Association Reports	5 m

- PEA
- OSEA

C.	Superintendent's Report	10 m
D.	Financial Report	5 m

- Approve Proposed 2026-2027 Budget Calendar

III. Strategy and Discussion — 7:28 PM

A.	2026 Benton County Legislative Breakfast	5 m

- Saturday, January 24, 2026 @ 9:00am (8:30am Breakfast)
- Saturday, March 14, 2026 @ 9:00am (8:30am Breakfast)

B.	Board Meeting Schedule Review	5 m
C.	Local Option Levy Equalization Grant	5 m
D.	Clemens Community Pool Update	5 m
E.	Next Steps Preschool Update	5 m
F.	Review of Resolution #2425-02 - Rights of Undocumented Students	5 m
G.	Philomath Community Visioning	5 m

IV. Action Items — 8:03 PM

A.	2025-2027 District Objectives	30 m
B.	Policy IKF-Graduation Requirements: First Reading	5 m
C.	LBL-ESD 2025-2027 Revised Local Service Plan	5 m

V. Closing Items — 8:43 PM

		Time
A.	Next Meeting Agenda Items	5 m

- School Stuff - Elementary Mathematics Instructional Materials
- Accuity, LLC Audit Presentation and Approval
- KVCS Annual Report

B.	Board Thanks	5 m
C.	Board Requests	5 m
D.	Adjourn Meeting	1 m

Coversheet

Open Session

Section: I. Opening Items
Item: B. Open Session
Purpose:
Submitted by:
Related Material: Consent Agenda.pdf
Regular Board Meeting November 13, 2025.pdf
Regular Board Meeting Minutes December 11, 2025.pdf
Work Session Minutes December 11, 2025.pdf

Philomath School District 17J

CONSENT AGENDA

January 8, 2026

Updated: 1/5/26 4:02 PM

A. Minutes:
- i. November 13, 2025 Regular Board Meeting Minutes
- ii. December 11, 2025 Regular Board Meeting Minutes
- iii. December 11, 2025 Board Work Session Minutes

B. Out of State Travel: None at this time.

C. Leave of Absence Request: None

D. Personnel/Staffing Adjustments:

1. **Retirements:** None at this time
2. **Resignations:** None at this time.
3. **New Hires:** None at this time
4. **Staff Reassignments/Changes in FTE:** None
5. **Coaches:**
   - i. Paul Jaques — Assistant Softball Coach/JV Head Coach
   - ii. Kylie Barnes — Assistant Softball Coach/JV Head Coach
   - iii. Taylor Burner — Assistant Softball Coach/JV Head Coach
6. **Extra Duty Assignments:** None at this time

E. Second Reading Policies: None at this time.

REGULAR BOARD MEETING

Meeting Minutes

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

11/13/2025 07:00 PM

I. REGULAR SESSION

A. **Call to Order**: The Regular Session of the Philomath School District Board of Directors was called to order by Director Tom Klipfel at 7:08 pm on November 13, 2025 at the Philomath High School Community Conference Room located at 2054 Applegate Street. Those in attendance included Philomath School District Board of Directors Tom Klipfel, Erin McMullen, Sandi Hering, Ryan Cheeke and Erin Gudge; Superintendent Susan Halliday; Executive Assistant Michele McRae.

B. **Open Session**

1. **Pledge of Allegiance**: Student Representative Laney Thomas led us in the Pledge of Allegiance.
2. **Approval of Consent Agenda**: Director Klipfel pointed out an error in the minutes from the October 9th Regular Board Meeting. In section B6, it is stated that there were six other complaints, however, there were eight other complaints. Director McMullen moved to approve the Consent Agenda with the corrected minutes. Director Hering seconded the motion, and the Board approved it unanimously. Motion passed 5-0.
3. **Request for Agenda Modifications**: No changes to the agenda.
4. **Public Comment**: Clyde Rood, a Lebanon School District Board Member, said that he is running for OSBA Director in Region 10, and he would like to build communications within Region 10 Board members, continue working on the policy portal, continue building bridges with legislators, and establish a rural caucus in Region 10.

II. AGENDA ITEMS

A. **Association Reports**

1. **PEA:** Alice Ochs, PEA Co-President, reported that they were able to complete their QPR training. They had improved attendance at their last safety session, and every building was represented.
2. **OSEA:** No report tonight.

B. **PHS Student Government Report:** No report tonight.

C. **LBL-ESD Assistant Superintendent Nancy Griffith:** Nancy Griffith updated the Board on the ESD's Board membership. She asked the Board Directors if they had any questions about the ESD or the Local Service Plan.

D. **School Stuff**
    1. **Library Media Services: Rachel Baker:** Rachel Baker, the District's Library Media Specialist, said that this is her second year working in the District. Kiki Klipfel, the former Media Specialist, presented with Rachel. They explained the different supports they offer students in the District's libraries.
    2. **Talented and Gifted Program**: Steve Bell, Philomath Middle School's Principal and TAG Director, Mike Panico, Philomath Middle School's Counselor, and Alice Eldridge, Philomath High School Teacher, presented an overview of the District's TAG Program.

E. **OSBA Fall Conference and Legislative Road Show Follow-up:**
    1. Superintendent Halliday reported the information she learned while attending the Oregon School Boards Association Annual Conference. Two Board members also attended, and they were strategic in attending sessions to garner as much information as possible.

F. **OSBA Elections:**
    - Director Gudge moved that the Board vote to support Luhui Whitebear as Director in the Region 10 OSBA Election. Director Hering seconded the motion. Directors Gudge, Hering, Klipfel and McMullen voted for the motion. Director Cheeke abstained from voting. Motion passes 4-1.
    - Director Klipfel opened the floor for a motion for the Legislative Policy Committee candidate. Director Gudge moved that the District's vote go to Jason Curtis. Director Hering seconded the motion, and the Board approved the motion unanimously. Motion passes 5-0.

G. **Superintendent's Report:**
    1. Superintendent Halliday introduced Barb Neelands, the chair of the Special Education Advisory Committee. She asked the Board to consider supporting the transition program for special education students. They would like a better space for the students, so that they can broaden the program by teaching them how to do their laundry, cook, clean and other necessary life skills.
    2. She acknowledged Joshua Martin's resignation from his Technology position. His resignation was in the wrong section on the Consent Agenda, Changes in FTE, so Director Klipfel called for a motion to approve a corrected Consent Agenda. Director Gudge moved to approve the Consent Agenda with Joshua Martin's resignation moved to the correct category, Resignations. Director Hering seconded the motion, and the Board approved it unanimously. Motion passes 5-0.
    3. Superintendent Halliday reported that the middle school raised the funds needed to refinish their gym floor.
    4. She reported that there will be discussions in early 2026 regarding a reduced Oregon budget for schools.

H. **Financial Report:** The financial reports were included in the Board packet.

I. **Clemens Community Pool Update:** Superintendent Halliday reported that they have divided the plan for pool repairs into two parts, and a generous donation has been received to go towards the repairs. Other donations have been requested. She gave a summary of the repairs that will take place during the first phase.

J. **PSD Equity Team – Bias Incidents:** Superintendent Halliday reported that it was brought to her attention that parents weren't aware of the bias incident reporting process. A notification will go out to all parents letting them know about the process.
K. **Strategic Plan Updates:** This discussion will be merged with Superintendent's Goals at a work session in December.
L. **Policies:** Policies will be moved to the January agenda.
M. **Superintendent's Goals:** Director Klipfel stated that the most important duties of a School Board are selecting a capable, qualified and functional superintendent and setting goals that give the superintendent direction. He suggested a two-hour work session in place of the regular December meeting, and if there is business that needs to be taken care of, the Board could hold a short regular meeting. The consensus of the Board is to hold the work session in December during the regular meeting time and schedule a regular meeting if needed.
N. **Budget Committee Appointment:** Director Gudge moved to appoint Thom King to the Budget Committee for a three-year term. Director McMullen seconded the motion, and the Board approved the appointment unanimously. Motion passes 5-0.
O. **Co-op Agreement with Alsea SD – Wrestling:** There are four students in the Alsea SD who would like to wrestle with the Philomath SD team. Director Cheeke moved to approve the co-op agreement with the Alsea SD, so their students can join the Philomath SD wrestling team. Director Gudge seconded the motion, and the Board approved it unanimously. Motion passes 5-0.
P. **Public Complaint:** Director Klipfel explained the nature of the complaint. Director Gudge moved that the Board hold a hearing to consider the complaint and delegate the Board chair to organize the process. Director McMullen seconded the motion, and the Board approved the motion unanimously. Motion passes 5-0.

III. MEETING CLOSURE

A. **Next Meeting Agenda Items**: Board Work Session
B. **Board Thanks**: Director Hering said that she had the privilege to attend the Veteran's Day programs in each school, and she said that she is very pleased that the District's students are being educated about Veteran's Day. She said that she is honored to be part of a District that honors their veterans every year.
C. **Board Requests**: Director Gudge recommended that everyone watch the YouTube video that Rachel Baker mentioned during her presentation.

D. **Adjournment**: Director Cheeke moved to adjourn the meeting. Director Gudge seconded the motion, and the Board approved it unanimously. Board Chair Tom Klipfel adjourned the meeting at 9:20 pm.

_____
Board Chair

_____
Superintendent

_____
Date

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REGULAR BOARD MEETING

Meeting Minutes

PHILOMATH SCHOOL DISTRICT 17J
Philomath High School Community Conference Room
2054 Applegate Street, Philomath
12/11/2025 06:00 PM

I. REGULAR SESSION

A. **Call to Order**: The Regular Session of the Philomath School District Board of Directors was called to order by Director Tom Klipfel at 6:06 pm on December 11, 2025, at the Philomath High School Community Conference Room located at 2054 Applegate Street. Those in attendance included Philomath School District Board of Directors Tom Klipfel, Erin McMullen, Sandi Hering, Ryan Cheeke and Erin Gudge; Superintendent Susan Halliday; Executive Assistant Michele McRae, and Student Representatives to the Board, Maggy Real and Laney Thomas.

B. **Open Session**

1. **Pledge of Allegiance**: Director Klipfel led us in the Pledge of Allegiance.
2. **Approval of Consent Agenda**: Director Hering moved to approve the Consent Agenda as presented. Director Gudge seconded the motion, and the Board approved it unanimously. Motion passed 5-0.
3. **Request for Agenda Modifications**: None.

II. AGENDA ITEMS

A. **Probationary Teachers Status:** Superintendent Halliday explained that the law that requires a three-year probationary period for teachers has changed. The new law states that if a licensed employee served a three-year probationary period in a previous district, the probationary period in the new district is reduced to two years. There are three teachers in Philomath School District who qualify for the reduced probationary period when the law goes into effect January 2026: Madison Allen, Marissa Beachy and Suzanna Bennett. Director Gudge moved to approve the three teachers for contract status as of January 2026. Director McMullen seconded the motion, and the Board approved the motion unanimously. Motion passes 5-0.

B. **Student Investment Account Grant Agreement:** Superintendent Halliday explained that the Integrated Guidance Plan was approved in a past meeting, and now the SIA Grant Agreement needs to be approved and posted on our website. The agreement was included in the Board packet and presented to the Board. Director Cheeke moved to approve the Grant Agreement as presented. Director Gudge seconded the motion, and the Board approved it unanimously. Motion passes 5-0.

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C. **State Report Cards:** The recently released state report cards were included in the Board Packet. Superintendent Halliday explained the way some of the criteria are measured. The Board discussed how the report cards should inform their decisions when setting goals.

III. MEETING CLOSURE

A. **Next Meeting Agenda Items**: None

B. **Adjournment**: Board Chair Tom Klipfel adjourned the meeting at 6:39 pm.

_____

Board Chair

_____

Superintendent

_____

Date

BOARD WORK SESSION

Meeting Minutes

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

12/11/2025 06:30 PM

I. REGULAR SESSION

A. **Call to Order and Record Attendance**: The Work Session of the Philomath School District Board of Directors was called to order by Director Tom Klipfel at 6:40 pm on December 11, 2025, at the Philomath High School Community Conference Room located at 2054 Applegate Street. Those in attendance included Philomath School District Board of Directors Tom Klipfel, Erin McMullen, Sandi Hering, Ryan Cheeke and Erin Gudge; Superintendent Susan Halliday; Executive Assistant Michele McRae, and Student Representatives to the Board, Maggy Real and Laney Thomas.

B. **Confirm Goals for Work Session:** The Board confirmed the purpose of the work session.

C. **Short-Term Objectives for This Year:**

- Director Klipfel listed the source documents that should guide them while creating the top priorities for short-term objectives. The documents are Portrait of a Graduate, Long Range Priorities, and the State Report Cards.
- Director Cheeke pointed out that there is a stigma related to trade schools, and he would like to see that stigma removed. He said that people who learn a trade have less student loan debt, make more money, and they are hired into jobs more quickly. Maggy Real said that at a recent job fair she attended, trade schools were discouraged, and students are steered towards college even if a trade school makes more sense. Director Cheeke would like high school staff to let students know that trade schools are an option.
- A goal was added to support trade schools to make sure students know that it's an option for them.
- Director Gudge suggested a goal that would support starting a Philomath School District Foundation.
- They added a goal that supports following up with graduates to track their path after graduation.
- Director Klipfel said that attendance is an endemic problem. He asked what the District could do to help students want to have better attendance. Director Cheeke suggested community engagement to help with attendance.
- The Board reviewed a document, "Elements of Effective Goal Statements".

- Director Klipfel summarized the meeting by saying that the goals are very measurable, and at the January meeting, they can use some of their time to revisit the goals and plan another Work Session, if needed.

II. MEETING CLOSURE

A. **Adjournment**: Board Chair Tom Klipfel adjourned the meeting at 8:41pm.

_____
Board Chair

_____
Superintendent

_____
Date

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Coversheet

Superintendent's Report

Section: II. Reports
Item: C. Superintendent's Report
Purpose: FYI
Submitted by:
Related Material: Superintendent's Report.pdf

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

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

Philomath School District 17J
Board of Directors
Superintendent Report
January 8, 2026

School Board Appreciation:
The Oregon School Boards Association (OSBA) has set aside the month of January to honor the unpaid, elected volunteers who serve Oregon's 197 local school boards, our 19 education service district boards, and our 17 community college boards.

Thank you to our Philomath School Board members for their dedicated service and commitment to students!

- Ryan Cheeke
- Erin Gudge
- Sandi Hering
- Tom Klipfel
- Erin McMullen
- Laney Thomas (Student Member)
- Maggy Real (Student Member)

PSD Academic Calendar Committee:
Our committee will begin meeting again soon to discuss the academic calendar for the 2027-2028 school year. The goal is to always have calendars for the following two years approved and available for staff and families.

SB 141 – Education Accountability Act:
Monitoring Common Metrics:

- Conduct annual reviews of each district's outcomes across seven performance growth targets and locally defined metrics.
    - Regular Attenders (K-12)
    - 3rd Grade Reading
    - 8th Grade Math
    - 9th Grade On-Track
    - 4-Year Graduation Rates
    - 5-Year High School Completers
    - Local Metric (Choose from one of five; options to be approved by Oregon State Board of Education in January 2026).

Metrics for "Similar School Districts":

Group	Size and Locale
1	Large City/ Suburb
2	Medium City/ Suburb, Small Suburb
3	Medium Town/ Rural
4	Small Town
5	Small Rural
6	Very Small Town/ Rural

-
- Philomath Assigned to Group 2, Cluster 1
- Appeal to Move to Group 4, Cluster 1
    - Small Suburban Designation by NCES (National Center for Education Statistics);
    - District Size and Demographics;
    - Establishing Growth Targets and Professional Communities of Practice; and
    - Socioeconomic Status.
- Appeal Denied by ODE
    - Evaluation of a "goodness of fit" measure (silhouette score); change calculated as worse fit.
        - NCES district designation as small suburban.
        - Proximity to Oregon State University.

Local (Interim) Assessment Requirement:

- "Beginning in 2026-2027 school year, school districts and charter schools will administer interim assessments three times per year. Interim assessments provide a snapshot of student progress that can be used by teachers to make adjustments and support real-time feedback for students, parents, and families." (ODE Interim Assessment One-Pager, 2025)
- Philomath has been administering interim assessments for ten years at the elementary level (K-5) and five years at the middle level (6-8). Currently use the following assessments:
    - iReady (Grades 6-8)
    - STAR 360 (Grades K-5)
- In January 2024, the State Board of Education will be adopting a list of four interim assessments that can be utilized in Oregon schools to meet this requirement for our K-8 students.
    - We are hopeful that the tests we currently utilize will be on the State-adopted list.
    - No additional state funds available to purchase testing materials for any school district.

OSBA Election Results:

- Board of Directors (Position 10): Clyde Rood (Lebanon Community SD)
- Legislative Policy Committee (Position 10): Jason Curtis (Central Linn SD)

PSD Facility Access Points:
Our Technology Department has recently purchased access points for wireless technology in each of our schools. Once placed, these network drops will provide increased speed and access to wireless technology in each of our facilities.

As of Monday (01/05/2026), all transitions have been completed except the following:

- Blodgett Elementary
- High Access Points Requiring Additional Lift (e.g., gyms, libraries, multipurpose rooms).

Transition has been reported as smooth, with minimal hiccups. Speeds are reported to be three times faster and the number of devices able to connect is about four times greater.

Inclement Weather Updates:
While no snow or ice yet to interfere with school, we have experienced flooding. During the week prior to the break, we did our best to implement inclement weather routes. We always encourage families to be safe, choosing to respect individual decisions of parents if they feel unsafe.

Communication with families happens in the following ways:

- Synergy and/or Bright Arrow E-Mail
- Bright Arrow Text (to families signed up to receive)
- Flash Alert Messaging
- Philomath District Website Pop-Up Message
- Facebook Post

Interdistrict Transfer Report:

School	Approved Since 11/13/2025	Available Slots for Approval
Blodgett Elementary	-0-	2 slots for K-2 Classroom 2 slots each for 3rd and 4th
Clemens Primary	-0-	7 slots for Kindergarten 12 slots for 1st Grade
Philomath Academy	-0-	2 slots each for 6th and 7th 7 slots for 8th Grade 3 slots for 9th Grade 4 slots for 10th Grade 5 slots for 11th Grade 2 slots for 12th Grade
Philomath Elementary	-0-	All Grades Closed
Philomath High	-0-	All Grades Closed
Philomath Middle	-0-	7th and 8th Grade Closed 5 slots for 6th Grade

Out-of-District:

- Three students transfer out of District.
    - 2nd Grader to Corvallis SD
    - 5th Grader to Corvallis SD
    - 10th Grader to Corvallis SD

Important Dates to Remember

- January 8, 2026 (Th) — Benton County Wrestling Championships (4:00pm @ PHS)
  PSD School Board Meeting (7:00pm @ PHS)
- January 13, 2026 (T) — PHS BBX vs. Gladstone (4:00pm @ PHS)
  PHS GBX vs. Sutherlin (4:00pm @ PHS)
- January 14, 2026 (W) — PHS Swim Meet vs. Blanchet and Stayton (4:30pm @ PHS)
- January 15, 2026 (Th) — Philomath Chamber of Commerce Student of the Month (11:45am @ Peace Lutheran Church)
  PMS BBX vs. Newport (4:00pm)
  (8th Grade @ PMS; 7th Grade @ PES)
- January 19, 2026 (M) — No School for Students or Staff (MLK Holiday)
- January 20, 2026 (T) — PHS BX (Boys and Girls) vs. Sweet Home (4:00pm @ PHS)
  PMS BBX vs. Cheldelin (4:00pm)
- January 21, 2026 (W) — PHS Swim Meet vs. Kennedy, Salem Academy, & Sisters (4:30pm)
- January 22, 2026 (Th) — PMS BBX vs. Amity (4:00pm @ PMS – 8th Grade Only)
- January 23, 2026 (F) — Lego Club (12:30pm @ CPS Library)
- January 26, 2026 (M) — No School for Students (End of 1st Semester)
  KVCS MS GBX vs. Alsea (4:30pm)
- January 27, 2026 (T) — PHS BX vs. Cascade (4:00pm @ PHS)
- January 28, 2026 (W) — PMS BBX vs. Linus Pauling Middle School (4:00pm)
  PHS Swim Meet vs. Marist and Junction City (4:30pm @ PHS)
- January 29, 2026 (Th) — PMS BBX vs. CC (4:00pm @ PES – 7th Grade Only)
- January 30, 2026 (F) — KVCS Only – No Students (K-5)
- February 2-6, 2026 (M-F) — National School Counseling Week
- February 3, 2026 (T) — PHS BX vs, Newport (4:00pm @ PHS)
  PMS BBX vs. Yamhill Carlton (4:00pm @ PES – 7th Grade A Only)
- February 5, 2026 (Th) — PHS Wrestling vs. Sweet Home (5:00pm @ PHS)
- February 7, 2026 (S) — Shining Stars Dance Team Invitational (PHS)
- February 12, 2026 (Th) — PMS BBX vs. SC (4:00pm @ PMS – 8th Grade Only)
  PSD School Board Meeting (7:00pm @ PHS)
  KVCS Conferences – No School for Students
- February 13, 2026 (F) — PHS BX vs. North Marion (4:00pm @ PHS)
  KVCS Only – No School for Students
- February 14, 2026 (S) — PHS Court of Hearts Dance

Coversheet

Financial Report

Section: II. Reports
Item: D. Financial Report
Purpose: Vote
Submitted by:
Related Material: Board Report.pdf
PES Student Activities Report.pdf
PMS Student Activities.pdf
PHS Student Activities Report.pdf
Appropriations.pdf
Enrollment Totals.pdf
Budget Calendar.pdf
Budget Committee Application.pdf

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

January 8, 2026

Board Members:

The 2026-27 Draft Budget Preparation Calendar is included in the board packet for Board review and approval. The first budget information session is tentatively scheduled for early February.

We have not received any more applications for the Budget Committee. We are still seeking a Budget Committee member that will also be on the district Equity Committee per the new requirements. Application packets are still available on the district website. We will keep the application period open until we appoint the remaining committee member.

Final audit documents have been received and reported to ODE. The auditors will attend the February board meeting to present the audit information for 2024-25. The final audit document is posted on the website.

Enrollment is currently 1621, we have been holding steady over the last 2 months. ODE updated the State School Fund grant amount in November based on enrollment updates around the state. Our current allocation is back to the actual budgeted amount of just under $17mil.

In other Budget news:

- Property tax revenue is on track to match what was budgeted. The majority of the tax revenue has already been received for the year.
- The district is projected to stay within budgeted appropriations for the year.
- ODE presented possible budget reduction scenarios to the Governor along with all other State agencies. We have not heard any further news from ODE regarding current year budget reductions, as we are waiting for the next statewide revenue forecast and February Legislative session to see what budget changes will be implemented. We will keep the Board informed as we have more information to share.

Included in the board packet are the following financial reports:

- Appropriations
- ASB Student Activities reports

December 2025 General Fund Expenditures totaled $2,104,591. Expenditures that exceeded $25,000 from all fund sources are as follows:

• Questivity	$ 41,544	(Technology – Access Point/Switch upgrade)
• Mid Columbia Bus Company	$ 108,735	(October Transportation Services)
• Oregon Educators Benefit Board	$ 215,161	(November Insurance premiums OEBB)
• PERS	$ 318,693	(November PERS payments)
• Kings Valley Charter School	$ 259,074	(December SSF payment to KVCS)

Respectfully Submitted,
Jennifer Griffith
Business Manager

Benton County School District 17J

Student Activities Summary Report

Fiscal Year: 2025-2026

From: 7/1/2025 **To: 6/30/2026**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

		Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
284.0000.9701.097.797.810	PSD Food Pack Program	2,354.12	4,637.43	(2,921.26)	4,070.29	.00	4,070.29
284.0000.9701.097.797.812	PES Blodgett	3,555.91	50.10	(663.77)	2,942.24	.00	2,942.24
284.0000.9701.097.797.815	CPS Donations	109.49	8,308.68	(3,776.34)	4,641.83	(1,435.20)	3,206.63
284.0000.9701.097.797.816	PES Grants	2,475.01	697.00	(542.77)	2,629.24	.00	2,629.24
284.0000.9701.097.797.825	PES Playground Donations Fund Balance	.00	3,782.36	(153.16)	3,629.20	.00	3,629.20
284.0000.9701.097.797.826	PES Field Trips	.00	10.00	.00	10.00	.00	10.00
284.0000.9701.097.797.827	PES Library	507.69	.00	.00	507.69	.00	507.69
284.0000.9701.097.797.828	PES Donations-Unrestricted	668.91	11,721.78	(2,056.07)	10,334.62	(300.00)	10,034.62
284.0000.9701.097.797.830	PES Music	1,924.74	1,612.87	(2,703.64)	833.97	.00	833.97
284.0000.9701.097.797.834	Falcon Swag Fund Balance	902.59	1,138.50	(1,493.70)	547.39	.00	547.39
284.0000.9701.097.797.842	PES Social Committee	957.75	697.36	(653.18)	1,001.93	.00	1,001.93
284.0000.9701.097.797.846	PES Yearbook	4,253.49	.00	(239.00)	4,014.49	.00	4,014.49
284.0000.9701.097.797.847	PES Students in Need	26.42	.00	.00	26.42	.00	26.42
284.0000.9701.097.797.849	CPS Students in Need	20.20	.00	.00	20.20	.00	20.20
284.0000.9701.097.797.850	PES School Supplies	.00	.00	.00	.00	.00	.00
284.0000.9701.097.797.851	CPS Cub Swag Fund Balance	.00	.00	.00	.00	.00	.00
GRAND TOTALS		17,756.32	32,656.08	(15,202.89)	35,209.51	(1,735.20)	33,474.31

End of Report

Benton County School District 17J

Student Activities Summary Report

Fiscal Year: 2025-2026

From: 7/1/2025 **To: 6/30/2026**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

		Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
285.0000.9701.098.798.500	PMS Apparel	455.60	.00	(455.60)	.00	.00	.00
285.0000.9701.098.798.501	PMS Art	1,713.65	255.00	(207.86)	1,760.79	(38.68)	1,722.11
285.0000.9701.098.798.502	PMS Athletics	3,532.78	527.00	(298.98)	3,760.80	.00	3,760.80
285.0000.9701.098.798.503	PMS Band	1,215.95	1,350.00	(336.22)	2,229.73	.00	2,229.73
285.0000.9701.098.798.504	PMS Band Repair/Replace	379.76	.00	(484.75)	(104.99)	.00	(104.99)
285.0000.9701.098.798.506	PMS Choir Beginning Balance	466.80	500.00	(204.00)	762.80	.00	762.80
285.0000.9701.098.798.507	PMS Donations	.00	25,970.00	.00	25,970.00	.00	25,970.00
285.0000.9701.098.798.508	PMS Drama	17,977.15	.00	(1,948.00)	16,029.15	(3,000.00)	13,029.15
285.0000.9701.098.798.510	PMS Library	129.47	.00	.00	129.47	.00	129.47
285.0000.9701.098.798.511	PMS Life Skills	612.11	.00	.00	612.11	.00	612.11
285.0000.9701.098.798.512	PMS Lock Replacement	1,710.17	.00	.00	1,710.17	.00	1,710.17
285.0000.9701.098.798.515	PMS Outdoor School	17,079.91	.00	.00	17,079.91	.00	17,079.91
285.0000.9701.098.798.516	PMS Sports/Pay-to-Play	25.00	.00	.00	25.00	.00	25.00
285.0000.9701.098.798.519	PMS School Enhancement	137.13	612.30	(13.00)	736.43	.00	736.43
285.0000.9701.098.798.520	PMS Science	12.14	.00	.00	12.14	.00	12.14
285.0000.9701.098.798.521	PMS Shop	1,177.80	1,995.00	(1,682.93)	1,489.87	.00	1,489.87
285.0000.9701.098.798.522	PMS Struxness - Helping Families	1,528.99	400.00	(400.00)	1,528.99	.00	1,528.99
285.0000.9701.098.798.523	PMS Student Body Fees	476.80	7,320.00	(3,140.30)	4,656.50	(1,785.00)	2,871.50
285.0000.9701.098.798.524	PMS Suspension Account	755.19	414.85	.00	1,170.04	.00	1,170.04
285.0000.9701.098.798.525	PMS Technology	877.35	.00	.00	877.35	.00	877.35
285.0000.9701.098.798.527	PMS Textbook Damage/Replacement	221.77	.00	.00	221.77	.00	221.77
285.0000.9701.098.798.529	PMS Student Wellness	585.90	4,100.00	(3,800.00)	885.90	.00	885.90

Benton County School District 17J

Student Activities Summary Report

Fiscal Year: 2025-2026

From: 7/1/2025 **To: 6/30/2026**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

		Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
285.0000.9701.098.798.530	PMS Oregon Research Institute	(12.23)	.00	.00	(12.23)	.00	(12.23)
285.0000.9701.098.798.531	PMS Trip Club	225.08	.00	.00	225.08	.00	225.08
285.0000.9701.098.798.532	PMS Health/PE	1,404.05	.00	.00	1,404.05	.00	1,404.05
285.0000.9701.098.798.533	PMS Elective Rotation fee	.00	.00	.00	.00	.00	.00
285.0000.9701.098.798.534	PMS Battle of the Books	555.76	300.00	.00	855.76	.00	855.76
285.0000.9701.098.798.535	PMS School Supplies	10.00	.00	.00	10.00	.00	10.00
285.0000.9701.098.798.536	PMS Turkey Bingo	.00	6,272.89	(950.00)	5,322.89	(700.00)	4,622.89
285.0000.9701.098.798.537	PMS Fitness	(28.10)	.00	.00	(28.10)	.00	(28.10)
285.0000.9701.098.798.538	PMS Engineering	(55.66)	900.76	(797.01)	48.09	.00	48.09
285.0000.9701.098.798.539	MS Robotics PHRED FLL Fund Balance	.00	3,380.52	(664.78)	2,715.74	.00	2,715.74
285.0000.9701.098.798.685	PMS Lost or Damaged Technology	.00	.00	.00	.00	.00	.00
GRAND TOTALS		53,170.32	54,298.32	(15,383.43)	92,085.21	(5,523.68)	86,561.53

End of Report

Benton County School District 17J

Student Activities Summary Report

Fiscal Year: 2025-2026

From: 7/1/2025 **To: 6/30/2026**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

		Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.000	Begining Fund Balance Student Activities	(217.41)	.00	.00	(217.41)	.00	(217.41)
286.0000.9701.099.799.600	PHS Over/Short	149.09	.00	(149.09)	.00	.00	.00
286.0000.9701.099.799.604	PHS Art	1,589.69	1,849.86	(2,697.54)	742.01	(500.00)	242.01
286.0000.9701.099.799.605	PHS Art Club Beginning Fund Balance	464.23	.00	(77.81)	386.42	.00	386.42
286.0000.9701.099.799.606	PHS ASB	3,999.41	4,706.98	795.02	9,501.41	.00	9,501.41
286.0000.9701.099.799.607	PHS Athletic Officials	7,501.00	19,997.93	(24,184.26)	3,314.67	.00	3,314.67
286.0000.9701.099.799.611	PHS Athletics	18,456.06	6,437.59	7,301.82	32,195.47	(115.00)	32,080.47
286.0000.9701.099.799.613	PHS Baseball	8,974.79	8,640.00	(1,386.00)	16,228.79	(2,943.00)	13,285.79
286.0000.9701.099.799.616	PHS Botany	2,798.50	.00	(860.62)	1,937.88	.00	1,937.88
286.0000.9701.099.799.617	PHS Boys Basketball	12,665.52	2,950.00	(2,731.30)	12,884.22	(2,324.00)	10,560.22
286.0000.9701.099.799.618	PHS Cheerleading	20,055.88	25,536.37	(19,392.94)	26,199.31	(5,670.72)	20,528.59
286.0000.9701.099.799.619	PHS Cinematic Art Club	435.44	.00	.00	435.44	.00	435.44
286.0000.9701.099.799.620	PHS Community Service Club-G. Lake	455.06	.00	.00	455.06	.00	455.06
286.0000.9701.099.799.621	PHS Cross Country	12,603.62	6,856.80	(3,916.58)	15,543.84	.00	15,543.84
286.0000.9701.099.799.622	PHS Dance Team	8,517.48	1,400.00	(1,232.13)	8,685.35	(248.25)	8,437.10
286.0000.9701.099.799.625	PHS Donation	1,693.01	.00	.00	1,693.01	.00	1,693.01
286.0000.9701.099.799.627	PHS Driver Education	3,500.00	6,175.00	(9,675.00)	.00	.00	.00
286.0000.9701.099.799.629	PHS Drama Club Beginning Fund Balance	4,332.12	.00	.00	4,332.12	.00	4,332.12
286.0000.9701.099.799.633	PHS Robotics Fund Balance	13,443.79	15,684.00	(18,440.23)	10,687.56	(945.65)	9,741.91
286.0000.9701.099.799.635	PHS Foods	3,310.80	1,470.00	(198.83)	4,581.97	.00	4,581.97
286.0000.9701.099.799.636	PHS Football	15,098.86	16,461.52	(10,414.78)	21,145.60	(1,925.40)	19,220.20

Benton County School District 17J

Student Activities Summary Report

Fiscal Year: 2025-2026

From: 7/1/2025 **To: 6/30/2026**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

		Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.637	PHS Forestry	7,754.12	3,247.00	(36.60)	10,964.52	(500.00)	10,464.52
286.0000.9701.099.799.638	PHS GED	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.639	PHS German Class	726.19	.00	.00	726.19	.00	726.19
286.0000.9701.099.799.640	PHS Girls Basketball	21,814.77	6,420.00	(8,773.91)	19,460.86	(2,527.70)	16,933.16
286.0000.9701.099.799.641	PHS Health Occ/Anatomy	1,085.92	700.00	(943.17)	842.75	.00	842.75
286.0000.9701.099.799.642	PHS Green Team	289.83	.00	.00	289.83	.00	289.83
286.0000.9701.099.799.643	PHS Racial Equity/Culture Club	67.67	60.00	(41.78)	85.89	.00	85.89
286.0000.9701.099.799.644	PHS Life Skills	5,468.18	.00	(436.00)	5,032.18	(412.40)	4,619.78
286.0000.9701.099.799.645	PHS Library	(105.01)	.00	149.09	44.08	.00	44.08
286.0000.9701.099.799.646	PHS Lifeguard	210.00	.00	.00	210.00	.00	210.00
286.0000.9701.099.799.647	PHS Link Crew	215.54	.00	.00	215.54	.00	215.54
286.0000.9701.099.799.649	PHS Manufacturing Technology	9,244.03	800.00	(1,193.31)	8,850.72	(1,594.32)	7,256.40
286.0000.9701.099.799.652	PHS Misc Books	130.78	36.00	.00	166.78	.00	166.78
286.0000.9701.099.799.653	PHS Music Band	9,378.47	500.00	(1,599.31)	8,279.16	.00	8,279.16
286.0000.9701.099.799.654	PHS Music Choir	120.07	.00	.00	120.07	.00	120.07
286.0000.9701.099.799.655	PHS Music Tour	7,104.61	.00	.00	7,104.61	.00	7,104.61
286.0000.9701.099.799.656	PHS National Honor Society	2,481.37	165.00	.00	2,646.37	.00	2,646.37
286.0000.9701.099.799.657	PHS OWC Athletics Account	6,363.12	8,220.02	(5,158.68)	9,424.46	(1,654.94)	7,769.52
286.0000.9701.099.799.658	PHS OWC Activities Account	3,537.50	6,000.00	(744.00)	8,793.50	.00	8,793.50
286.0000.9701.099.799.659	PHS Parking/Student Safety	1,825.00	2,097.00	(2,257.62)	1,664.38	.00	1,664.38
286.0000.9701.099.799.660	PHS PE Fees	355.60	.00	.00	355.60	.00	355.60

Benton County School District 17J

Student Activities Summary Report

Fiscal Year: 2025-2026

From: 7/1/2025 **To: 6/30/2026**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

		Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.661	PHS Peer Counseling	195.74	.00	.00	195.74	.00	195.74
286.0000.9701.099.799.664	PHS PHS Pay to Play	8,250.00	14,150.00	(17,450.00)	4,950.00	.00	4,950.00
286.0000.9701.099.799.665	PHS Preschool	2,534.01	2,330.00	(2,665.37)	2,198.64	.00	2,198.64
286.0000.9701.099.799.666	PHS Prom	9,428.14	.00	(1,123.00)	8,305.14	.00	8,305.14
286.0000.9701.099.799.668	PHS Golf fund Balance	4,236.48	.00	.00	4,236.48	.00	4,236.48
286.0000.9701.099.799.670	PHS Scholarship	700.77	.00	.00	700.77	.00	700.77
286.0000.9701.099.799.672	PHS Scholarship - Steve Moos-BES fundraiser	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.674	PHS School Enhancement	6,376.81	98.75	313.89	6,789.45	(3,324.20)	3,465.25
286.0000.9701.099.799.675	PHS School of Business	809.37	.00	(433.62)	375.75	.00	375.75
286.0000.9701.099.799.676	PHS Science	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.678	PHS Soccer Boys	3,843.60	3,241.00	(163.76)	6,920.84	(163.76)	6,757.08
286.0000.9701.099.799.679	PHS Soccer Girls	866.91	6,851.95	(6,213.02)	1,505.84	.00	1,505.84
286.0000.9701.099.799.680	PHS Softball	3,245.27	3,795.00	(2,655.20)	4,385.07	.00	4,385.07
286.0000.9701.099.799.681	PHS Spanish Class	995.50	.00	(450.01)	545.49	.00	545.49
286.0000.9701.099.799.682	PHS Youth Transition Program	1,363.55	.00	(36.84)	1,326.71	.00	1,326.71
286.0000.9701.099.799.684	PHS Student Body Fee	1,040.00	15,635.00	(16,355.00)	320.00	.00	320.00
286.0000.9701.099.799.685	PHS Lost or Damaged Technology	680.00	200.00	(700.00)	180.00	.00	180.00
286.0000.9701.099.799.686	PHS Swim Team	3.78	.00	.00	3.78	.00	3.78
286.0000.9701.099.799.687	PHS Boys Tennis	5,376.11	.00	.00	5,376.11	.00	5,376.11
286.0000.9701.099.799.688	PHS Girls Tennis	4,577.82	.00	.00	4,577.82	.00	4,577.82
286.0000.9701.099.799.689	PHS Theatre	6,356.06	1,706.00	(515.29)	7,546.77	(400.00)	7,146.77
286.0000.9701.099.799.690	PHS Track	2,297.05	.00	.00	2,297.05	.00	2,297.05

Benton County School District 17J

Student Activities Summary Report

Fiscal Year: 2025-2026

From: 7/1/2025 **To: 6/30/2026**

☐ Print Detail ☐ Page Break by Activity

☐ Exclude Encumbrances ☑ Reverse Signs ☑ Subtotal By Journal

		Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
286.0000.9701.099.799.692	PHS Boys Volleyball Fund Balance	.00	.00	.00	.00	.00	.00
286.0000.9701.099.799.693	PHS Girls Volleyball	13,014.22	4,764.50	(8,939.51)	8,839.21	(150.00)	8,689.21
286.0000.9701.099.799.695	PHS Warrior Wellness	2,625.11	.00	(45.00)	2,580.11	.00	2,580.11
286.0000.9701.099.799.696	PHS Wrestling	2,984.98	11,335.00	(4,583.31)	9,736.67	(9,476.75)	259.92
286.0000.9701.099.799.697	PHS Yearbook	4,238.14	16,590.00	72.20	20,900.34	(22,000.00)	(1,099.66)
286.0000.9701.099.799.698	PHS Lagestee PTP Waiver Scholarship	8,914.82	.00	.00	8,914.82	.00	8,914.82
286.0000.9701.099.799.705	HS Student Transcript Fees	76.76	276.60	(153.67)	199.69	.00	199.69
GRAND TOTALS		312,925.70	227,384.87	(170,392.07)	369,918.50	(56,876.09)	313,042.41

End of Report

1/5/2026

PHILOMATH SCHOOL DISTRICT, 17J
Appropriations, Budget vs. Actual
Fiscal Year 2025-2026

		Appropriations	YTD	Encumbrances	Totals	(Over)/Under Budget
General Fund (100)	1000 Instruction	16,345,987	6,251,127	9,739,541	15,990,668	355,319
	2000 Support Services	8,985,487	4,211,787	4,699,184	8,910,971	74,516
	3000 Enterprise & Commun.	1,276	-	-		1,276
	4000 Facilities	5,000	-	-	-	5,000
	5200 Transfers	710,000	614,608	-	614,608	95,392
	6000 Contingency	375,000	-	-	-	375,000
	Sub Totals	26,422,750	11,077,522	14,438,725	25,516,247	906,503
Local/State/Federal Programs Funds	1000 Instruction	2,442,233	701,666	1,173,006	1,874,672	567,561
Special Revenue Fund (200)	2000 Support Services	1,677,204	223,326	255,519	478,845	1,198,359
(includes Pool Ops Fund)	3000 Community Services	1,148,967	395,564	364,883	760,447	388,520
	4000 Facilities	80,000	-	-	-	80,000
	5200 Transfers	-			-	-
	Sub Totals	5,348,404	1,320,556	1,793,408	3,113,964	2,234,440
Assoc. Student Body (284, 285, 286)	1000 Instruction	824,478	201,790	64,135	265,925	558,553
Debt Service Funds (300)	5100 Debt Service	1,873,745	596,873	1,094,400	1,691,273	182,472
Capital Improvement Funds (400)	2000 Support Services	480,000	250,297	59,485	309,782	170,218
	4000 Facilities	471,852	-	-	-	471,852
	5100 Debt Service	-	-	-	-	0
	Sub Totals	951,852	250,297	59,485	309,782	642,070
Unemployment Fund (600)	2000 Support Services	80,000	8,058	420	8,478	71,522
Reserve Funds (700)	1000 Instruction	85,500	27,271	54,242	81,513	3,987
	2000 Support Services	138,000	27,089	26,352	53,441	84,559
	3000 Community Services	7,500	800	1,600	2,400	5,100
	Sub Totals	231,000	55,160	82,194	137,354	93,646
					-	
					-	
Total Appropriations		**35,732,229**	**13,510,256**	**17,532,767**	**31,043,023**	**4,689,206**
Total Unappropriated		21,359,755	-	-	-	**21,359,755**
Total Adopted Budget		**57,091,984**	**13,510,256**	**17,532,767**	**31,043,023**	**26,048,961**

2025 / 2026 SCHOOL YEAR
ENROLLMENT FIGURES as of: January 8, 2026

	District	CPS	PES	BL	PMS	PHS	Academy	Part Time	KVCS	Part Time
Kindergarten	97	80		6			0	0	11	
1st	94	76		5			0	0	13	
2nd	118		93	5			0	0	20	
3rd	119		93	5			0	1	20	
4th	120		99	3			0	0	18	
5th	133		113				0	0	20	
6th	117				97		1	0	19	
7th	140				115		1	1	23	
8th	143				125		4	0	14	
9th	137					116	4	0	17	
10th	130					105	15	0	10	
11th	121					89	19	0	13	
12th	152					122	21	0	9	
Totals		156	398	24	337	432	65	2	207	

TOTAL FULL-TIME ENROLLMENT - All Schools 1,619

Philomath School District 17J - 2025-2026 School Year - Summary of Enrollment

School	09/11	10/09	11/13	12/11	01/08	02/12	03/12	04/09	05/14	06/11
CPS	157	157	157	152	156					
PES	398	390	388	396	398					
BL	26	25	24	24	24					
PMS	347	340	338	339	337					
PHS	462	452	447	432	432					
Academy	55	61	62	69	65					
KVCS	201	204	208	207	207					
SubTotal	1,646	1,629	1,624	1,619	1,619	0	0	0	0	0
Part-time students	0	2	2	2	2					
Total Enrollment	1,646	1,631	1,626	1,621	1,621	0	0	0	0	0

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

School	09/12	10/10	11/14	12/09	01/09	02/13	03/13	04/10	05/08	06/12
CPS	169	160	158	158	152	162	161	159	160	158
PES	365	365	367	362	369	369	370	370	370	370
BL	32	32	32	32	31	29	29	30	30	28
PMS	351	349	349	347	353	347	345	341	338	335
PHS	452	445	442	443	442	437	433	437	436	434
Academy	78	72	78	77	77	81	86	86	88	90
KVCS	193	194	195	194	190	194	196	195	194	191
SubTotal	1,640	1,617	1,621	1,613	1,614	1,619	1,620	1,618	1,616	1,606
Part-time students	0	10	9	9	9	7	7	7	7	6
Total Enrollment	1,640	1,627	1,630	1,622	1,623	1,626	1,627	1,625	1,623	1,612

PHILOMATH SCHOOL DISTRICT 17J
Philomath, Oregon

2026-2027 BUDGET PREPARATION CALENDAR

N/A	*	Board selects and fills by Appointment all Budget Committee Vacancies
January 8, 2026	*	**Adoption of the Budget Calendar by the Board of Directors**
February 5, 2026	*	Budget Committee Informational Meeting: HS Community Conference Room, Thursday, 6:00 pm
Ongoing	*	Review of Enrollment/Staffing/Budget Issues by District and Site Staff
March 5, 2026	*	**Budget Work Session #1: HS Community Conference Room, Thursday, 6:00 pm**
March 31, 2026	*	**Budget Work Session #2: HS Community Conference Room, Thursday, 6:00 pm (only if necessary)**
April 15, 2026	*	Publication of first public notice of Budget Committee meeting (not more than 30 days before the meeting)
April 27, 2026	*	Early Release of Draft Budget Document (7 days prior to Budget Meeting)
May 5, 2026	*	**First Budget Committee Meeting: Present proposed budget and budget message; HS Community Conference Room, Tuesday 6:00 p.m. - includes Community Listening Session & Budget Approval**
May 19, 2026	*	**Second Budget Committee Meeting: HS Community Conference Room, Tuesday 6:00 p.m. (only if necessary)**
June 1, 2026	*	Publication of Notice of Budget Hearing, Financial Summary and Fund Summaries (not more than 30 days nor less than 5 days prior to the hearing)
June 11, 2026	*	**Regular Board Meeting & Public Budget Hearing on budget as approved by Budget Committee: HS Community Conference Room, Thursday 7:00 p.m.** **Adopt final budget and make appropriations. The amount of tax levy in the published budget may not be increased, a new fund added, or expenditures increased by more than 10 percent without full republication and another public hearing.**
July 1, 2026	*	Levy Certified to Assessor (No later than July 15, 2026)

DRAFT

January Packet

BUDGET COMMITTEE

CANDIDATE INFORMATION SHEET

Please fill out this form and return it to the Philomath School District Administration Office:
1620 Applegate St., Philomath, OR 97370 or email: jennifer.griffith@philomath.k12.or.us

APPLICATIONS ARE DUE BY 12:00 NOON, ON TUESDAY, SEPTEMBER 30, 2025

Qualifications for Appointment: Candidate must live in the district; be a registered voter in the district; and must not be an officer or employee of the school district. The School Board will review applications and make appointments at the October 9, 2025 Board meeting. Term of appointment is 3 years, unless otherwise noted in order to fill a vacancy.

NAME Matthew Cook DATE 12-27-25

HOME ADDRESS [redacted] PHONE [redacted]

EMAIL ADDRESS [redacted]

OCCUPATION Self employed (logger)

NUMBER OF YEARS LIVING IN THE PHILOMATH SCHOOL DISTRICT 41

ARE YOU A REGISTERED VOTER? ☑ Yes ☐ No

Do you have children in the School District? ☑ Yes ☐ No ☐ Children Graduated from District

Which School(s) do your children attend:

- ☑ Clemens Primary
- ☑ Philomath Elementary
- ☐ Blodgett Elementary
- ☐ Kings Valley Charter School
- ☑ Philomath Middle School
- ☑ Philomath High School
- ☐ Philomath Academy

Have you worked on any school committees before? If yes, please list committee and responsibilities.

No I have not.

Please list other community or Business activities you are involved with:

My wife and I own and operate R&T logging and R&T supports PYAC.
At various times throughout the last 15 years, Philomath's forestry class has visited our job sites. We have also donated materials for the Forestry Club activities.

What qualifications or interests do you have that will help you as a budget committee member?

I have been a small business owner since 2005.
My mother was at one time on the school board and she had always encouraged me to become involved seeing as we have 4 children attending school here. I also feel it is part of my civic duty to support our schools.

What do you perceive the job of a budget committee member to be?

I see the job of a budget committee member to be, making sure the district is funded so that everyone is paid and all of their bills are paid. In doing that it may be necessary to figure out where cuts need to come from and to weigh those against how it will affect the children within the school district.

What would you hope to accomplish as a budget committee member?

I hope that other surrounding communities can look at Philomath schools and think to themselves that that is a tightly ran school. Using their dollars in the best way possible. Philomath schools need good teachers that are happy to there and willing to do their best. We don't need new sports equipment every year.

How would you balance the needs of all students in the decisions you make as a budget member?

I will try to have open communication with all of the board members and the teachers to make sure I know and understand their needs. I also am willing to speak with community members and fellow parents as to what their needs are.

Candidate Signature

Date

Coversheet

Local Option Levy Equalization Grant

Section: III. Strategy and Discussion
Item: C. Local Option Levy Equalization Grant
Purpose: Discuss
Submitted by:
Related Material: Local Option Levy Equalization Grant.pdf

Philomath School District 17J

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

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

Philomath School District 17J
Board of Directors
Local Option Levy Equalization Grant
January 8, 2026

History:
During the 1999 Legislative Session, school districts were granted the authority to ask local voters to levy an additional tax on themselves, referred to as the "local option". In 2001, the Legislature created the "Local Option Equalization Grant" to allocate state funds to provide more equitable funding for districts with lower property values (assessed value per student) by ensuring that they can raise comparable revenue as wealthier districts at the same tax rate. Grants supplement collections up to the 75th percentile standard, ensuring districts with lower assessed value still get equitable resources to serve their students despite the impacts of Measures 5 (1990), 47 (1996), and 50 (1997).

Currently Funded Districts:

School District	2023-2024	2024-2025	2025-2026 Budget
Beaverton	$1,771,327	$736,866	
Crow-Applegate-Lorane	$13,527	$60,575	
Falls City	$202,057	$214,466	
Hood River	$767,701	$752,182	
Philomath	$736,746	$844,599	$600,000
Sweet Home	$290,105	$293,566	

Current Considerations:
In the fall, State agencies were asked to submit possible budget reductions to the Department of Administrative Services (DAS). One of the proposed cuts on the Oregon Department of Education list calls for eliminating the Local Option Levy Equalization Grant for the entirety of the 2025-2027 biennium. With a conservative annual budget of $600K, compared to actual amounts received over the past two years, the district still stands to lose $1.2 million over these current two years.

Decisions related to proposed cuts are contingent upon action from the Legislature in the February 2026 short session. By the time decisions are made, we will have already paid staff out of the general fund for 1/2 – 2/3 of the current school year.

Plan of Action:
With the strong support of COSA (Coalition of Oregon School Administrators), all six represented districts will be sending a letter requesting strong consideration against this proposed cut to the co-chairs of the Ways and Means Committee and the co-chairs of the Education Sub-Committee. Individuals are also communicating with their local representatives.

Coversheet

Next Steps Preschool Update

Section: III. Strategy and Discussion
Item: E. Next Steps Preschool Update
Purpose: FYI
Submitted by:
Related Material: Next Steps Preschool.pdf

Philomath School District 17J

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

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

Philomath School District 17J
Board of Directors
Next Steps Preschool
January 8, 2026

Since 2016-2017, Strengthening Rural Families (SRF) has partnered with the Philomath School District in their offering of Next Steps Preschool for families in the Philomath community.

Students Served:

Year	Student #	Ages	Notes
2025-2026	34 (Fall 2025) No Winter Program Uncertain Spring Program	4-5 years; eligible for kindergarten in 26-27.	• Staff providing some take-home materials for families. • Utilizing other funds for Three-rific program. • Operating two parenting book clubs. • Ongoing opportunities for parents.
2024-2025	35 (Full Year)	4-5 years; eligible for kindergarten in 25-26.	• Encouraged families to look at other programs due to funding. • Birth-to-Five funding provided key support.
2023-2024	23 (Partial Year; Shortened Winter)	4-5 years; eligible for kindergarten in 24-25.	• Encouraged families to look at other programs due to funding.

Funding:

- Current Estimated Program Cost: $40K per term.
- Next Steps program is operated free to all participants.
- Enrollment number doubled by SRF Board in the 2022-2023 school year.
- The Philomath School District does not receive state school funding for preschool students.

Year	KPI Grant Kindergarten Partnership & Innovation	PSD	Birth-to-Five Grant	SRF (Inc. extra KPI, if available)
2025-2026	$17,788	$10,000		$92,212 (Needed for full year) $52,212 (Needed for two terms)
2024-2025	$15,750	$10,000	$75,000	$19,250 ($7,145 KPI)
2023-2024	$15,750	$00.00		All Remainder
2022-2023	$15,760	$16,920		$33,730 (KPI)

So What?

- Grant funding for preschool continues to be very difficult to obtain, as an increased number of providers are seeking the limited funds available. SRF has felt this decline in grant funding as a result.
- PSD is very fortunate to have *Next Steps* housed at Clemens Primary School. Participating children are able to become familiar with the school they are most likely to attend in kindergarten.
- While housed at Clemens Primary School, the preschool program belongs to SRF and not the Philomath School District.
- According to NEA Today, "quality preschool is more than ABC's". Key information includes:
    - Providing a high-quality education for children before they turn five yields significant medium- and long-term benefits for students.
    - Access to effective, diverse programs breaks down structural barriers that have prevented all children—particularly children of color and children from disadvantaged families—from achieving their full potential.

    Quality Preschool is More Than ABC's. Cindy Long. May 6, 2024. https://www.nea.org/nea-today/all-news-articles/quality-preschool-more-abcs
- "In the 2023 report *Early Childhood Education: Health Equity, and Economics*, authors Robert A. Hahn and W. Steven Barnett conducted a review of scientific evidence about preschool. The researchers found that preschool education for 3- and 4-year-olds can reduce educational gaps and improve health and even lead to longer lifespans."
- We cannot deny the benefits of quality preschool opportunities for children.

… Are We Doing?

- SRF sent out their fund campaign letter to the community in December, seeking funds for all their programs for children, parents, and families. This includes *Next Steps*.
- The Philomath School District is supportive of and encourages anyone interested in contributing to the success of SRF.

Coversheet

Review of Resolution #2425-02 - Rights of Undocumented Students

Section:	III. Strategy and Discussion
Item:	F. Review of Resolution #2425-02 - Rights of Undocumented Students
Purpose:	FYI
Submitted by:	
Related Material:	Resolution 2425-02.pdf Resolution 2425-02 Spanish.pdf

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

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

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

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

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

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

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

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

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

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

Rick Wells, Philomath School Board Chair — Date: 1-9-2025

Susan Halliday, Superintendent — Date: 01-09-2025

Philomath School District 17J

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

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

Distrito Escolar de Philomath 17J
Junta Directiva
9 de Enero de 2025

Resolución #2425-02
Derechos de los estudiantes indocumentados y protocolos para el acceso a las escuelas del Servicio de Inmigración y Control de Aduanas (ICE)

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

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

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

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

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

4. Excepciones: No obstante lo anterior, los funcionarios del ICE podrán ingresar a la propiedad del Distrito en **Circunstancias Excepcionales,** tales como:
    - Amenazas inmediatas a la seguridad pública; o
    - Cuando se presente una orden de allanamiento válida, una citación o una orden judicial.

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

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

Rick Wells,Presidente de la junta Escolar de Philomath — Fecha: 1-9-2025

Susan Halliday, Superintendente — Fecha: 01-09-2025

Coversheet

2025-2027 District Objectives

Section: IV. Action Items
Item: A. 2025-2027 District Objectives
Purpose: Vote
Submitted by:
Related Material: PSD Goals.pdf

Philomath School District Goals through Spring 2027

*	Draft Objective	Proposed Objective	Possible Strategies	Possible Metrics
	From 12/11/25 Work Session	**Edited by board chair and superintendent**	**To be developed by the superintendent and staff.**	**To be developed by the superintendent and staff and approved by the board.**
S1	Create better programs to educate high schoolers on options for careers in the trades. Create excitement to stay in school for students who might have interest in the trades. Eradicate any negative connotations and create excitement for students going into the trades. Create a broader career planning program at high school to expose students to the full range of options (job, school, trade training, etc.) and help them plan for it.	Create a broader career-planning program at the middle and high schools to expose students to the full range of options (job, college, trade training, etc.) and help them transition to one at graduation.	• Create a course or program to educate high schoolers on career options in the trades. • Provide robust structured work experiences. • Staff a position to assist all seniors transition into their next step post-graduation. • Hold job fairs. • Establish the mechanism to track the post-graduation plans for all PHS and PA graduates (e.g., an exit interview), graduation day + 1 day and graduation day + 1 year	• For the 2026 graduating class, every student's post-graduation plan is documented. • For the 2026 graduating class, 97% of students have a firm plan to start a job, training, or college after graduation.
S2	Establish programs that encourage higher school attendance across all grades.	Continue and enhance programs that encourage regular school attendance across all grades.	• Identify best practices from other schools and deploy at PSD.	• Regular attenders is up at all schools by 5 percentage points in 2026-27 compared to 2024-25.
S3	Ensure every student has one adult in the building to connect with them at least once per week.	Connect every student with an adult in the district to check in with them at least once per week.	• Add discussions during professional development time on how to enhance these buddy connections.	• Each school can present a roster of the student-adult pairs. • Random checks with students indicate weekly connections with adult buddy.
S4	Put in programs and staffing to ensure every third grader can read.	Put in programs and staffing to ensure every third grader can read on grade level.	•	• State testing results show clear progress toward the goal after 2026-27.
S5	Develop a program to support kids identified by the fourth and fifth grade teachers at risk of not graduating through their school career.	Develop a program where teachers at all levels identify kids at risk of not graduating and that provides supports across all future grades for those students.	• Hold structured, focused inter-grade-level hand offs of students at the end of each school year.	• Long-term district-level graduation rates improve.
S6	Initiate the long-term facility planning process.	Initiate a long-term facility planning process that outlines capital improvement priorities six months before the bond-renewal election day.	• Develop a planning committee. • Leverage previous long-range planning documents.	• Process and timeline outlined by June 2026. • Regular reports to the board in 2026-27 show on target for

				plan completion by due date.
	Hold four events per year to improve collaboration and unity across the staff.	(Dropped)	•	•
B1	Launch a Philomath School Foundation.	Launch a Philomath School Foundation.	• Establish agreement with Philomath Community Foundation to manage the fund.	• Fund established and initial donations secured by January 2027.

*S – Superintendent Goals; B – Board Goals

Coversheet

Policy IKF-Graduation Requirements: First Reading

Section: IV. Action Items
Item: B. Policy IKF-Graduation Requirements: First Reading
Purpose:
Submitted by:
Related Material: IKF Graduation Requirements.pdf
IKF Summary.pdf

Philomath School District 17J

Code: IKF
Adopted: 12/13
Revised/Reviewed: 04/20/2023; 11/13/2025
Orig. Code: IKF

Graduation Requirements**

The Board establishes graduation requirements for awarding of a high school diploma, a modified diploma, an extended diploma, and a ~~alternative certificate/~~ certificate of attendance which meet or exceed state requirements. A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

If the district requires diploma requirements beyond the state requirements, the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. In foster care[1];
2. ~~Homeless~~ Experiencing houselessness[2];
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker;
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program; or
7. Enrolled at an approved recovery school under ORS 336.680[3].

For any student identified above, the district shall accept any credits earned by the student in an educational program[4] in this state~~another district or public charter school~~, applying those credits toward

[1] As defined in ORS 30.297.

[2] See OAR 581-022-2000 for additional information, utilizing the tern "homeless".

[3] "Approved Recovery School" means a school that is under an agreement with the Oregon Department of Education to provide students enrolled in the school with a holistic approach to educational services (grades 9-12) and health care services related to recovery from substance use disorders.

[4] "Educational program in this state" means an educational program that is provided by a school district, a public charter school, the Youth Corrections Education Program or the Juvenile Detention Program, or funded as provided by ORS 343.243 for students in a long term care or treatment facility described in ORS 343.962 or a hospital identified in ORS 343.261.

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the state requirements for a diploma if the credits satisfied those requirements in that educational program in this state~~district or public charter school~~.

Diploma

A high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 24 credits which include at least the following:

Content Area	Required Credits	Requirements
Language Arts	4 credits	Must include one credit in written composition.[5*]
Mathematics	3 credits	Must be Algebra I and above. Courses aligned to the adopted Algebra, Geometry, and Data Reasoning standards meet this requirement.[6*]
Science	3 credits	Must include Scientific Inquiry and Lab Experiences as outlined in the standards. Lab experiences can take place outside of school, in field-based experiences.[7*]
Social Science[8],[9]	3 credits	Must include at least 0.5 credit from Civics (American Government) and inclusive instruction in Tribal History/ Shared History, Holocaust/ Genocide, and Ethnic Studies.[10*]
Art, CTE, and/or World Language[11]	3 credits	
Health	1 credit	
Personal Finance[12]	0.5 credits	
Physical Education	1 credit	Freshman PE (0.5 credits)
~~Personalized Learning~~ Higher Education & Career Path Skills[13]	0.5 credits	

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[*] Specific course requirements outlined in IKF-AR and individual school handbooks.

[8] Civics becomes a half-credit requirement, beginning on January 1, 2026 (ORS 329.451).

[9] Inclusive instruction in Tribal History/ Shared History; Holocaust & Other Genocides; and Ethnic Studies & Inclusive Education starting with students in 2025-2026 cohort graduation year.

[11] "World Language" includes sign language, heritage language, and languages other than a student's primary language.

[12] "Personal Finance" becomes statewide requirement in January, 2027 (applies to class of 2026-2027).

[13] "Higher Education and Career Path Skills" becomes statewide requirement in January, 2027 (applies to class of 2026-2027).

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Electives	5 credits	

The District shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

In addition to credit requirements, as outlined in OAR 581-022-2010, each student must:

1. Demonstrate proficiency in the following essential skills:[14]
    1. Read and comprehend a variety of text;
    2. Write clearly and accurately; and
    3. Apply mathematics in a variety of settings.
2. Develop an education plan and build an educational profile;
3. Demonstrate extended application of standards through a collection of evidence; and
4. Participate in career-related learning experiences.

Honors Diploma

A high school honors diploma will be award to students in grades 9 through 12 who complete 26 credits which include at least the following:

Content Area	Required Credits	Requirements
Language Arts	4 credits	Must include one credit in written composition.[15*]
Mathematics	4 credits	Must be Algebra I and above. Courses aligned to the adopted Algebra, Geometry, and Data Reasoning standards meet this requirement.[16*]
Science	3.5 credits	Must include Scientific Inquiry and Lab Experiences as outlined in the standards. Lab experiences can take place outside of school, in field-based experiences.[17*]
Social Science[18],[19]	3.5 credits	Must include at least 0.5 credit from Civics (American Government) and inclusive instruction in Tribal History/ Shared History, Holocaust/ Genocide, and Ethnic Studies.[20*]
Art, CTE, and/or World Language[21]	3 credits	Two (2) credits in same World

[14] Demonstrating proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma through the 2027-2028 school year, as per State Board of Education (2023).

[*] Specific course requirements outlined in IKF-AR and individual school handbooks.

[18] Civics becomes a half-credit requirement, beginning on January 1, 2026 (ORS 329.451).

[19] Inclusive instruction in Tribal History/ Shared History; Holocaust & Other Genocides; and Ethnic Studies & Inclusive Education starting with students in 2025-2026 cohort graduation year.

[21] "World Language" includes sign language, heritage language, and languages other than a student's primary language.

		Language
Health	1 credit	
Personal Finance	0.5 credits	
Physical Education	1 credit	Freshman PE (0.5 credits)
~~Personalized Learning~~ Higher Education & Career Path Skills[22]	0.5 credits	
Electives	5 credits	

The District shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

In addition to credit requirements, as outlined in OAR 581-022-2010, each student shall be provided the opportunity to develop an education plan and build an education profile (in grades 7-12, with adult guidance).

To receive an Honors Diploma, students must meet the following in addition to credit requirements listed above.

1. Demonstrate proficiency in the following essential skills:[23]
    1. Read and comprehend a variety of text;
    2. Write clearly and accurately; and
    3. Apply mathematics in a variety of settings.
2. Develop an education plan and build an educational profile;
3. Demonstrate extended application of standards through a collection of evidence; and
4. Participate in career-related learning experiences.
5. Accumulative GPA of 3.5 or higher at time of graduation.
6. ~~Completion of SAT, ACT, and/or ASVAB test.~~
7. Must complete two years of the same World Language.
8. May not have any Pass/ No Pass grades on transcript.

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[22] "Higher Education and Career Path Skills" becomes statewide requirement in January, 2027 (applies to class of 2026-2027).

[23] Demonstrating proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma through the 2027-2028 school year, as per State Board of Education (2023).

Valedictorian Diploma

A high school valedictorian diploma will be award to students in grades 9 through 12 who complete 28 credits which include the following:

Content Area	Required Credits	Requirements
Language Arts	4 credits	Written Composition (1 credit)
Mathematics	4 credits	Algebra I (1 credit) and higher than Algebra 1 (3 credits)
Science	4 credits	Integrated Science (1 credit) and Biology (1 credit)
Social Science[24], [25]	3.5 credits	American Government (1 credit), US History (1 credit), and Senior Social Studies (1 credit)
Art, CTE, and/or World Language[26]	3 credits	Two (2) credits in same World Language
Health	1 credit	
Personal Finance	0.5 credits	
Physical Education	1 credit	Freshman PE (0.5 credits)
~~Personalized Learning~~ Higher Education & Career Path Skills[27]	0.5 credits	
Electives	6.5 credits	

The District shall offer students credit options provided the method for obtaining such credits is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

In addition to credit requirements, as outlined in OAR 581-022-2010, each student shall be provided the opportunity to develop an education plan and build an education profile (in grades 7-12, with adult guidance).

[24] Civics becomes a half-credit requirement, beginning on January 1, 2026 (ORS 329.451).

[25] Inclusive instruction in Tribal History/ Shared History; Holocaust & Other Genocides; and Ethnic Studies & Inclusive Education starting with students in 2025-2026 cohort graduation year.

[26] "World Language" includes sign language, heritage language, and languages other than a student's primary language.

[27] "Higher Education and Career Path Skills" becomes statewide requirement in January, 2027 (applies to class of 2026-2027).

To receive a Valedictorian Diploma, students must meet the following in addition to credit requirements listed above.

1. Demonstrate proficiency in the following essential skills:[28]
    1. Read and comprehend a variety of text;
    2. Write clearly and accurately; and
    3. Apply mathematics in a variety of settings.
2. Develop an education plan and build an educational profile;
3. Demonstrate extended application of standards through a collection of evidence; and
4. Participate in career-related learning experiences.
5. Highest accumulative GPA at time of graduation;
6. ~~Completion of the SAT, ACT, and/or ASVAB test.~~
7. Student must take at least four (4) Advanced Placement (AP) classes or Associate of Arts Oregon Transfer (AAOT) courses.[29]
8. Must complete two years of the same World Language.
9. May not have any Pass/ No Pass grades on transcript.

DRAFT

[28] Demonstrating proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma through the 2027-2028 school year, as per State Board of Education (2023).

[29] Requirement to take four AP classes beginning with the graduating class of 2029. Prior graduating classes only required to take at least two AP classes.

Modified Diploma

A modified diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic standards adopted by the State Board of Education for a diploma while receiving reasonable modifications and accommodations. A modified diploma may only be awarded to a student who meets the eligibility criteria below and other criteria, if applicable, outlined in OAR 581-022-2010(3):

1. Has a documented history of an inability to maintain grade level achievement due to significant learning and instructional barriers; or

8. Has a documented history of a medical condition that creates a barrier to achievement.

Having met the above eligibility criteria, a modified diploma will be awarded to students who, while in grade nine through completion of high school, complete 24 credits which shall include:

Content Area	Required Credits	Requirements
Language Arts	3 credits	
Mathematics	2 credits	
Science	2 credits	
Social Science	2 credits	May include history, civics, geography, and economics.
Art, CTE, and/or World Language[30]	1 credit	Units may be earned in any one or a combination.
Health	1 credit	
Personal Finance[31]	0.5 credits	
Physical Education	1 credit	Freshman PE (0.5 credits)
Higher Education & Career Path Skills[32]	0.5 credits	
Specific Content Required	**13.0 credits**	
Electives	11.0 credits	

Students may earn additional credits to earn a modified diploma pursuant to OAR 581-022-2010.

In addition to credit requirements, as outlined in OAR 581-022-2010, each student shall be provided the opportunity to develop an education plan and build an education profile (in grades 7-12, with adult guidance).

---

[30] "World Language" includes sign language, heritage language, and languages other than a student's primary language.

[31] Personal Finance credit applies to students who are awarded a modified diploma on or after January 1, 2027.

[32] "Higher Education and Career Path Skills" becomes statewide requirement in January, 2027 (applies to class of 2026-2027).

DRAFT

To receive a Modified Diploma, students must meet the following in addition to credit requirements listed above.

1. Demonstrate proficiency in the following essential skills:[33]
    1. Read and comprehend a variety of text;
    2. Write clearly and accurately; and
    3. Apply mathematics in a variety of settings.
2. Develop an education plan and build an educational profile;
3. Demonstrate extended application of standards through a collection of evidence.

Districts may make modifications to the assessment for students who seek a modified diploma when the following conditions are met:

1. For a student on an individualized education program (IEP) or Section 504 plan, any modifications to work samples must be consistent with the requirements established in the IEP or 504 plan. Modifications include practices and procedures that compromise the intent of the assessment through a change in learning expectations, construct, or content that is to be measured, grade level standard, or measured outcome of the assessment. This means that IEP or 504 school teams responsible for approving modifications for a student's assessment may adjust the administration of the assessment and/or the assessment's achievement standard;

9. For a student not on an IEP or 504 plan, any modifications to work samples must have been provided to the student during their instruction in the content area to be assessed and in the year in which the student is being assessed, and modifications must be approved by the school team that is responsible for monitoring the student's progress toward the modified diploma.

Students not on an IEP or a Section 504 Plan may not receive a modified statewide assessment.

A student's school team, which must include an adult student or parent/guardian of the student, shall decide if a student will work toward a modified diploma no earlier than the end of grade six and no later than two years before the student's anticipated exit from high school. A student's school team may decide to revise a modified diploma decision.

A student's school team may decide that a student who was not previously working towarda modified diploma should work toward one when the student is less than two years from anticipated exit from high school if the documented history has changed.

For students with a documented history as described above, the district shall annually provide the parents or guardians of students, beginning in grade five (5) or after such documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas, and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education , or any other purpose.

[33] Demonstrating proficiency in Essential Skills requirement has been waived and is not a condition of receiving a high school diploma through the 2027-2028 school year, as per State Board of Education (2023).

Extended Diploma

An extended diploma will be awarded only to students who have demonstrated the inability to meet the full set of academic content standards adopted by the State Board of Education for a diploma while receiving modifications and accommodations. To be eligible for an extended diploma, a student must:

1. While in grade nine through completion of high school, complete 12 credits, which may not include more than six credits in a self-contained special education classroom and will include:

Content Area	Required Credits	Requirements
Language Arts	2 credits	
Mathematics	2 credits	
Science	2 credits	
Social Science	3 credits	May include history, civics, geography, and economics.
Art or World Language	1 credits	
Health	1 credit	
Physical Education	1 credit	

10. Have a documented history of:

    a. An inability to maintain grade level achievement due to significant learning and instructional barriers;
    b. A medical condition that creates a barrier to achievement; or
    c. A change in the student's ability to participate in grade level activities as a result of a serious illness or injury that occurred after grade eight.

Beginning in grade five or beginning after a documented history to qualify for an extended diploma, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an extended diploma.

For students with a documented history, the district shall annually provide to the parents or guardians of such students, beginning after a documented history as been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas, and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education , or any other purpose.

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Certificate of Attendance

A Certificate of Attendance will be awarded to students who:

1. Have maintained regular, full-time attendance[34] for at least four (4) years, beginning in grade nine;
2. Do not satisfy the requirements for a high school diploma, modified diploma, or extended diploma; and
3. Have a documented history.[35]

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

For students with a documented history, the district shall annually provide to the parents or guardians of such students, beginning in grade five (5) or after such a documented history has been established, the following:

1. Information about the availability of high school diplomas, modified diplomas, extended diplomas, and the requirements for such diplomas; and
2. A disclosure that students awarded a certificate of attendance will not be counted as a high school graduate in any reporting for the State or district and that such students awarded a certificate of attendance may not indicate they received a high school diploma on applications for employment, military service, financial aid, admittance to an institution of higher education , or any other purpose.

Other District Responsibilities

The district will ensure that all students have onsite access to the appropriate resources and courses to achieve high school diplomas, modified diplomas, and extended diplomas at each high school in the district. The district will provide age -appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student who has the documented history listed under the modified diploma or extended diploma requirements outlined above the opportunity to pursue a diploma with more stringent requirements, for the sole reason the student has the documented history.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is an emancipated minor or who has reached the age of 18 (adult student) at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district must receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

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[34] "Regular full-time attendance" means not having eight or more unexcused absences in any four-week period during which school is in session. See ORS 339.065 for definition of irregular attendance. This will be calculated on an annual basis and equates to having unexcused absences for less than 20 percent of the days or class periods during which school is in session.

[35] "Documented history" means evidence in the cumulative record and education plans of a student that demonstrates the inability over time to maintain grade level achievement even with appropriate accommodations and modifications.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma, or certificate of attendance in the later of 4 years after starting grade 9, or until the student reaches the age of 21 years if the student is entitled to a public education until the age of 21 under state or federal law.

A student may complete the requirements for a modified diploma, an extended diploma, or a certificate of attendance in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or a certificate of attendance in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or a certificate of attendance shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or a certificate of attendance shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student. When added together provide a total number of hours of instruction and services to the student that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school. The district may not unilaterally decrease the total number hours of instruction and services to which the student has access regardless of the age of the student.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of the performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, a certificate of attendance, or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or certificate of attendance is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students may opt-out of the Oregon statewide assessments in language arts and/or mathematics by completing the Oregon Department of Education's Opt-out Form[14] and submitting the form to the district.

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The district will issue a high school diploma to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the *Test Administration Manual* or accompanying guidance; or results in a score that is invalid.

END OF POLICY

Legal Reference(s):

ORS 329.007
ORS 329.045
ORS 329.451
ORS 329.479
ORS 332.107
ORS 332.114
ORS 336.585
ORS 336.590
ORS 339.115
ORS 339.505
ORS 343.295

OAR 581-021-0009
OAR 581-022-0102
OAR 581-022-2000
OAR 581-022-2005
OAR 581-022-2010
OAR 581-022-2015
OAR 581-022-2020
OAR 581-022-2025
OAR 581-022-2030
OAR 581-022-2115
OAR 581-022-2120
OAR 581-022-2505

Test Administration Manual, published by the OREGON DEPARTMENT OF EDUCATION.
Senate Bill 1522 (2022).

Cross Reference(s):

IKFB - Graduation Exercises
IL - Assessment Program

[14] Oregon Department of Education page for 30-Day Notice and Opt-Out Form.

DRAFT

Philomath School District
Graduation Requirements Summary

Standard Diploma:

Content Area	Required Credits*			
	Class of 2026	Class of 2027	Class of 2028	Class of 2029
Language Arts	4	4	4	4
Mathematics	3	3	3	3
Science	3	3	3	3
Social Science	2.0	2.0	2.0	2.0
Government/Civics	1.0	1.0	1.0	1.0
Art, CTE, World Lang.	3	3	3	3
Health	1	1	1	1
Physical Education	1	1	1	1
Personal Finance	0.5	0.5	0.5	0.5
Personalized Learning	0.5			
Higher Education & Career Path Skills		0.5	0.5	0.5
Electives	5	5	5	5

*For specific requirements in each content area, refer to full Policy IKF.

Honors Diploma:

Content Area	Required Credits*			
	Class of 2026	Class of 2027	Class of 2028	Class of 2029
Language Arts	4	4	4	4
Mathematics	4	4	4	4
Science	3.5	3.5	3.5	3.5
Social Science	2.0	2.0	2.0	2.0
Government/Civics	1.0	1.0	1.0	1.0
Art, CTE, World Lang.	3	3	3	3
Health	1	1	1	1
Physical Education	1	1	1	1
Personal Finance	0.5	0.5	0.5	0.5
Personalized Learning	0.5			
Higher Education & Career Path Skills		0.5	0.5	0.5
Electives	5	5	5	5

*For specific requirements in each content area, refer to full Policy IKF.

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Valedictorian Diploma:

Content Area	Required Credits*			
	Class of 2026	Class of 2027	Class of 2028	Class of 2029
Language Arts	4	4	4	4
Mathematics	4	4	4	4
Science	4	4	4	4
Social Science	2.0	2.0	2.0	2.0
Government/Civics	1.0	1.0	1.0	1.0
Art, CTE, World Lang.	3	3	3	3
Health	1	1	1	1
Physical Education	1	1	1	1
Personal Finance	0.5	0.5	0.5	0.5
Personalized Learning	0.5			
Higher Education & Career Path Skills		0.5	0.5	0.5
Electives	6.5	6.5	6.5	6.5
Advanced Placement or AAOT Classes	At Least 2 Classes	At Least 2 Classes	At Least 2 Classes	At Least 4 Classes

*For specific requirements in each content area, refer to full Policy IKF.

Modified Diploma:

Content Area	Required Credits*			
	Class of 2026	Class of 2027	Class of 2028	Class of 2029
Language Arts	3	3	3	3
Mathematics	2	2	2	2
Science	2	2	2	2
Social Science	2	2	2	2
Art, CTE, World Lang.	1	1	1	1
Health	1	1	1	1
Physical Education	1	1	1	1
Personal Finance		0.5	0.5	0.5
Higher Education & Career Path Skills		0.5	0.5	0.5
Electives	12	11	11	11

*For specific requirements in each content area, refer to full Policy IKF.

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Coversheet

LBL-ESD 2025-2027 Revised Local Service Plan

Section: IV. Action Items
Item: C. LBL-ESD 2025-2027 Revised Local Service Plan
Purpose: Vote
Submitted by:
Related Material: Local Service Plan.pdf
Local Service Plan Agreement.pdf

LBL

LINN BENTON LINCOLN
EDUCATION SERVICE DISTRICT

2025-2027

Fall 2025 Revision



LOCAL SERVICE PLAN



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

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

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



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

Education Service Districts and Oregon Revised Statutes

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

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

An education service district plays a key role in:

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



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

- Programs for children with special needs, including but not limited to special education services and services for at-risk students.
- Technology support for component school districts and the individual technology plans for those districts, including but not limited to technology infrastructure services, data services, instructional technology services, and distance learning.
- School improvement services for component school districts, including but not limited to:

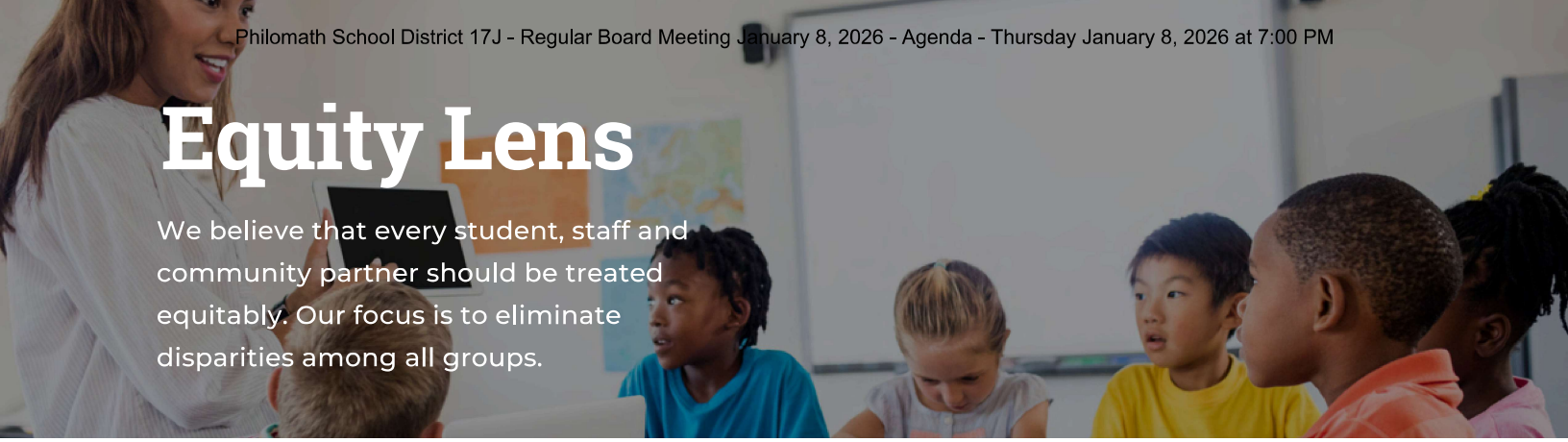
    1. Services designed to support component school districts in meeting the requirements of state and federal law;
    2. Services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education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

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

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



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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

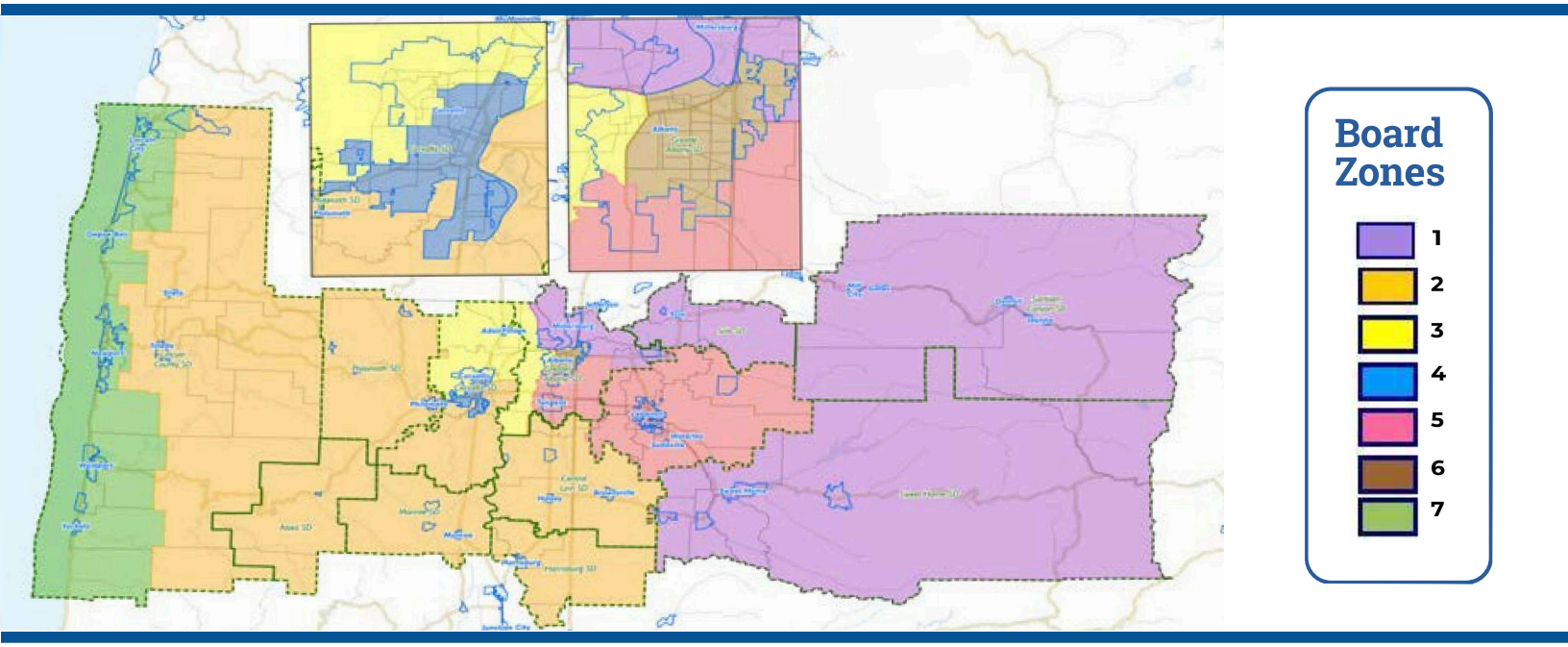
Board Performance Objective 1
Pursue innovation through service delivery, equitable resource allocation, evaluation and improvement, staff development, and use of technology.

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.

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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

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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.

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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.

LBL

CORE SERVICES

ORS.334.175






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



LBL

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.





LBL

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.

Enhancing education through collaboration



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.



LBL

TECHNOLOGY SUPPORT SERVICES

TIER 1

Technology Support Services

FUNDING
TIER 1
SERVICES



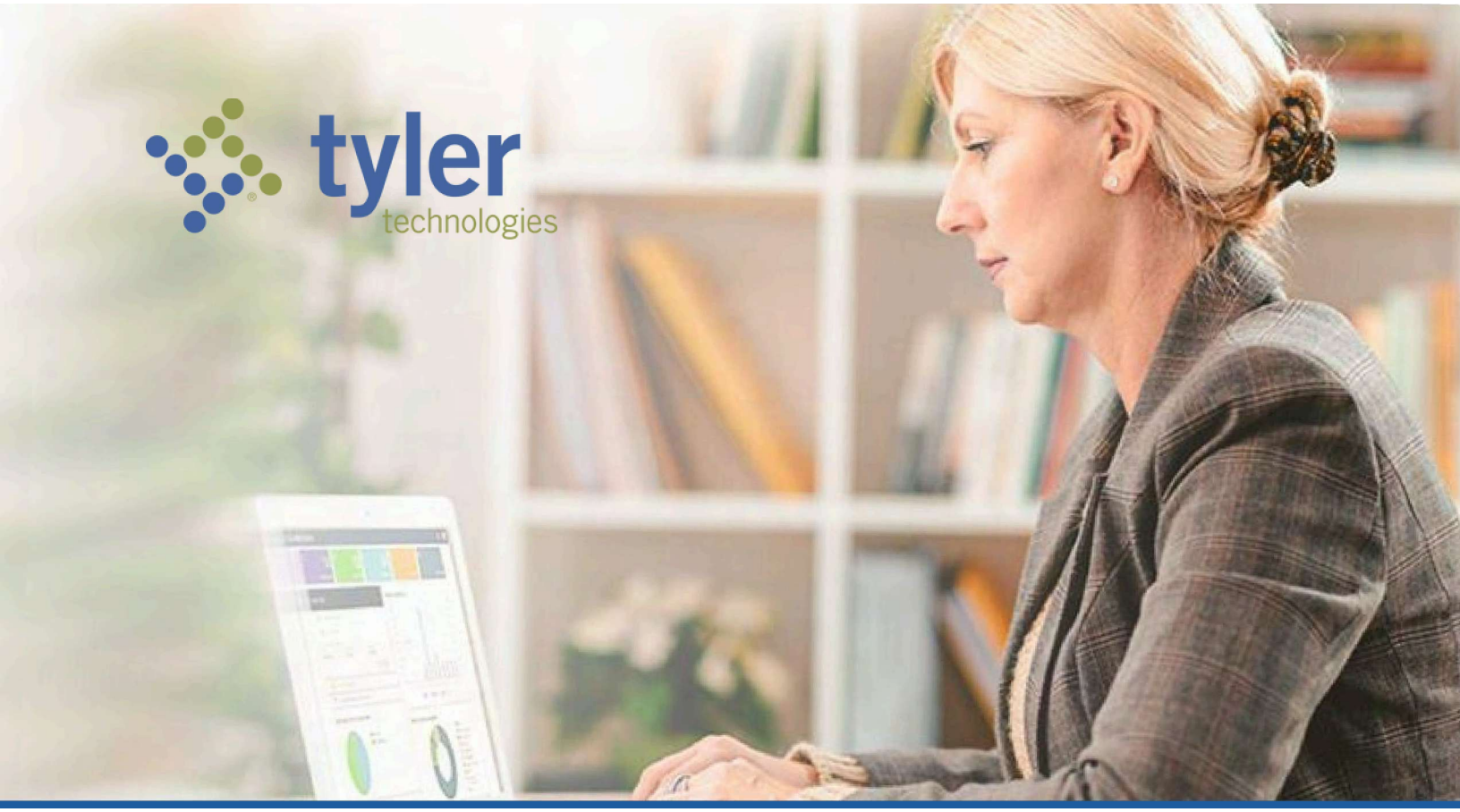
Business Information System Services Support & Ivisions

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.



LBL

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.

Enhancing education through collaboration



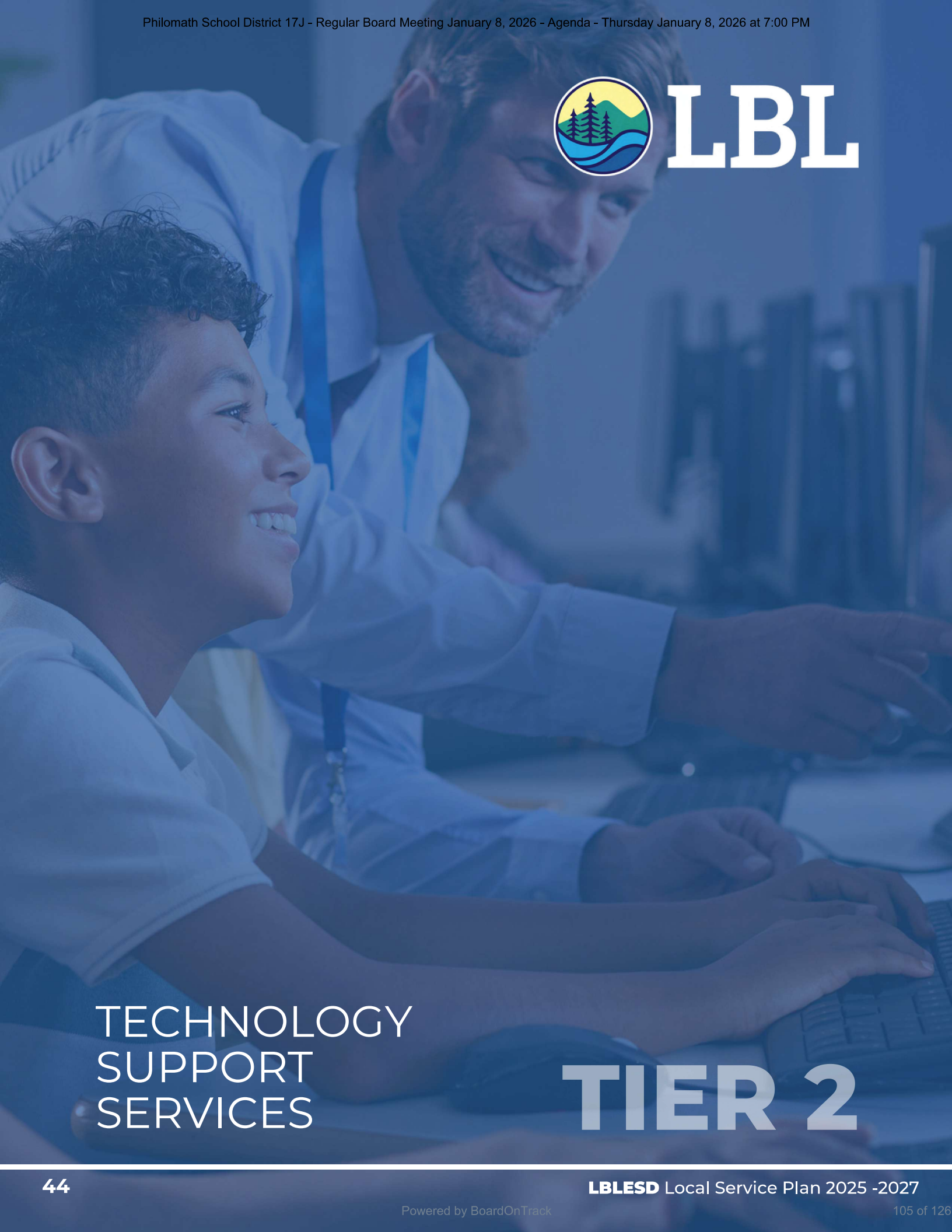
Family Support Services

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.



LBL

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

CONTACT
Tim Jones

PROGRAM INFORMATION

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

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

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

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



Technology Support Services

FUNDING
TIER 2
SERVICES



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

Enhancing education through collaboration



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.

Enhancing education through collaboration



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

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Grants and Contracts

FUNDING
GRANTS



EI/ECSE Grant

PROGRAM
Early Intervention/Early Childhood Special Education

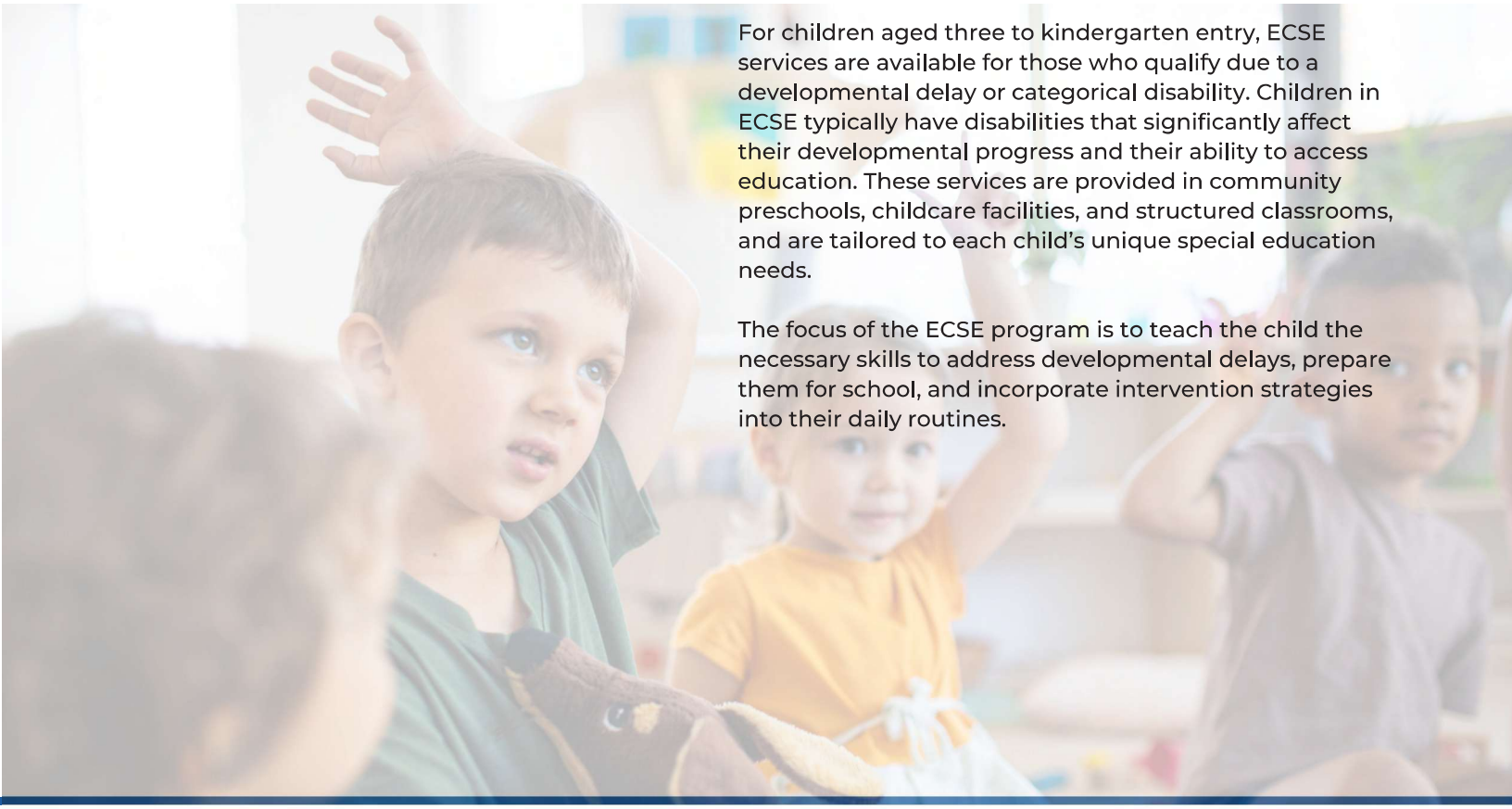
CONTACT
Autumn Belloni

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

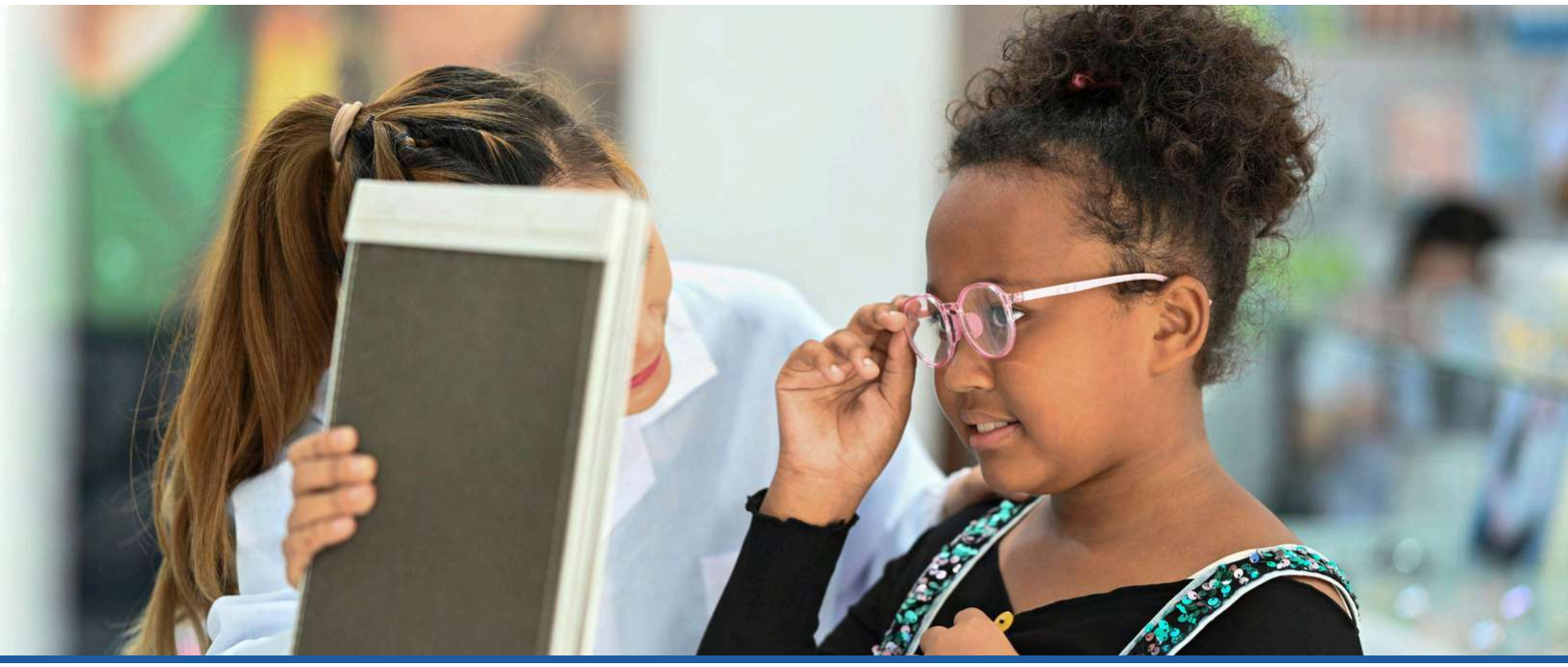
PROGRAM INFORMATION

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.

Enhancing education through collaboration



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

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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***