LINCOLN COUNTY
SCHOOL DISTRICT

Dr. Majalise Tolan
Superintendent

District Office | Teaching & Learning Center
1212 NE Fogarty Street, Newport, OR 97365
PO Box 1110, Newport, OR 97365
T 541-265-9211 | F 541-265-3059
www.lincoln.k12.or.us

Board of Directors
NOTICE OF A BOARD MEETING
Lincoln County School District Business Meeting of the Board

Date	**Tuesday, April 9, 2024**
Time	**6:30 PM**
Place	**Yaquina View Elementary, 351 SE Harney St, Newport, OR 97365**

The Lincoln County School District Board of Directors has scheduled a Lincoln County School District Business Meeting of the Board of the Board beginning at 6:30 PM.

Public comment will only be heard if a specific public comment time is designated on the agenda. Not all meetings of the Board have public comment.
If you are a member of the community and wish to speak before the Board, please email the following information to eddie.symington@lincoln.k12.or.us by **12:00 pm on the business day prior to the meeting: Name, address and phone number (optional), and topic.** Once your request is received, you will be contacted with details regarding making the comment during the meeting. Public comment cards will also be available at the door and must be completed and given to the Board Secretary. All public comment will follow Board Policy BDDH – "Public Comment at Board Meetings."

The session will be streamed and can be accessed by visiting our website.

The agenda is attached.

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 48 hours before the meeting.

THIS NOTICE SATISFIES THE REQUIREMENTS OF ORS 192.630, 192.640 AND 332.045.
For further information or to request accommodations, please contact:
Eddie Symington, Assistant to the Superintendent and School Board
Lincoln County School District | 1212 NE Fogarty | Newport, OR 97365

LINCOLN COUNTY SCHOOL DISTRICT
Board of Directors – Lincoln County School District Business Meeting of the Board
Tuesday, April 9, 2024 - 6:30 PM
Yaquina View Elementary, 351 SE Harney St, Newport, OR 97365

Agenda

1. Call to Order & Reading of Land Acknowledgment
2. Roll Call- Establishment of a quorum
3. Introductions
    3.a. Superintendent Jason Hay - Linn, Benton, Lincoln Educational Service District
4. RECESS INTO PUBLIC HEARING
    4.a. Public Hearing: Title VI Grant
5. CLOSE PUBLIC HEARING, RESUME BUSINESS MEETING
6. Communications
    6.a. Written
    6.b. From the Audience (This time is reserved for public comment on topics published on the Board's agenda)
    6.c. Recognition
        6.c.1. Kim Cusick - School Financial Officer Certification
        6.c.2. Newport High School Boy's & Girl's Swim Title
        6.c.3. Newport High School Cheer Title
        6.c.4. Toledo Jr/Sr Wrestling Title
    6.d. LCEA Report




CUBS

7. Consultant Reports/Staff Reports/Student Reports
    7.a. Area Report
    7.b. Student Report
    7.c. Financial Report
        7.c.1. Monthly Financial Report

General Fund Revenue & Expenditure Summary (Unaudited)
Fiscal Year 2023-24
Year To Date Transactions as of March 31, 2024

	Period 1 Actual July '23	Period 2 Actual Aug '23	Period 3 Actual Sept '23	Period 4 Actual Oct '23	Period 5 Actual Nov '23	Period 6 Actual Dec '23	Period 7 Actual Jan '24	Period 8 Actual Feb '24	Period 9 Actual March '24	Period 10 Projected April '24	Period 11 Projected May '24	Period 12 Projected June '24	Period 13 Projected July '24	Projected 2023-24 Totals		Adopted 2023-24 BUDGET	Year-To-Date 2023-24 Actuals	YTD Diff Budget vs. Projected	% of Budget
R E V E N U E S																			
LOCAL SOURCES:																			
Current year's levy		267			36,739,329	2,882,454	663,036	241,402	1,106,455	155,045	175,196	1,088,227	368,690	43,420,100	*	41,878,114	41,632,942	1,541,986	99%
Prior years' taxes		168,049	150,279	81,596	53,737	115,026	55,707	42,482	45,719	(36,429)	37,656	78,170	53,189	845,181	*	805,000	712,595	40,181	89%
Interest on Investments	73,925	79,375	66,752	55,673	91,554	213,264	183,587	177,267	146,992	31,260	37,640	34,650	15,697	1,207,636		400,000	1,088,389	807,636	272%
Fees Charged to Grants		2,702	39	9,974	9,447	1,143	14,734	-	78,780	65,496	29,382	132,169	74,394	418,258		550,000	116,818	(131,742)	21%
Rentals										1,446		1,221	217	2,884		10,000	-	(7,116)	0%
Contributions				591										591		0	591	591	#DIV/0!
Other Local Income	17,819	623	6,990	28,673	58,512	156,717	16,673	38,395	104,693	104,760	146,035	120,339	258,489	1,058,718		1,334,218	429,095	(275,500)	32%
INTERMEDIATE SOURCES:																	-		
ESD - Severe Disab Support						38,235	-					38,235		76,470		195,000	38,235	(118,530)	20%
County School Fund					5,409			128,361			67,541	24,411	19,439	245,161	*	300,000	133,769	(54,839)	45%
Other, Hvy Eq Rent Tax, etc		65	1,192		92									1,348			1,348	1,348	#DIV/0!
STATE SOURCES:																	-		
SSF- Current Year	3,958,011	1,977,818	1,977,818	1,977,818	1,977,818	1,977,818	1,933,139	1,933,139	1,933,139	1,379,678	1,404,678			22,430,874		23,130,549	19,646,518	(699,675)	85%
SSF- Prior Year														0			-	-	#DIV/0!
Common School Fund							-	348,207				122,344		470,552	*	701,538	348,207	(230,986)	50%
State Timber					8,796			208,767			115,728			333,292	*	500,000	217,563	(166,708)	44%
Unrstd Grants, HCD, Wildfire				1,525,352										1,525,352		910,136	1,525,352	615,216	168%
FEDERAL SOURCES:																	-		
Federal Forest Fees														0			-	-	#DIV/0!
Foster Care Transp Reimb										32,627		41,373		74,000		74,000	-	-	0%
OTHER RESOURCES:																	-		
Interfund Transfer														0		10	-	(10)	0%
Sale of Assets/Ins Proceeds														0			-	-	#DIV/0!
Beginning Fund Balance	16,037,138													16,037,138		14,115,000	16,037,138	1,922,138	114%
Total Monthly Revenues	**20,086,893**	**2,228,899**	**2,203,069**	**3,679,677**	**38,944,693**	**5,384,657**	**2,866,876**	**3,118,019**	**3,415,777**	**1,733,884**	**2,013,855**	**1,681,139**	**790,115**	**88,147,554**		**84,903,565**	**81,928,560**	**3,243,989**	**96%**
CUMULATIVE RESOURCES	**20,086,893**	**22,315,791**	**24,518,860**	**28,198,538**	**67,143,230**	**72,527,887**	**75,394,763**	**78,512,782**	**81,928,560**	**83,662,443**	**85,676,299**	**87,357,438**	**88,147,554**						
E X P E N D I T U R E S																			
Salaries (100)	602,384	792,888	2,630,859	2,655,067	2,821,310	2,672,906	2,602,285	2,757,136	2,639,046	2,661,276	2,791,877	6,671,306	0	32,298,341		31,281,886	20,173,882	1,016,455	64%
Employee benefits (200)	268,030	357,840	1,341,922	1,366,953	1,372,110	1,348,599	1,334,564	1,340,444	1,342,971	1,544,364	1,582,180	3,992,534	10,183	17,202,695		18,374,837	10,073,434	(1,172,142)	55%
Purchased services (300)	984,252	996,968	986,922	1,117,151	928,422	2,247,048	1,472,675	1,232,873	1,438,228	1,465,968	1,686,889	1,504,830	369,843	16,432,069		18,356,147	11,404,539	(1,924,078)	62%
Supplies (400)	97,690	185,678	215,890	172,562	181,208	149,932	84,123	93,554	89,671	195,198	302,785	353,263	219,521	2,341,074		2,750,414	1,270,308	(409,340)	46%
Capital outlay (500)	11,704				7,713					8,308	10,808	500	20,887	59,921		143,000	19,417	(83,079)	14%
Insurance/Other (600)	818,473	85,776	34,880	17,341	26,610	7,503	12,383	2,523	4,178	9,394	36,275	12,758	13,956	1,082,049		1,002,281	1,009,667	79,768	101%
Interfund Transfers (700)									4,305,000					4,305,000		4,305,000	4,305,000	-	100%
Contingency (800)														0		3,750,000	-		0%
Unappropriated Funds (800)														0		4,940,000	-		0%
Total Monthly Expenditures	**2,782,533**	**2,419,150**	**5,210,473**	**5,329,074**	**5,337,373**	**6,425,987**	**5,506,030**	**5,426,531**	**9,819,095**	**5,884,507**	**6,410,814**	**12,535,191**	**634,389**	**73,721,149**		**84,903,565**	**48,256,247**	**(2,492,416)**	**57%**
CUMULATIVE EXPENDITURES	**2,782,533**	**5,201,684**	**10,412,157**	**15,741,231**	**21,078,604**	**27,504,591**	**33,010,622**	**38,437,152**	**48,256,247**	**54,140,754**	**60,551,568**	**73,086,759**	**73,721,149**						
Month-end Fund Balance	**17,304,360**	**17,114,108**	**14,106,704**	**12,457,307**	**46,064,626**	**45,023,296**	**42,384,142**	**40,075,630**	**33,672,313**	**29,521,689**	**25,124,731**	**14,270,679**	**14,426,405**	**14,426,405**				**33,672,313**	

Revenue Assumptions:

Projection amounts based on Adopted Budget and avg % received during same time period over past 8 years
Beginning Fund Balance is estimated as of 9-7-23 & subject to change. It represents the bulk of current Excess Ending Fund Balance.
June ADM is final at 5,072.2, it has been adjusted down from 5,086.2
Local Revenue no longer includes Federal Forest Fees per OR legislation.
Updated BFB to Audited
Updated to reflect remaining total per 12/19/23 SSF Estimate
Updated Severe Disabilities Revenue from the ESD to actual expected
Updated to reflect remaining total per 3/19/24 SSF Estimate

*** Local Revenue - Projected**	**45,314,284**	
Local Revenue included in 3/19/24 SSF Estimate	45,599,079	
Estimated 2023/24 SSF Adjustment (May 2025)	**284,795**	Depends on Actual Local Revenue at Yr End
Anticipated Ending Fund Balance	**14,711,200**	
Less Unappropriated Ending Fund Balance (7% Required) & Contingency	(8,690,000)	
Excess Ending Fund Balance	**6,021,200**	Includes Approx $1,000,000 Building Carrover

Expenditure Assumptions:

Projection amounts based on Adopted Budget and avg % expended during same time period over past 8 years

Monthly ADM - Prior Years

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
5,489.2	5,523.3	5,567.9	4,892.4	5,163.5	5,095.5
5,487.6	5,549.3	5,586.5	4,945.8	5,189.8	5,111.6
5,477.9	5,541.6	5,596.7	4,968.0	5,191.8	5,109.0
5,480.6	5,538.8	5,585.9	5,089.1	5,192.9	5,098.5
5,480.8	5,512.2	5,577.6	5,054.0	5,184.1	5,095.4
5,470.6	5,491.0	**5,569.1**	5,052.3	5,180.8	5,103.0
5,438.7	5,476.0	COVID-19	5,048.6	5,170.4	5,101.0
5,411.8	5,447.3	ADM Frozen	5,048.6	5,167.2	5,097.6
5,378.6	5,401.7	2nd Qtr (Dec)	5,049.0	5,157.0	5,093.8
5,332.9	5,482.5		5,090.2	5,122.6	5,007.0
5,443.2	5,482.5		5090.2	5122.6	5072.2

Monthly ADMr Comparison	Monthly ADM 2023-24	YTD ADM 2023-24	
September	4,959.1	4,959.1	
October	4,984.2	4,988.3	
November	4,974.9	4,976.6	
December	4,961.0	4,972.2	
January	4,945.4	4,962.6	
February	4,935.4	4,956.2	
March	4,911.4	4,949.6	152.0 Diff YTD
April			
May			
June			
June YTD			5,101.6 Budget

Lincoln County School District
2023-24 Monthly Comparison - General Fund Projected to Actual
March 2024

REVENUES	Projected**	Actual	Actual Compared to Projected		Comments
LOCAL SOURCES:					
Current year's levy	1,026,342	1,106,455	80,113	*	
Prior years' taxes	96,375	45,719	(50,656)	*	
Interest on Investments	47,193	146,992	99,799		Rates Increased
Fees Charged to Grants	50,703	78,780	28,077		
Rentals			-		
Contributions			-		
Other Local Income	99,286	104,693	5,407		
INTERMEDIATE SOURCES:					
ESD - Severe Disability Support	26,757		(26,757)		
County School Fund			-	*	
Other, Hvy Eq Rent Tax, etc			-		
STATE SOURCES:					
SSF- Current Year	1,846,971	1,933,139	86,168	*	
SSF- Prior Year			-	*	
Common School Fund	122,344		(122,344)	*	
State Timber			-	*	
Unrestricted Grants			-	*	
FEDERAL SOURCES:					
Federal Forest Fees			-		No longer Local Revenue
Foster Care Transport Reimb	32,627		(32,627)		
OTHER RESOURCES:					
Interfund Transfer			-		
Sale of Assets/Ins Proceeds			-		
Beginning Fund Balance					
Total Monthly Revenue	**3,348,599**	**3,415,777**	**67,179**		
EXPENDITURES					
Salaries (100)	2,704,446	2,639,046	(65,400)		
Employee benefits (200)	1,558,337	1,342,971	(215,365)		
Purchased services (300)	1,480,163	1,438,228	(41,934)		
Supplies (400)	138,828	89,671	(49,156)		
Capital outlay (500)	12,755		(12,755)		
Insurance/Other (600)	5,678	4,178	(1,500)		
Interfund Transfers (700)	4,305,000	4,305,000	-		
Contingency (800)					
Unappropriated Funds (800)					
Total Monthly Expenditures	**10,205,206**	**9,819,095**	**(386,111)**		

*Indicates SSF formula revenue -- excesses are returned to the State

** Projections based on budget and average % received/expended during same time period over past 8 years

Lincoln County School District
2023-24 General Fund - Purchased Services Monthly Comparison
March 2024

		July	Aug	Sept		Oct	Nov		Dec	Jan	Feb	March	April	May	June	YTD Total
Prof Instruction Svcs	D	8,780	10,351	12,120	D	31,714	16,350	E	132,553	51,883	51,341	53,975				369,066
Cleaning Services			343,923	18,300	B	361,981	180,991		181,290	183,636	186,202	183,548				1,639,871
Repairs & Maint		5,104	48,291	18,620		9,196	30,808		25,620	27,458	13,390	30,961				209,448
Rentals		602	13,860	13,900		24,880	8		2,193		2,000	484				57,927
Utilities		7,603	37,963	97,251		117,301	127,555		147,492	185,786	133,963	164,747				1,019,659
Transportation		778	6,319	298,354	C	51,512	39,409	C	1,225,517	468,409	322,921	488,966				2,902,184
Travel		1,405	10,739	5,712		7,615	18,705		10,378	3,154	5,326	9,292				72,326
Telephone			8,000	8,761		9,106	9,390		9,487	9,469	9,343	4,754				68,310
Postage		559	1,893	3,555		2,290	2,602		3,538	3,119	4,160	3,462				25,178
Advertising			70	150			197									417
Printing & Binding			9,813	16,867		10,988	5,831		15,131	7,137	9,332	12,337				87,436
Data Lines			60	177		177	177		157	127	127	127				1,129
Charter School Pmts		914,194	457,783	457,783		457,783	457,783		457,783	457,783	457,783	457,783				4,576,458
Tuition			28,396	28,396		27,480	28,396		27,480	28,396	28,396	25,648				222,588
Audit Services										25,225						25,225
Legal Services				917		1,485			887		1,659					4,948
Architect/Engr Svcs				2,620			855		360	490	1,378					5,703
Neg/Labor Consltg																-
Managemnt Svcs																-
Data/Tech Svcs			3,000	1,500			6,000		1,500	18,865	1,500	1,500				33,865
Election Services						23										23
Other Gen Prof Svcs	D	45,228	16,508	1,940		3,620	3,366		5,682	4,429	4,052	645				85,469
Total		**984,252**	**996,968**	**986,922**		**1,117,151**	**928,422**		**2,247,048**	**1,475,365**	**1,232,873**	**1,438,228**	**-**	**-**	**-**	**11,407,229**
	D	(1,900)			D	(24,780)										

For Reference Only:													
Less Transportation	(778)	(6,319)	(298,354)	(51,512)	(39,409)	(1,225,517)	(468,409)	(322,921)	(488,966)	-	-	-	
Charter Sch Pmts	(914,194)	(457,783)	(457,783)	(457,783)	(457,783)	(457,783)	(457,783)	(457,783)	(457,783)	-	-	-	
Purchased Services	**67,380**	**532,866**	**230,785**	**583,076**	**431,230**	**563,748**	**549,173**	**452,169**	**491,480**	**-**	**-**	**-**	**A**

Notes:

A: Removing Transportation & Charter Payments with their irregular payment patterns from the totals smooths the monthly totals for comparison purposes. For Reference Only.
B: September & October Custodial Bills paid in October due to billing errors.
C: Waiting on corrected invoices to reflect contract amendment to increase driver wages. Pd Dec 1.
D: Figures updated after audit - items moved to grant funds, Special Education
E: Special Education contracted SLP's

LINCOLN COUNTY SCHOOL DISTRICT

2023-24 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of March 31, 2024 UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Special Revenues & Grants (200-285 & 900-994)				
Revenues:				
Local	754,099		936,775	(182,676)
Intermediate			2,300	
State	3,979,711		307,258	3,672,453
Federal	12,641,146		2,684,299	9,956,847
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	1,384,117		1,526,528	(142,411)
Total Revenues	18,759,073		5,457,159	13,301,914
Expenditures:				
Instruction	7,665,315	1,663,912	2,272,224	3,729,179
Support Services	5,819,553	1,367,659	2,215,251	2,236,643
Enterprise	727,900	44,606	173,119	510,175
Facilities Acq & Const	3,446,650	330,444	2,254,593	861,613
End Fund Bal/Tfrs	1,099,655			1,099,655
Total Expenditures	18,759,073	3,406,621	6,915,187	8,437,266
Fund Balance			**(1,458,028)** ***	
Indigenous Peoples (286)				
Revenues:				
Local				
Fund Tfrs/Asset Sales				0
Beg. Fund Balance*	103,050		103,049	1
Total Revenues	103,050	0	103,049	1
Expenditures:				
Instruction	81,050	6,026	2,160	72,863
Support Services	22,000			22,000
End Fund Balance				0
Total Expenditures	103,050	6,026	2,160	94,863
Fund Balance			**100,889**	
Less Encumbered			6,026	
Available for Expenditure			**94,862**	
Musical Instruments (287)				
Revenues:				
Transfers			200,000	
Beg. Fund Balance*	505,000		306,835	198,165
Total Revenues	505,000		506,835	(1,835)
Expenditures:				
Instruction	295,000	14,065	58,078	222,857
Support Services	110,000		4,464	105,536
End Fund Balance	100,000	100,000		0
Total Expenditures	505,000	114,065	62,541	328,394
Fund Balance			**444,294**	
Less Encumbered			114,065	
Available for Expenditure			**330,229**	

	Budget	Encumb'd	YTD Actual	Remaining
Pre-School Promise (288)				
Revenues:				
State	603,000		181,844	421,156
Beg. Fund Balance*			0	0
Total Revenues	603,000		181,844	421,156
Expenditures:				
Instruction	542,099	222,655	313,960	5,484
Support Services	59,901	25,869	17,566	16,467
Enterprise	1,000			1,000
Facilities Acq & Const				
End Fund Balance				
Total Expenditures	603,000	248,524	331,526	22,950
Fund Balance			**(149,682)** ***	
Student Investment Account (289/989)				
Revenues:				
State	4,228,625		4,124,097	104,528
Beg. Fund Balance*				0
Total Revenues	4,228,625		4,124,097	104,528
Expenditures:				
Instruction	1,942,573	759,158	1,291,844	(108,428)
Support Services	2,284,052	1,232,825	1,641,738	(590,511)
Enterprise	2,000		196,604	(194,604)
Facilities Acq & Const				0
End Fund Balance				
Total Expenditures	4,228,625	1,991,983	3,130,185	(893,543)
Fund Balance			**993,912** ***	
Curriculum (290)				
Revenues:				
Local			77,002	(77,002)
Transfers	1,600,000		1,600,000	0
Beg. Fund Balance*	1,900,000		1,900,000	0
Total Revenues	3,500,000		3,577,002	(77,002)
Expenditures:				
Instruction	360,000			360,000
Contingency	3,140,000			3,140,000
End Fund Balance				
Total Expenditures	3,500,000		0	3,500,000
Fund Balance			**3,577,002**	
Less Encumbered			0	
Available for Expenditure			**3,577,002**	

	Budget	Encumb'd	YTD Actual	Remaining
Small Schools Grant (291) WHS & Toledo 7-12				
Revenues:				
Local			4,225	
State	67,000			67,000
Beg. Fund Balance *	143,000		129,187	13,813
Total Revenues	210,000		133,413	76,587
Expenditures:				
Instruction	123,483	7,738	23,279	92,467
Support Services	19,517		4,175	15,342
Enterprise				0
Facilities Acq & Const				
End Fund Balance	67,000			67,000
Total Expenditures	210,000	7,738	27,454	174,809
Fund Balance			**105,959**	
Less Encumbered			7,738	
Available for Expenditure			**98,221**	
High School Success (292)				
Revenues:				
State	1,466,577		657,127	809,450
Beg. Fund Balance *			0	0
Total Revenues	1,466,577		657,127	809,450
Expenditures:				
Instruction	607,942	334,268	246,688	26,986
Support Services	858,635	226,452	469,158	163,025
End Fund Balance				
Total Expenditures	1,466,577	560,720	715,845	190,011
Fund Balance			**(58,718)** ***	
Building Maintenance (293)				
Revenues:				
Local	25,000		68,715	(43,715)
State				
Federal				
Fund Tfrs/Asset Sales	905,000		905,000	0
Beg. Fund Balance *	1,373,000		2,269,009	(896,009)
Total Revenues	2,303,000		3,242,724	(939,724)
Expenditures:				
Support Services	681,587	84,085	363,438	234,064
Enterprise				
Facilities Acq & Const	1,621,413	27,214	437,836	1,156,363
End Fund Bal/Tfrs				
Total Expenditures	2,303,000	111,299	801,274	1,390,427
Fund Balance			**2,441,450**	
Less Encumbered			111,299	
Available for Expenditure			**2,330,151**	

*** Beginning Fund Balances are Audited**
**** Fund Balances do NOT include encumbered expenditures**
***** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal**

LINCOLN COUNTY SCHOOL DISTRICT

2023-24 SPECIAL REVENUE FUNDS FINANCIAL STATEMENTS as of March 31, 2024 UNAUDITED

	Budget	Encumb'd	YTD Actual	Remaining
Food Services (294)				
Revenues:				
Local	190,100		90,533	99,567
State	35,000		263,080	(228,080)
Federal	3,663,253		848,725	2,814,528
Beg. Fund Balance *	900,000		1,238,958	(338,958)
Total Revenues	4,788,353		2,441,296	2,347,057
Expenditures:				
Instruction	115,160	24,003	70,036	21,120
Support Services	33,482	8,520	26,409	(1,447)
Enterprise	4,089,711	335,140	2,045,013	1,709,558
Facilities Acq & Const	300,000	92,867	664	206,468
End Fund Balance	250,000	250,000		0
Total Expenditures	4,788,353	710,530	2,142,123	1,935,700
Fund Balance			**299,173**	***
Student Activities (295)				
Revenues:				
Local	1,300,000		803,488	496,512
Beg. Fund Balance *	1,325,000		1,243,391	81,609
Total Revenues	2,625,000		2,046,878	578,122
Expenditures:				
Instruction	1,315,000	61,920	698,599	554,481
Support Services	95,000	169	4,676	90,156
Enterprise	45,000	635	72,689	(28,324)
Contingency	1,170,000			1,170,000
Total Expenditures	2,625,000	62,724	775,963	1,786,312
Fund Balance			**1,270,915**	
Less Encumbered			62,724	
Available for Expenditure			**1,208,191**	
Outdoor School for All (296)				
Revenues:				
State	149,098			149,098
Total Revenues	149,098		0	149,098
Expenditures:				
Instruction	142,398		25,265	117,133
Support Services	6,700		544	6,156
Total Expenditures	149,098	0	25,809	123,289
Fund Balance			**(25,809)**	***
ODE Facilities Grants (297)				
Revenues:				
State Sources	10,000			10,000
Total Revenues	**10,000**	**0**	**0**	**10,000**
Expenditures:				
Support Services	10,000			10,000
Total Expenditures	**10,000**	**0**	**0**	**10,000**
Fund Balance				

	Budget	Encumb'd	YTD Actual	Remaining
Technology (298)				
Revenues:				
Local	136,015		161,154	(25,139)
Local - Tech Fees	45,900		40,141	5,759
Transfers	1,600,000		1,600,000	0
Beg. Fund Balance*	1,446,893		1,750,475	(303,582)
Total Revenues	3,228,808		3,551,770	(322,962)
Expenditures:				
Instruction	37,500			37,500
Support Services	729,739	251,225	169,105	309,409
Contingency	2,461,569			2,461,569
End Fund Balance				0
Total Expenditures	3,228,808	251,225	169,105	2,808,478
Fund Balance			**3,382,665**	
Less Encumbered			251,225	
Available for Expenditure			**3,131,440**	
Vehicle Replacement (299)				
Revenues:				
Local	29,500		1,849	27,651
Sale of Assets				0
Beg. Fund Balance *	51,900		40,410	11,490
Total Revenues	81,400		42,259	39,141
Expenditures:				
Support Services	81,400			81,400
End Fund Balance				
Total Expenditures	81,400	0	0	81,400
Fund Balance			**42,259**	
Less Encumbered			0	
Available for Expenditure			**42,259**	
PERS Bonds Debt Service (320)				
Revenues:				
Local	5,082,765		3,395,974	1,686,791
Beg. Fund Balance *	10,563,450		10,709,267	(145,817)
Total Revenues	15,646,215		14,105,241	1,540,974
Expenditures:				
Debt Service	6,116,208		683,104	5,433,104
End Fund Balance	9,530,007	9,530,007		0
Total Expenditures	15,646,215	9,530,007	683,104	5,433,104
Fund Balance			**13,422,138**	
GO Bonds Debt Service (330 & 331)				
Revenues:				
Local	6,104,995		6,120,588	(15,593)
Transfers	1,431,655			1,431,655
Beg. Fund Balance *	1,354,500		1,331,821	22,679
Total Revenues	8,891,150		7,452,408	1,438,742
Expenditures:				
Debt Service	5,290,500		114,826	5,175,674
Transfers	1,431,650			1,431,650
End Fund Balance	2,169,000	2,169,000		0
Total Expenditures	8,891,150	2,169,000	114,826	6,607,324
Fund Balance			**7,337,582**	

	Budget	Encumb'd	YTD Actual	Remaining
Capital Construction Fund (405)				
Revenues:				
Local	1,095,672		457,828	637,844
Beg. Fund Balance *	1,563,700		1,785,693	(221,993)
Total Revenues	2,659,372		2,243,520	415,852
Expenditures:				
Support Services	459,372			
Facilities Acq & Const	2,200,000	3,608	669,386	1,527,006
End Fund Balance				
Total Expenditures	2,659,372	3,608	669,386	1,986,378
Fund Balance			**1,574,134**	
Less Encumbered			3,608	
Available for Expenditure			**1,570,526**	
Future Property Purchases Reserve (420)				
Revenues:				
Local	15,000		39,469	(24,469)
Fund Tfrs/Asset Sales				
Beg. Fund Balance *	1,061,018		1,072,295	(11,277)
Total Revenues	1,076,018		1,111,764	(35,746)
Expenditures:				
Facilities Acq & Const	1,076,018			1,076,018
Total Expenditures	1,076,018			1,076,018
Fund Balance			**1,111,764**	
Dental/Vision Self Insurance (610)				
Revenues:				
Local	963,000		602,361	360,639
Beg. Fund Balance *	1,215,000		1,178,070	36,930
Total Revenues	2,178,000		1,780,431	397,569
Expenditures:				
Support Services	870,000		589,022	280,978
Contingency	1,308,000			1,308,000
Total Expenditures	2,178,000		589,022	1,588,978
Fund Balance			**1,191,409**	
Less Encumbered			0	
Available for Expenditure			**1,191,409**	
District Medical Group HRA (620)				
Revenues:				
Local	874,600		682,922	191,678
Beg. Fund Balance	2,120,000		2,129,863	(9,863)
Total Revenues	2,994,600		2,812,785	181,815
Expenditures:				
Support Services	440,000	7,106	285,351	147,543
End Fund Balance	2,554,600			2,554,600
Total Expenditures	2,994,600	7,106	285,351	2,702,143
Fund Balance			**2,527,433**	
Less Encumbered			7,106	
Available for Expenditure			**2,520,328**	

*** Beginning Fund Balances are Audited**

**** Fund Balances do NOT include encumbered expenditures**

***** Reimbursement Basis Grants, revenue received after funds expended, negative or low fund balance is normal**

LINCOLN COUNTY SCHOOL DISTRICT
Bills & Claims Over $10,000 - All Funds
2023-24 Fiscal Year
March 2024

Date	Payee	Description	Amount
3/1/2024	INTERNATIONAL BACCALAUREATE ORG	ANNUAL IB TEST FEES	13,447.00
3/1/2024	LINN-BENTON-LINCOLN ESD	BUDGET SOFTWARE, MEDICAID SURVEY ADMIN FEES	63,878.12
3/1/2024	RK CONSTRUCTION	TREE REMOVAL OLE	49,900.00
3/1/2024	THE HELLO FOUNDATION, LLC	MONTHLY CONTRACT SERVICES - SLP	15,040.00
3/8/2024	GARAGE DOOR SALES	SAM CASE OFFICE/VESTIBULE	17,680.00
3/8/2024	OREGON COAST COMMUNITY COLLEGE	GROW YOUR OWN TUITION & DUAL CREDIT TEXTBOOKS	12,809.20
3/8/2024	RK CONSTRUCTION	GRADING & GRAVEL BUS PARKING, BRUSH REMOVAL OLE	13,152.00
3/8/2024	SODEXO, INC & AFFILIATES (CUST)	MONTHLY CONTRACT SERVICES	182,584.15
3/8/2024	SYNERGY SECURITY SOLUTIONS	SECURITY MONITORING & UPGRADES	26,580.00
3/15/2024	COMMUNITY SERVICES CONSORTIUM	2023-24 SSF PAYMENTS	12,299.00
3/15/2024	EDDYVILLE CHARTER SCHOOL	2023-24 SSF PAYMENTS	205,896.37
3/15/2024	FIRST STUDENT, INC.	MONTHLY STUDENT TRANSPORTATION	441,996.43
3/15/2024	LATHAM CENTERS, INC.	MONTHLY TUITION - OUT OF STATE SPECIAL ED PLACEMENT	25,648.00
3/15/2024	SILETZ VALLEY CHARTER SCHOOL	2023-24 SSF PAYMENTS	204,447.10
3/22/2024	SODEXO, INC & AFFILIATES (CAFE)	MONTHLY CONTRACT SERVICES	604,408.18
3/27/2024	BUILDERS FIRST SOURCE	ARCADIA WINDOW/SIDING REPLACEMENT - FEMA GRANT	13,792.95
3/27/2024	E-THERAPY LLC	MONTHLY CONTRACT SERVICES - SLP	10,462.50

LINCOLN COUNTY SCHOOL DISTRICT
INVESTMENT REPORT
March 31, 2024

Oregon State Treasury - Local Government Investment Pool

Beginning Balance	$ 56,539,696
Additions	2,945,608
Reductions	3,000,000
Ending Balance	**$ 56,485,304**

Oregon State Treasury - Local Government Investment Pool - 2002 PERS Bonds

Beginning Balance	$ 1,144,162
Additions	5,039
Reductions	(0)
Ending Balance	**$ 1,149,201**

Oregon State Treasury - Local Government Investment Pool - 2003 PERS Bonds

Beginning Balance	$ 1,550,454
Additions	6,829
Reductions	(0)
Ending Balance	**$ 1,557,283**

Oregon Coast Bank - Money Market Account

Beginning Balance	$ 13,566,644
Additions	3,048,463
Reductions	4,450,000
Ending Balance	**$ 12,165,108**

Oregon Coast Bank - 13 Month Time CD (Fund 331 QSCB Sinking Fund)

.75% APY

Beginning Balance	$ 379,223
Additions	709
Reductions	-
Ending Balance	**$ 379,932**

Monthly Totals

Beginning Balance	$ 73,180,179
Additions	$ 6,006,649
Reductions	$ 7,450,000
Ending Balance	**$ 71,736,827**

Interest Rates	**January**	**February**	**March**
LGIP	**5.00%**	**5.20%**	**5.20%**
Oregon Coast Bank	**5.12%**	**5.12%**	**5.12%**

7.d. First Student Report (Written)

Board Meeting 04/09/2024-Report Prepared by Darleen Van Riper, Location Manager First Student

Talking Points-Please contact me at Darleen.vanriper@firstgroup.com with any comments or questions.

1. **OOT Drivers: Out-of-Towners Who are Here to Help**
   As our numbers of available drivers continue to drop, we reached out to our regional team for assistance. Our call for help was answered by Washington and Montana. We received five OOT drivers, and over the spring break, we trained and prepared them to be ODE ready and ready to roll.
   The process to get experienced drivers from out-of-state ODE-ready is simple: we need updated DOT physicals, fingerprints, background checks and four hours of Experienced Driver Training, so we can apply for the temporary permit and then the "green card" for bus drivers.

2. **First Student Employees and Social Media**
   Facebook, Twitter, tiktok…it has become so easy to for individuals to express themselves publicly and share their lives with the world. Sometimes those posts are friendly, funny and endearing, and other times, posts are mean, hateful and borderline slander. Too often, people share information that are solely based on their opinion without investigating the issue further. Unfortunately, our employees become the subject of such posts…and most of the time, these posts are based on emotions and half-truths rather than on informed investigation.
   First Student's policy on the use of social media is clearly outlined. Especially when our employees become the center of attention of a disgruntled individual's social media post, we remind them to focus on the positive and continue to be the safest bus driver on the block.

   Safety & Security at First Student: Route Familiarity
   First Student's main priority is to transport our children safely to their destinations. During training, our drivers learn how to become professional drivers and how to build and maintain a safe school bus environment for all passengers and for the operators. One of the many terms our drivers memorize is "Route Familiarity."
   Route Familiarity is a state in which a driver automatically recognizes any changes while on route, at school bus stops and in school loading zones. While our bus drivers are operating their vehicles, they become aware of which cars park at their bus stops, who is there to pick up their students, when to slow down to avoid that pothole, and listen for anything that seems to be off topic with their passengers.
   Our drivers also know who the student's responsible adult is, and when something is off (like that white van with the unfamiliar individual waiting at a bus stop); they radio in any unusual events or simply ask if a new individual is authorized to pick up the student.

3. **Trainers Help Drivers: Know Your Bus is in Working Order**
   Pre-trip Inspections are the very beginning of a school bus driver's day. The moment they approach their buses, they are already looking for anything unsual such as open doors, puddles under the engine, or tilted buses. Our busdrivers check the entire bus for any missing parts, new dents, leaking hoses, or bald spots on their tires.
   Part of this inspection is also making sure that the breaks work. While our small buses work with hydraulic breaks, the big buses exclusively run (or stop) on air breaks. The inspection of the sir breaks is quite involved and requires the driver to check for air leakage, break pad wear and tear ans well as the timing of filling the air tanks. If any part of the break does not satify the driver's check, the bus is downed and a new bu must be issued to the driver. This can sometimes lead to delays on route, but we believe that it is safer to check the breaks, than run late for school or home dropf off.

4. **Driver/Candidate Comparison Report (as of 4/4/2024)**

	3/7/2024		4/9/2024	
Lincoln County Bus Routes	73	Driver Shortage	73	Driver Shortage
Drivers on hand (as of 01/04/2024, LOA excluded)	47	26	45	28
Out of Town Drivers	4	22	5	23
Routes not currently serviced (combos)	16	6	17	6
Other Considerations:				
Cover Drivers positions not staffed	3	29	4	32
Route Monitor positions not staffed	-1		1	
Drivers on LOA/FMLA/WC (Regular & Casual)	1		1	
Casual Drivers with limited availability	9		10	
LCSD & FS Staff (1 & 7) Available to Drive	8	10	8	14

Please note that this information is subject to frequent changes.

7.e. Food Services Report (Written)

7.e.1. Nutrition Services Report

THE MONTHLY FEED - APRIL 2024

jamie.nicholson@lincoln.k12.or.us
sara.gibson@lincoln.k12.or.us
patty.graves@lincoln.k12.or.us

NSLP ADMINISTRATIVE REVIEW NOTES FROM ODE

Nutrition Services had its scheduled ODE Administrative Review in late March. The review covers health, safety, wellness, meal compliance, program management, civil rights, fiscal management, and record keeping. On average, Districts will receive 8-9 findings per review, we had 5. None of our findings resulted in serious deficiencies or fiscal action and are simple updates to our records or processes that have already been completed. USDA federal programs, including the National School Lunch Program (NSLP), are some of the most highly regulated programs for schools. We are proud of these results and the staff that keep us in good standing.

From ODE: ODE appreciates the time and effort Lincoln County School District (LCSD) has allocated to the administrative review process and the graciousness extended to ODE staff. The off-site tool was completed thoroughly and displayed strong program knowledge and leadership with LCSD staff. All documents were submitted timely and follow up questions were responded to quickly. Of special note, LCSD's nutrition program produces a wonderful newsletter aimed at promoting all aspects of the LCSD nutrition program. Nicely done!

During the review the entire school community, LCSD and FSMC staff, were friendly and welcoming. Excellent customer service and welcoming cafeteria environments were observed at all sites and students were treated with great respect. Oceanlake Elementary cafeteria was bright and welcoming with signs on display promoting food choices. Throughout the review all staff were professional, asked great questions, accepted feedback, and displayed a wonderful attitude to making any needed corrections. LCSD and FSMC staff displayed a strong commitment to improving the district's nutrition program. The district works hard to minimize paper waste by using reusable trays and silverware at all sites. The team at Waldport High School were friendly to students and excited about the meals they were serving.

Schools with salad bars have a wide variety of food options to choose from including access to fresh fruits and vegetables and a variety of appealing entrees. Kitchens are clean, food handling practices are excellent, and strong food safety systems are in place. The line flows were efficient, and students did not have to wait long in line to be served.

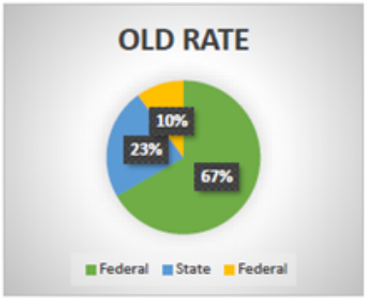
LCSD displayed a strong partnership with Eddyville Charter School ensuring the items sold at the school are Smart Snack compliant with the exception of one item that will be corrected.

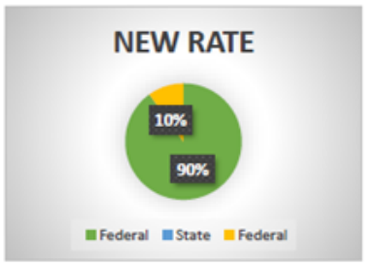
Additionally noted, LCSD completed the Local School Wellness Policy triennial assessment which was due by June 30, 2023. After multiple years of this assessment being delayed because of COVID waivers, it is impressive that LCSD stayed on top of the requirement and completed it timely. The school district also displayed strong financial processes including policies for a-la-carte milk sales, adult meal pricing, documentation for catering and equipment purchases, and internal controls.

This institution is an equal opportunity provider.

2023-24 Updated CEP Poverty Rates - Lincoln County School District

School Name	23/24 Initial Identified Student Population (ISP)	Poverty Rate (1.6 factor)	23/24 Mid Year Identified Student Population (ISP)	New Poverty Rate (1.6 factor) (Use for Grants)	Poverty Rate Increase
Crestview Heights School	51.33%	82.13%	59.50%	**95.20%**	13.07%
Eddyville Charter School	37.02%	59.23%	49.29%	**78.86%**	19.63%
LC Career Tech High School	54.55%	87.28%	71.05%	**100.00%**	12.72%
Newport High School	36.36%	58.18%	48.15%	**77.04%**	18.86%
Newport Middle School	31.41%	50.26%	53.27%	**85.23%**	34.97%
Oceanlake Elementary School	57.74%	82.78%	69.93%	**100.00%**	17.22%
Olalla Center	40.00%	64.00%	75.00%	**100.00%**	36.00%
Sam Case Elementary	43.73%	69.95%	56.72%	**90.75%**	20.80%
Taft Elementary School	36.04%	57.66%	64.19%	**100.00%**	42.34%
Taft High School	48.88%	78.21%	56.68%	**90.69%**	12.48%
Toledo Elementary School	50.74%	81.18%	62.42%	**99.87%**	18.69%
Toledo Senior High School	40.07%	64.11%	51.97%	**83.15%**	19.04%
Waldport High School	41.55%	66.48%	56.82%	**90.91%**	24.43%
Yaquina View Elementary	42.53%	68.05%	55.36%	**88.58%**	20.53%
District Wide	**41.66%**	**66.66%**	**56.69%**	**90.70%**	24.04%





CEP-Community Eligibility Provision

Calculations are done each April for the following school year and are good for 4 years, but districts can re-calculate each year to get a better rate of reimbursement.
Due to changes in the USDA guidelines, schools can now add Medicaid recipients as Direct Certifications in their Free & Reduced Calculations.
This change increased the number of identified students and allowed a one-time Mid-Year recertification option which we used.

Funding Example - Lunch	% of Meals Reimbursed Original	% of Meals Reimbursed New	
Federal Reimbursement at "Free" Rate	66.66%	90.00%	
State Reimbursement from SSA at "Free" Rate	23.34%	0.00%	Shifted to more reliable Federal Funding
Total % of Meals Reimbursed at "Free" Rate	90.00%	90.00%	
Federal Reimbursement at "Paid" Rate **	10.00%	10.00%	
	100.00%	100.00%	

**District must cover the difference between the Free and Paid rates and any decrease in reimbursements from excess earnings in other nutrition programs such as breakfast.

Other Comments

State money can be limited and big districts had already been anxious about covering a shortfall in coming years.
LCSD will not need to rely on State funds at all. This helps to ensure a well funded Nutrition Services Program.
These numbers are locked in for 4 years which guarantees free meals for all students until we are required to recertify for 27/28.
LCSD boundaries include the entire county so this certification ensures off-site after-school and summer meal sites are CEP eligible county-wide.
This also ensures that home daycares can use our eligiblility to qualify for USDA nutrition programs.
Additionally, it ensures that all students are eligible for State EBT programs.
These are the numbers we use when applying for grants.

WHAT'S NEXT FOR SCHOOL GARDENS?

Lincoln County School District Nutrition Services has been awarded $67, 873 in grant funds from ODE to support the completion of school gardens at both Toledo Elementary and Toledo Jr/Sr High Schools in 2024-25. Garden Coordinator Sara Gibson is putting the finishing touches on the Sam Case Elementary Garden and will be shifting her focus to the Toledo Area starting the summer of 2024. Completion is expected to be done by August 2025.



Custom Built Garden Shed for Sam Case Elementary

This institution is an equal opportunity provider.

WHAT'S GROWING ON?
-LCSD SCHOOL GARDENS-

WHY GROW MUSHROOMS?

NMS school gardeners harvested their first batch of shiitake mushrooms this spring. Shiitake mushrooms grow on hardwood logs and are loaded with nutrition. A serving of shiitake mushrooms provides:

Riboflavin: 11% of the Daily Value (DV)
Niacin: 11% of the DV
Copper: 39% of the DV
Vitamin B5: 33% of the DV
Selenium: 10% of the DV
Manganese: 9% of the DV
Zinc: 8% of the DV
Vitamin B6: 7% of the DV
Folate: 6% of the DV
Vitamin D: 6% of the DV





Even if students don't want to eat mushrooms, growing them is a fascinating way to learn about nutrient cycling and they are fun to cultivate. NMS students drilled holes in alder logs and hammered in inoculated shiitake plugs. In about 8 months we will get our next harvest.

FRESH FRUIT AND VEGETABLE PROGRAM (FFVP)

The Fresh Fruit and Vegetable Program (FFVP) is an important tool in our effort to combat childhood obesity. The program has been successful in introducing elementary school children (K-8) to a variety of produce that they otherwise might not have the opportunity to sample. This month's menu includes: Mini Cucumbers, Dragon Fruit, Lemon Plums, Magic Sunrise Apples, Dekopon Tangerine and Jicama.

DID YOU KNOW?

Jicama is a member of the potato family and can weigh up to 50 pounds!



HELPING HANDS

A big thank you to the Newport High ECEL program for your support at the District food pantry warehouse. Your help makes a difference!



Want to be part of an amazing team?
Go to us.sodexo.com or call (541) 336-2156.

@lcsdschoolgardens

@Lincoln County Oregon School Gardens

joke of the month

Q: What is a pretzel's favorite dance?
A: The Twist!

hahaha

Reminder-Save The Date!

Come learn about USDA/ODE guidelines and restrictions, and give input on the Nutrition Services programs offered in Lincoln County Schools. We are always trying to make things better for our students!

UPDATE: Due to the lack of interest from the community, we will try for a later date. Please let us know if you would like to get involved.

Email Jamie at jamie.nicholson@lincoln.k12.or.us if you are interested in participating!

This institution is an equal opportunity provider.

8. Board Reports
9. Superintendent's Report
    9.a. Confidential/Exempt Employee Group Agreement (Provided under separate cover)
10. Adoption of the Consent Calendar
    10.a. Minutes of the Board
    10.b. Human Resources
        10.b.1. Board Personnel Action

Board Agenda — April 9, 2024 — Personnel Action

Coach Hire(s):

Jason King	Assistant Softball/Taft 7-12
McKenzie Evenson	Assistant Softball/Taft 7-12
Jesse Cordova	Assistant Softball/Toledo Jr-Sr High

Resignation(s):

Gail Barker	TAPP Advocate Siletz	8/28/2023 – 4/4/2024 Resignation
Terra Brollier	Student Support Facilitator Crestview Heights	9/3/2021 – 3/21/2024 Resignation
Anthony Martinez	TAPP Advocate Toledo Elementary School	10/31/2019 – 3/12/2024 Resigned

11. Action Items

11.a. Teaching & Learning

11.a.1. Elementary Social Science Curriculum Adoption

LINCOLN COUNTY
SCHOOL DISTRICT

ELD & Elementary Social Science Adoption Recommendation to the School Board

March 12, 2024

ELD: Our Process for K - 12th

October 2023 Meeting: ELD teachers, Language Acquistion TOSA, and Federal Programs TOSA meet to begin the adoption process.

November 2023 Meeting: Team reviews and rates the three publisher materials options from the ODE approved list.

January 2024 Meeting: Independent adoption review for the kindergarten materials from National Geographic/Cengage materials as they were not on the approved state list but aligned to the materials the team felt were the most appropriate for our district students.

February 2024 Meeting: Final decision was made for all materials to suggest to the board for adoption.

Recommendation of the K-12 ELD Adoption Team

Kindergarten: Reach for the Stars

1st-5th: Reach Higher

6th-8th:

- Newcomer: Time Zones Starter, 1, 2
- ELD class materials: Impact Foundation, 1, 2, 3, 4

Secondary:

- Newcomer materials: Time Zones
- ELD class materials: Pathways Foundation, 1, 2, 3, 4 and Perspectives Level 1, 2, 3

Total Cost: $112,242.89

K-6 Social Science Adoption: Rationale

- Next state social science material adoption will occur Fall 2025
- Plan for compliance with ODE
- Opted to pursue open source materials in order to bridge the gap between our current need for materials and our plan to adoption materials during the next state adoption cycle
- There is no cost for the materials contained in this adoption.

K-6 Elementary Social Science: Our Process

January 8th Meeting: 15 classroom teachers, 6 specialists, and 5 administrators meet to begin the adoption process. Began with powering the standards for each grade level and determined where standards are already being addressed in cross content areas.

January 22nd and February 4th Meetings: Team uses resources provided from vetted sources to begin the material search for each standard in each grade level.

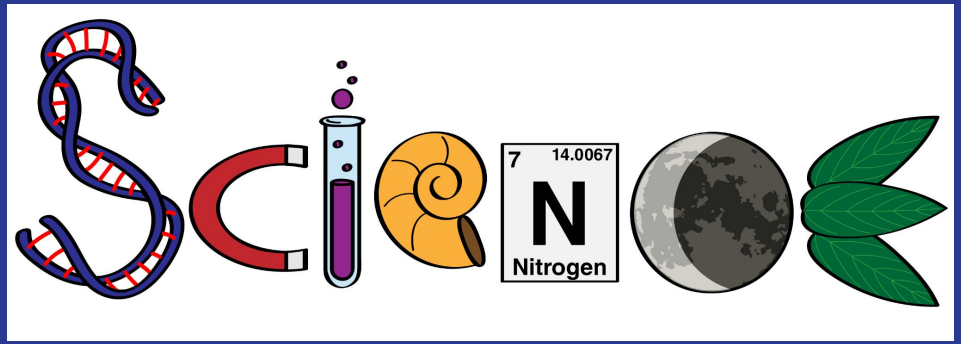
February 26th Meeting: Finalized links in the scope and sequence for all materials K-6 to suggest to the board for adoption.

11.a.2. Secondary Science Curriculum Adoptions

LINCOLN COUNTY SCHOOL DISTRICT

Science Adoption

LCSD School Board Presentation
March 12, 2024



LCSD Science Curriculum Adoption Team



- 4 Specialists (ELD and Behavior, Special Education, Technology, and Mentor)
- 1 Representative from the Confederated Tribes of the Siletz Indians
- 1 Representative from HMSC
- 7 Secondary Science Teachers
- Teachers from all four areas and secondary buildings served on the adoption committee.

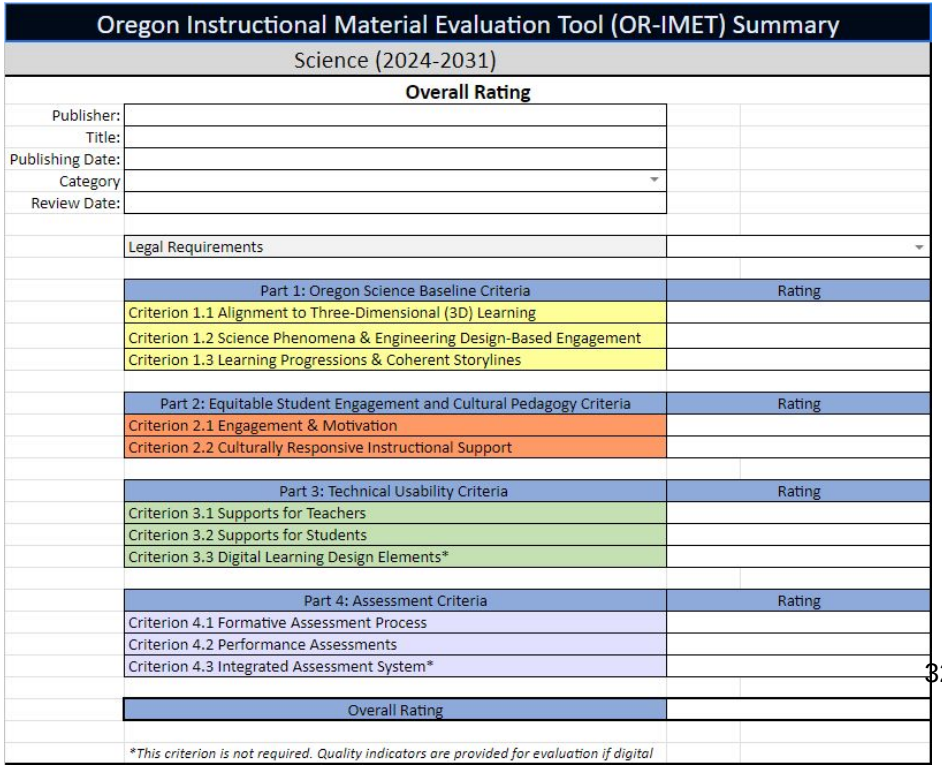
Committee Members: Aaron Belloni, Ben Ewing, Colton Blaser, Nat Richman, Ale Turnbull, Sara Pursel, Peter Herrmann, Jerry Guthrie, Janice Venture, Natalia Aguilar, Mary Crawford-Roberts, Laura Blair, Tracy Crews, Peter Hatch

Identification of Priorities



- Review of district mission and vision
- LCSD Science Program Review
- Discussion around need for cultural awareness in curriculum

Evaluation Criteria



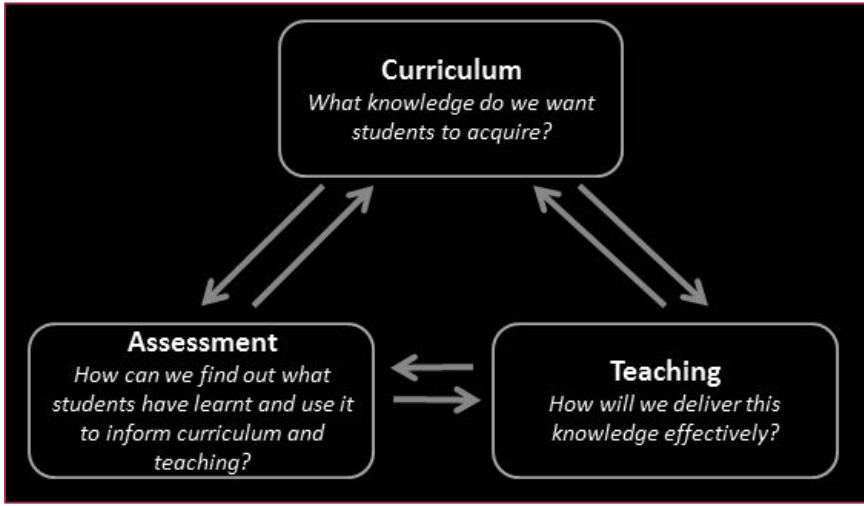
Oregon Instructional Material Evaluation Tool (OR-IMET) Summary	
Science (2024-2031)	
Overall Rating	
Publisher:	
Title:	
Publishing Date:	
Category	
Review Date:	
Legal Requirements	
Part 1: Oregon Science Baseline Criteria	Rating
Criterion 1.1 Alignment to Three-Dimensional (3D) Learning	
Criterion 1.2 Science Phenomena & Engineering Design-Based Engagement	
Criterion 1.3 Learning Progressions & Coherent Storylines	
Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria	Rating
Criterion 2.1 Engagement & Motivation	
Criterion 2.2 Culturally Responsive Instructional Support	
Part 3: Technical Usability Criteria	Rating
Criterion 3.1 Supports for Teachers	
Criterion 3.2 Supports for Students	
Criterion 3.3 Digital Learning Design Elements*	
Part 4: Assessment Criteria	Rating
Criterion 4.1 Formative Assessment Process	
Criterion 4.2 Performance Assessments	
Criterion 4.3 Integrated Assessment System*	
Overall Rating	
*This criterion is not required. Quality indicators are provided for evaluation if digital	

- Review of ODE provided rubric
- Agreement of priority standards
- Review and rating of scores for individual curricula

What curricula to pilot? Wanted to pilot 3 for MS & HS

Using ODE Instructional Materials Evaluation Tool (IMET):

- Step 1 - Removed curricula not approved
- Step 2 - Reviewed priority criteria on IMET Tool
  - **2.1 Engagement and Motivation**
  - **2.2 Culturally Responsive Instructional Support**
  - **3.2 Supports for Students**
  - **3.3 Digital Learning Design Elements**
- Step 3 - Revisited any “1” scores on our lower priority IMET standards
  - **3.1** Supports for Teachers
  - **4.2** Performance Assessments
    - Resulted in keeping Stile and Twig in the mix (both received a “1” in one assessment standard)



Step 2 - Piloting & Data Collection

- December 2023 through February 2024
  - each curriculum piloted in classrooms
- Teacher & Student feedback collected



Science Curriculum Evaluation Tool

Evaluator: _____

Program: _____ Lesson/Unit Piloted: _____

As you pilot each curriculum, fill in the following organizer to keep track of your thoughts. Use a separate page for each program you pilot. Make sure you provide feedback on both of the following sections:

- Overall evaluation
- Priority criteria - make sure to review the linked IMET tool to see what is included in the criterion

Feel free to note any questions you have for the publisher and provide feedback on the "Other criteria" if you wish.

Overall Evaluation	
What went well?	**What needs to be improved?**
Priority Criteria	
Criterion	**Comments**
2.1: Engagement and Motivation	
2.2: Culturally Responsive Instructional Support	
3.2: Support for Students	
3.3: Digital Learning Design Elements	
Questions for the publisher:	
Other Criteria	
Criterion	**Comments**
1.2: Science Phenomena & Engineering Design-Based Engagement	



Science curriculum pilot evaluation

Please provide the school district feedback about the science curriculum we are piloting. Thank you!

ale.turnbull@lincoln.k12.or.us Switch account

Not shared

* Indicates required question

Curriculum name? *

- ○ Stile
- ○ Twig
- ○ Activate OpenSciEd
- ○ McGraw Hill
- ○ Savvas
- ○ STEMscopes High School

How strongly do you agree or disagree with the following statements? *

	Strongly disagree	Disagree	Slightly disagree	Neutral	Slightly agree	Agree	Strongly agree
I found the topics in this curriculum interesting.	○	○	○	○	○	○	○
I could connect the topics to my own life and interests.	○	○	○	○	○	○	○

Step 3 - Curriculum Selection

- Reconvened pilot teachers
- Reviewed priority criteria
- Reviewed each Curriculum Evaluation Tool submitted by pilot teachers
- Analyzed student data and feedback
- Made final decision on selected curriculum



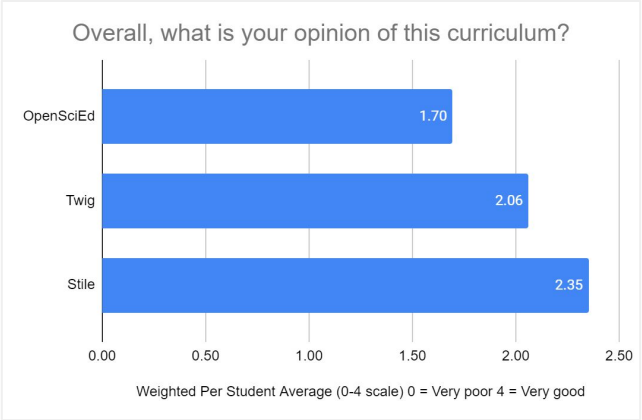
Middle School - Curricula Piloted

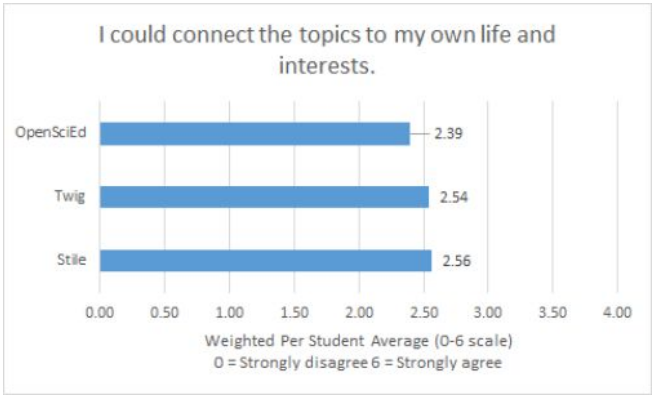
Stile Education

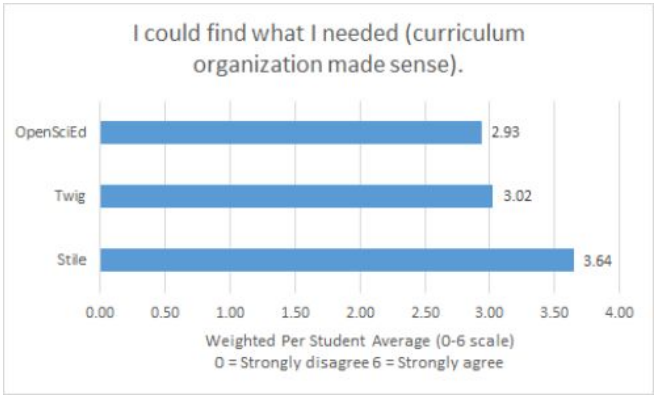
Twig

OpenSciEd with Activate Learning

Middle School - Student Data







Middle School Curriculum Request Upon Evaluation

- The process led the team to recommend **Stile Education** for adoption
  - Most apt resource to meet the needs of all learners and staff
  - Ability to update throughout the next 6-years
  - Multiple languages available
  - Media rich
  - US headquarters in Portland

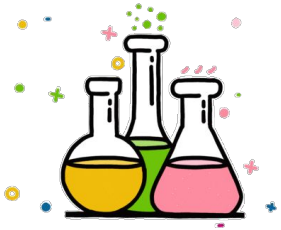
Middle School Request to the Board

Core Materials Adoption Cost: $155,000

Adoption of Stile Includes

1. Student Digital Licenses - 6 years
2. Stile-X workbooks, per unit, per grade
3. Two Digital Teacher Stile Licenses per building, per grade
4. Lab Kits: per unit, per grade
5. Professional Development





High School - Curricula Piloted

McGraw Hill



SAVVAS



Accelerate Learning



High School Student Feedback - McGraw Hill

Chemistry:

“Hard to understand what the questions are asking. I understand that they want a specific answer. The questions are worded so that lots of things would work but it is unclear what they are looking for.”



Biology

Positive: Format was easy to follow and visuals were helpful.

Negative: Instructions were overblown and difficult to figure out what was supposed to be present.

Teacher Perspective: in general, students find the Reading Essentials helpful but these are only available for Biology and not other subjects.

High School Student Feedback - SAVVAS

Chemistry

Positive:

- Not too cluttered
- Good analogy that helps me understand concepts.
- Highlights important information well.
- Colors are easy on the eyes and not over/underwhelming lead me to the right information
- Motion lines which are actually really nice and make collision reactions make sense
- Walk through labs with pictures to show individual steps.
- Has a molecular view of some reactions as well.
- Table of contents shows specific parts of the chapter rather than just the broad subject.

Negative:

- Some Graphs don't have lines or unit values to help understand them better.(still get the point across)
- Flimsy pages (hard cover available)
- Lots of reused photos.

Biology

Positive: “I did what I thought it was asking.” “I think I get it.”

Negative: “I don’t understand what this is saying” “Pictures would be helpful.”

Teacher perspective: the assignment required students to apply their learning to a new situation and there were multiple ways to interpret the directions. Teacher prompting allowed students to interpret questions better.



High School Student Feedback - Accelerate Learning

Chemistry:

Positive:

“I think the multiple choice questions were good because it made it less complicated.”

Negative:

“The questions were mediocre because they didn’t explain them thoroughly enough, for example, they did not explain the meaning behind the words they were asking.”

“The questions were okay. I would've liked the multiple choice to be more difficult.”



Biology

Positive: “This is easy.” “I know exactly what to do.” “I’ve used things like this in middle school.”

Negative: “Why is this talking about Shakespeare?” “I don’t understand what Shakespeare has to do with Biology.” “This is boring.”

Teacher perspective: questions did not activate student higher level thinking, but the tie in to their English class was a great conversation starter. Students may have a bias from seeing similar materials in middle school and some reacted negatively due to the format.

High School Curriculum Request Upon Evaluation

- The process led the team to recommend **SAVVAS** for adoption
  - Most robust materials both online and in print including detailed Teacher's Edition
  - Differentiated materials including labs plus suggested activities for diverse learners
  - More opportunities for students to bring in individual experiences than other options
  - Workbook options could benefit all learners
  - More Spanish and other language options
  - Visually appealing for students
  - Lab kits for some subjects



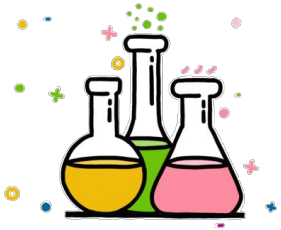
LCSD Request to the Board

Core Materials Adoption Cost: $157,000



Adoption of Savvas Includes

1. Student Digital Licenses - 6 years
2. Classroom sets of texts (including some Spanish Biology texts)
3. Two Teacher's Editions per building, per grade
4. One Digital Teacher License per building, per grade
5. Initial Lab Kits for Chemistry
6. Professional Development



Next Steps for Adoption

- Materials Preview Period (texts) for community feedback
- Science Cadre meet and align scope and sequence and resource integration
- Provide ongoing professional development for staff in use of materials and resources



11.a.3. Creative Leadership Solution Contract

Creative Leadership Solutions Purchasing Agreement

Creative Leadership Solutions, LLC ("CLS") located at 77 Sleeper St, 2nd Floor, Boston, Massachusetts 02210 and Lincoln County School District ("Customer") located at 1212 NE Fogarty Street, Newport, OR 97365

Created April 4, 2024

1. Product Summary

1.1. Products: Customer shall purchase the following CLS products and services ("Products"). Any additional Products may be added to this Agreement by a written Addendum signed by both parties.

Product
Professional learning, coaching and support for PLCs from March 2024 through May 2025 1. March 12th, 2024 Professional Learning with Administrators and one CLS Associate 2. PLC Coaching for Eleven (11) Schools: a. to receive five coaching visits between March 2024-May 2025, schedule determined with site leadership and the CLS Coach Toledo Jr/Sr. High School Toledo Elementary School Newport Middle School Newport High School Yaquina View Elementary School Sam Case Elementary School Crestview Heights Elementary School Waldport High School Taft Elementary School Ocean Lake Elementary School Taft 7-12 3. Two Administrator Sessions with a CLS Associate – AM and PM Sessions so leadership teams could attend a session with another leader on campus. Dates & Topics TBD based on PLC Coaching Feedback (August 2024 & Date TBD) Our contract includes a full year of follow-up, implementation, and support through video conferences, email, and phone to support on-site learning and implementation.
Total: $430,500 all-inclusive of all travel, lodging, and other expenses

2. Professional Development Services

Description of Services: CLS agrees to provide on-site professional learning on the following date(s):

TBD between CLS and District/Site Leadership

2.1. Reproducibles: Customer is responsible for the reproduction of all handouts and other print materials related to the services, and Customer will notify the Associate directly of any deadlines for reproduction.

2.2. Venue and Audio/Visual Equipment: Customer will provide a venue, audio/video equipment and technical support for all sessions.

2.3. Recording of Presentation: All audio, video, and digital recording of the services is prohibited.

2.4. Rescheduling: If events beyond the parties' control make performance on the scheduled dates impossible, the parties will make a good faith effort to reschedule the Professional Development Services.

3. Payment Terms

3.1. Invoicing and Purchase Orders: CLS will invoice the Customer based on the following schedule:

Description	Payment	Expected Invoice Date
Professional Learning, Coaching and Support (Deposit)	$215,250	Upon receipt of signed agreement
Professional Learning, Coaching and Support (Balance)	$215,250	July 1, 2024

4. General Terms

4.1. Intellectual Property: Customer acknowledges that CLS or Associate own the copyrights to all tangible or electronic presentation materials, handouts, and/or program books used in conjunction with services performed under this Agreement, and that no materials will be developed specifically for Customer. CLS shall retain all copyrights owned prior to entering this Agreement, and Customer may not reproduce any materials not designated reproducible without the express written permission of CLS.

4.2. Termination: CLS may terminate this Agreement if CLS has not received a purchase order within 30 days of the effective date of this Agreement.

4.2.1. Cancellation: If Customer cancels any Professional Development Services within 90 days of the scheduled date for any reasons but Force Majeure, Customer shall reimburse CLS for any reasonable business expenses incurred in anticipation of performance of this Agreement that exceed the amount of the deposit.

4.3. Force Majeure: If events beyond the parties' control make it impossible to perform under this Agreement, the party unable to perform shall not have any liability to the other party for the prevented performance. All obligations unaffected by such an event shall remain in place.

4.4. Assignability: In the event that CLS shall be sold to, merged with, or consolidated into, any other corporation or entity, or in the event that it shall sell and transfer substantially all of its assets to another corporation or entity, the terms of this Agreement shall inure to the benefit of, and the obligations will be assumed by the corporation or entity resulting from such sale, merger, or consolidation, or to which the assets of CLS shall be sold and transferred. This Agreement shall not be assignable by Customer nor shall Customer subcontract or delegate its obligations hereunder without the express written consent of CLS (which consent may be withheld, conditioned, or denied in its absolute and sole discretion).

4.5. Entire Agreement: This Agreement and any exhibits attached hereto constitute the entire agreement of the parties and supersede any prior or contemporaneous written or oral understanding or agreement. No waiver or modification of any of the terms of the Agreement shall be effective unless made in writing and signed by both parties, and the unenforceability, invalidity, or illegality of any provision of this Agreement shall not render the other provisions unenforceable, invalid, or illegal. Any waiver by either party of any default or breach hereunder shall not constitute a waiver or any provision of this Agreement or of any subsequent default of breach of the same or a different kind.

4.6. Offer Valid: The pricing set forth in this Agreement shall be valid for 14 days from the effective date listed above.

This Agreement is acknowledged and accepted by Customer and CLS:

		Lauren Mahoney	04-04-2024
_____	_____	_____	_____
	Date	Director of Operations Creative Leadership Solutions	Date

Please sign and email this agreement to: Creative Leadership Solutions, Service@CreativeLeadership.net

CONTACT INFORMATION

Please provide the following information:

Who will be the contact person for the work?

Contact: _____

Title: _____

Phone: _____

E-mail: _____

Fax: _____

Who will receive and pay the invoices?

Contact: _____

Title: _____

Phone: _____

E-mail: _____

Fax: _____

11.b. Business Services

11.b.1. Updated Budget Calendar

Lincoln County School District
2024-25 Budget Calendar & Process
Updated 4-9-24

*	10/10/2023	Draft Budget Calendar Presented to Board
*	11/14/2023	Board Approves Budget Calendar Board Announces Budget Committee Vacancies Zones 1, 2 & 5 - Advertising Begins
	December & January	Budget Committee Vacancies Advertised
	December, January & February	Superintendent, Learning Support Team and Principals meet to discuss budget needs to support Board goals and to update the Integrated Grants Plan. Community Forums or other feedback methods are conducted for Integrated Grants and ESSER funding.
*	1/23/2024	Board Work Session to develop Board Budget Goals LST will attend to answer Board questions about programs
	2/1/2024	Budget Committee Candidate Names/Applications Due to Board. Completed in March due to lack of applicants.
*	2/13/2024	Board interviews and appoints Budget Committee Member Zones 1, 2 & 5
*	2/13/2024	2024-25 Integrated Grants Application presented to Board if amended
	3/1/2024	Budget allocations distributed to all Administrators on staffing sheets
	3/4/2024	First Official State Estimate of Funding Released by ODE
*	3/12/2024	Board Approval of 2024-25 Integrated Grants Application if amended, due March 31st
	3/18-3/20/2024	LST meets regionally with principals to review school budget staffing sheets
	3/22/2024	Staffing Sheets due to Business Office - All Buildings & Central Departments Final Budget Decisions made by LST
	April	Business office prepares Proposed Budget Document
	4/23/24	6:00 Budget Committee Training, Teaching & Learning Center
	5/3/2024 5/10/2024	Budget Committee Meeting notice posted on the District's website and published in the News Times
	5/9/2024	Proposed Budget document delivered to Budget Committee and available for public review on District Website
	5/16/24 5/21/24 TBD	Budget Committee Meetings: 7:000 pm, Teaching & Learning Center (was 6:30) 6:30 pm, if needed at Teaching & Learning Center TBD if needed - was 5/23/24 6:30 pm at Teaching & Learning Center
	6/5/2024	Budget Hearing Notice published in the NewsTimes Official publication requirements for public hearing: 1 notice at least 5 days but no more than 25 days before meeting
*	6/11/2024	Board Conducts Public Hearing on Approved Budget Resolution for Adoption, Appropriations & Levy approved by Board

Board
Budget Committee
Updated 4/9/24

* Regular Board Meeting or Board Work Session

11.c. Board

11.c.1. LBL/ESD Local Service Plan

Linn Benton Lincoln ESD

Local Service Plan

2023-2025

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

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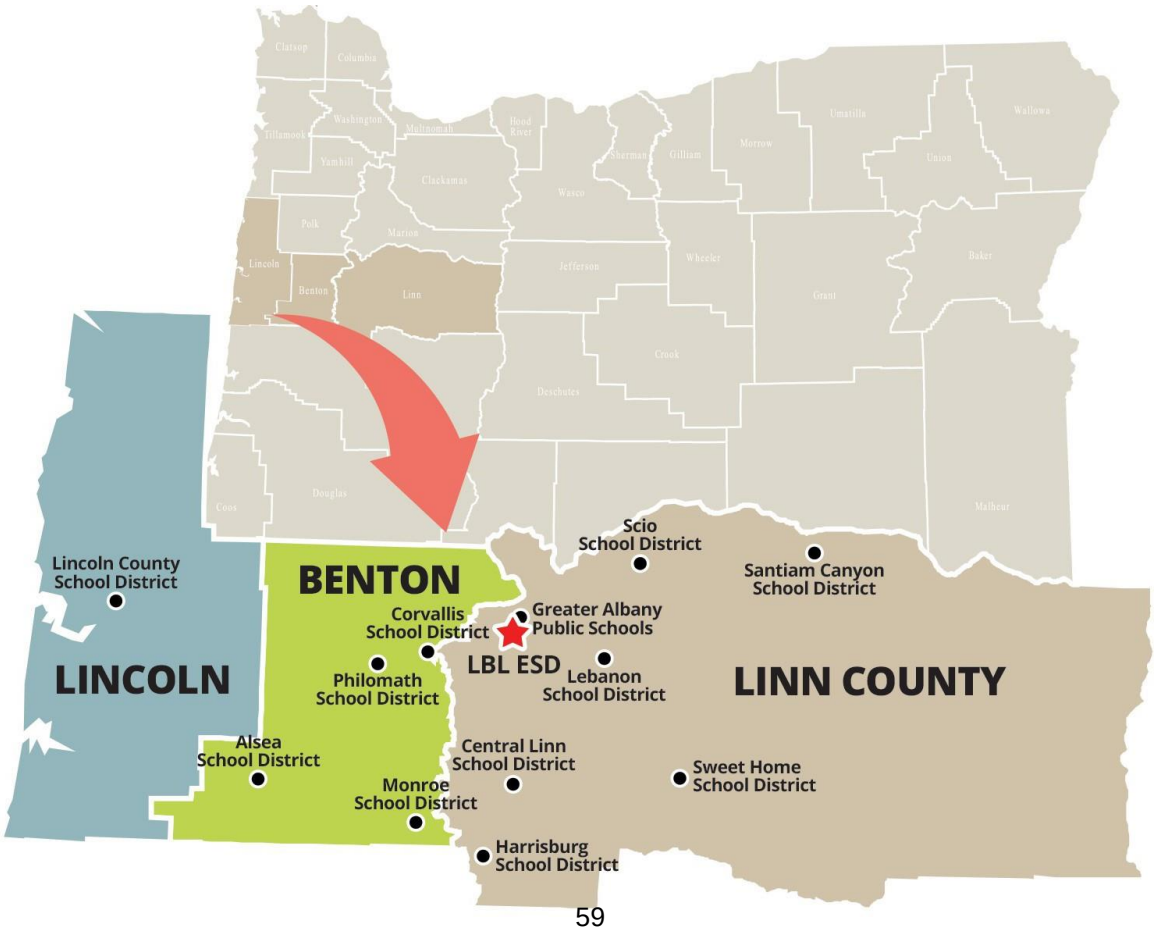
- *LBL Program Performance Goals: 2022-2023* 49
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Serving the Counties of Linn, Benton, Lincoln, and Beyond!

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

LBL comprises 12 component districts and 96 schools with approximately 37,217 students in Linn, Benton, and Lincoln counties. LBL also serves students and districts elsewhere in Oregon through grants and contracts. Its governance structure includes a seven-member Board.

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



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



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

An education service district plays a key role in:

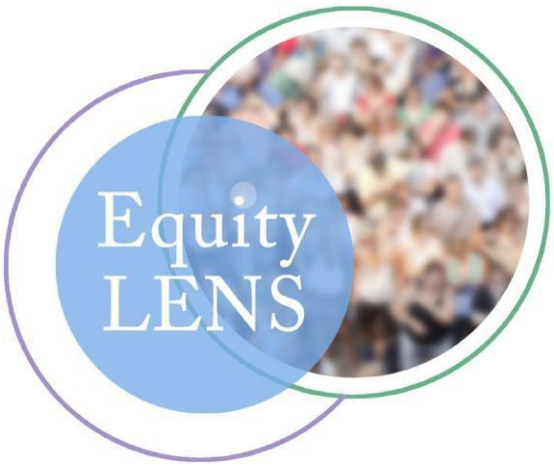
- Ensuring an equitable and excellent education for all children in the state;
- Implementing the Oregon Educational Act for the 21st Century;
- Fostering the attainment of high standards of performance by all students in Oregon's public schools;
- Facilitating interorganizational coordination and cooperation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

(Continued on page 6)

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

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

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



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

Equity:

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

Purpose:

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

Procedure:

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

1. **Who Does It Impact?**
   - ☐ Who are the groups affected?
   - ☐ What are the potential impacts on these groups?
2. **Who Has the Opportunities and is Included and Who is Not?**
   - ☐ Are existing disparities ignored or worsened?
   - ☐ Are there unintended consequences?
3. **Whose Voices Are at the Table?**
   - ☐ Have we intentionally involved our partners?
4. **What Can We Do About It?**
   - ☐ How will we mitigate the negative impacts and address the barriers identified above?

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

Updated 8/17/2022



Mission

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



Vision

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



Values

Success for all students and their districts.

Relationships built on trust, responsiveness, and honesty.

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

Accountability.

Board of Directors



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



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

Zone 3
Term Expires: 6/30/2025



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



Amy Vetor
Zone 5
Term Expires: 6/30/2027

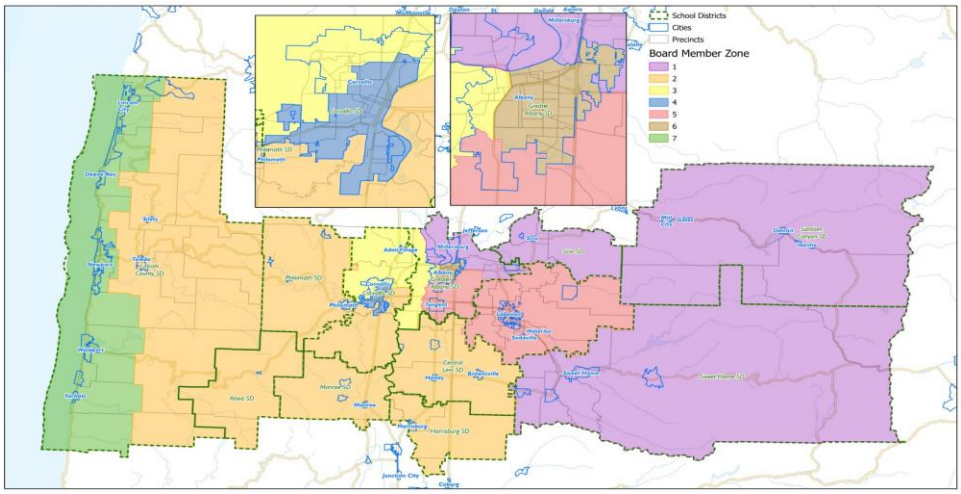


Miriam Cummins
Zone 6
Term Expires: 6/30/2027



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

Board Zones



Board Zones
1
2
3
4
5
6
7

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

Zone 2

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

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

Zone 4
Corvallis (part)

Zone 5
Lebanon,
Greater Albany (part)

Zone 6
Greater Albany (part)

Zone 7
Lincoln County (part)

Budget Committee

Richard Moore
Zone 1
Term Expires: 6/30/24

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

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

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

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

Ryan Mattingly
Zone 6
Term Expires: 6/30/2024

Vacant
Zone 7
Term Expires: 6/30/2025

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

Cabinet Members



Jason Hay
Superintendent



Nancy Griffith
Assistant Superintendent



Rocco Luiere
Exucutive Financial Officer



Kate Marrone
Executive Human Resources Officer



Tim Jones
Executive Information and Technology Officer



Sean Yoder
Business Services



Autumn Belloni
Early Intervention / Early Childhood Special Ed.



Tina Linn
Early Intervention / Early Childhood Special Ed.



Catie Dalton
Early Intervention / Early Childhood Special Ed.



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



Kristina Wonderly
Strategic Partnerships for Students Sucess



Sonya Hart
Special Education and Evaluation Services



Angie Greenwood
Cascade Regional Inclusive Services



Kristy Stringham
Special Education Program Coordinator



Jennifer Kessel
Technology and Information Services



Brittney Spencer
Long Term Care and Treatment Education

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

Superintendent: Krista Nieraeth
http://alsea.k12.or.us/
Phone: 541-487-4305

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

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

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

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

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

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

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

Superintendent: Steve Woods
https://www.harrisburg.k12.or.us/
Phone: 541-995-6626 ext. 1

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

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

Lincoln County 1212
NE Fogarty Street
Newport, OR 97365

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

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

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

Philomath 17J
1620 Applegate Street
Philomath, OR 97370

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

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

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

Scio 95
38875 NW First Avenue
Scio, OR 97374

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

Sweet Home 55
1920 Long Street Sweet
Home, OR 97386

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

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 Service Allocation

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

Tier 1 Resolution Services

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

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

Tier 2 Resolution Services

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

It is further agreed:

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

- Assist component school districts in meeting requirements of state and federal law
- Improve student learning
- Enhance the quality of instruction provided to students
- Provide professional development to component school district employees
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources
- Maximize operational and fiscal efficiencies for component school districts
- Service decisions will be made prior to May 1st of each year when possible
- Estimates of available resolution funding will be provided in April of each year

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

Amendments to the Local Service Plan

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

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

(Continued on page 18)

Enrollment for Year 1 of the 2023-2025 Biennium

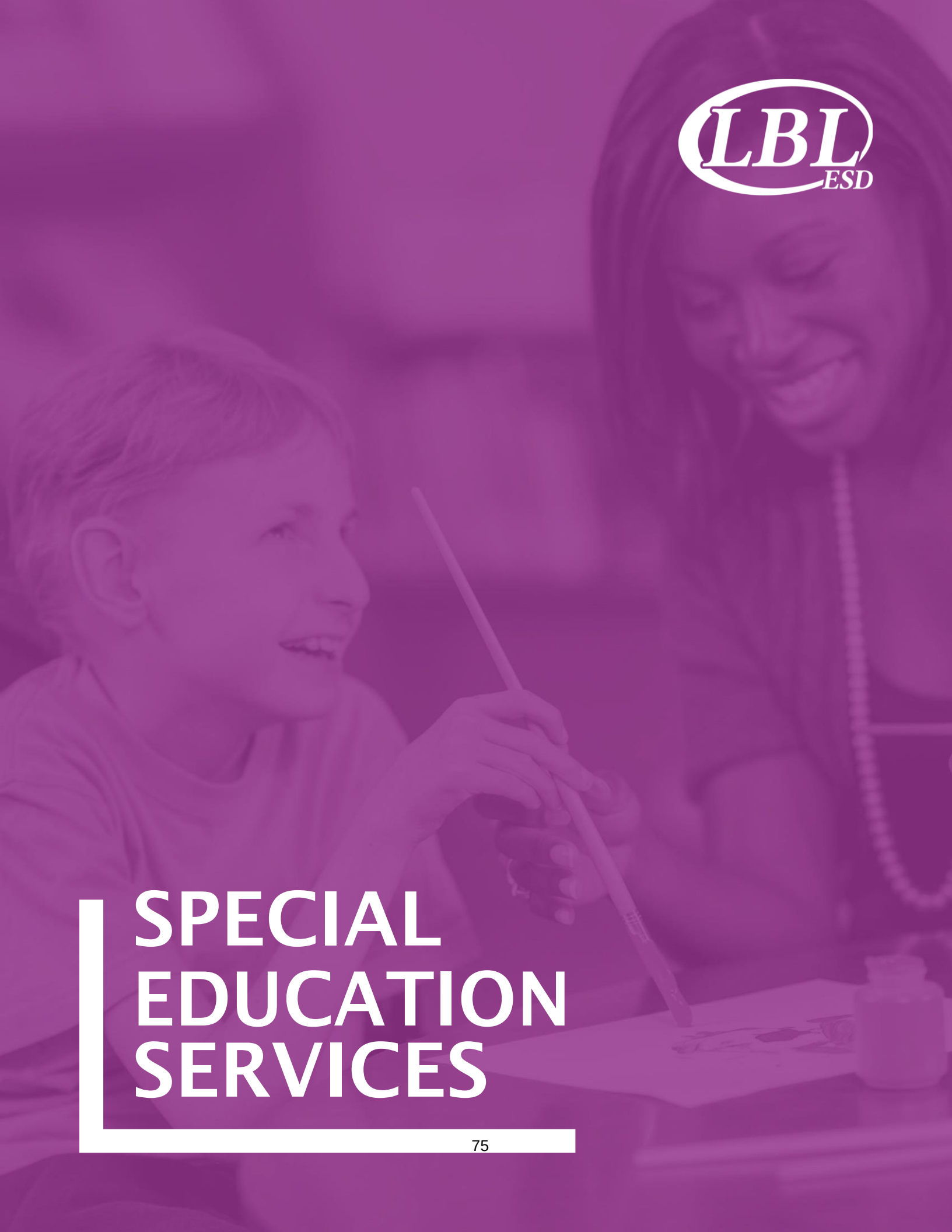
Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. ADMw from the previous three years will be used. This information is provided below.

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY23/24

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

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


Special Education Services
Technology Support Services
School Improvement Services
Administrative Services
CORE SERVICES
ORS.334.175



SPECIAL EDUCATION SERVICES

Audiology Screening and Augmentative Communication

Service: Audiology Screening and Augmentative Communication
Program: Cascade Regional Inclusive Services
How it's funded: Tier 1
Contact: Angie Greenwood

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



Augmentative Communication



Service: Augmentative Alternative Communication (AAC)
Program: Cascade Regional Inclusive Services
How it's funded: Tier 1
Contact: Angie Greenwood

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

Early Childhood Special Education Evaluation

Service: Early Childhood Special Education Evaluation
Program: Early Intervention/Early Childhood Special Education
How It's Funded: Tier 1 and State Grant
Contact: Autumn Belloni, Tina Linn, Catie Dalton and Kimberly McCutcheon-Gross

LBL early intervention specialists provide evaluations for students from birth to age 5 who are suspected of having a developmental delay or disability, including challenges in how they see, hear, talk, move, respond to others, play or learn. Families, child care providers, preschools, physicians, and community agencies can all refer students to the program for evaluation. Children who are found to have a developmental delay or disability are provided an Individualized Family Service Plan (IFSP). An IFSP is a plan of services individualized for each child and family and includes the child's abilities and needs, services for the child and family, family outcomes related to the child's needs and goals, and objectives reflecting both the child's developmental and special education needs.



Occupational Therapy

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

Mild/Moderate occupational therapy in the educational setting supports school staff toward the collaborative implementation of student and children's educational goals. Providers assist in the implementation of Individual Family Service Plan (IFSP) and Individual Education Program (IEP) goals with a focus on adaptations and functional skills that promote progress toward those goals. Providers give direct consultation to school staff and early intervention families for children eligible for services. Classroom teachers and interventionists are assisted with program development and interpretation of medical information. In-service training opportunities are available to enhance knowledge and understanding of issues impacting children's progress towards IFSP or IEP goals.



Physical Therapy

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



Physical therapists play an important role in both developing standards for school staff to assist students with gross motor deficits and in developing health care protocols to ensure safety, availability, accessibility, and self-care in the school environment. A library of equipment is available for loan including assistive technology, positioning equipment, recreational equipment, and mobility aids. Providers give direct consultation to school staff and early intervention families for children eligible for services. Classroom teachers and interventionists are assisted with program development and interpretation of medical information. In-service training opportunities are available to enhance knowledge and understanding of issues impacting children's progress toward Individual Family Service Plan (IFSP) or Individual Education Program (IEP) goals.

School Psychological Services



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

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

Severe Disability Services

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

Consultants provide support on instructional programming for students with moderate to severe intellectual disabilities, financial support, and access to an extensive lending library with materials that target the educational needs of students with moderate to severe intellectual disabilities. Services are provided by a program consultant which include the following resources: coordinates library purchases and distributes list of available materials, provides districts with or helps districts find technical assistance and materials identified in district goals, visits each district monthly to observe programs and to provide consultation, serves as regional qualified trainer for Extended Assessment, and maintains an iPad loaded with educational apps for teacher preview.



Spanish Interpreter and Translation Services

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

Interpretation (oral) and translation (written) services in Spanish for school-related activities and meetings/services related to special education are offered through the Special Education and Evaluation Services program. The interpreter/translator services include interpreting at special education meetings and providing exact translation of all school-related materials and forms, including but not limited to: evaluation reports, education forms, and parent communications. Staff can attend special education meetings to provide interpretation. This service also supports the Culturally and Linguistically Diverse (CLD) evaluations conducted per district request.



Special Education Collaborative

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

The Special Education Collaborative consists of five component districts who coordinate service and professional development needs through the ESD's learning consultants and school psychologists to maximize the support of district teachers and administrators. The collaborative services and supports include, but are not limited to the following: consultation on special education paperwork development, Individualized Education Plan (IEP) preparation, action plan and system development, short professional development for individuals or groups of teachers, Oregon Department of Education (ODE) guidance and sharing of ODE resources, Systems Performance Review & Improvement (SPR&I) procedures, and review and maintaining the Electronic Special Education Manual (ESEM).



Special Education Evaluation Services

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

The Special Education and Evaluation Services (SEES) program offers support to students across the broad range of services, including: system development for general education interventions in academics and behavior, evaluations for Special Education identification, psychologists, speech language pathologists and educational consultants services, interpreter and translator services in Spanish, Multi-Tiered Systems of Support (MTSS) consultation and training, professional development on research based initiatives, and special education law and current practices in evaluation by SEES staff.



Speech and Language Services

Service: Speech Language Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1 and Tier 2
Contact: Sonya Hart

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



TECHNOLOGY SUPPORT SERVICES

Business Information System (BIS)

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

Infinite Visions is a fully integrated solution for financial and personnel management. It is consists of integrated financial, human resources, payroll, purchasing, warehouse and fixed asset applications. Designed specifically for schools, Infinite Visions is a true K-12 multi-fund, modified accrual accounting system, both Generally Accepted Accounting Principles (GAAP) and Government Account Standards Board (GASB) compliant, offering full Microsoft Office integration, drill-down capabilities, expert state reporting, customizable data sorting, and comprehensive reporting. The Infinite Visions suite also includes integrated applications such as the iVisions Web Portal that brings the power of Infinite Visions to every employee's desktop for employee self-services and school site functionality. LBL provides level 1 customer support to districts and acts as a liaison between Tyler Technologies and districts. Customer support includes problem-solving, training, facilitation of user groups, and upgrades and maintenance to each district database.

Cyber Safety

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

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



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

Data Integrations

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



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

Desktop Support



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

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

Frontline (formerly Forcast5)

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

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

Internet Access

Internet access (ISP) service is available to provide districts with reliable high speed internet secured by a high availability firewall pair and optional content filtering. Network devices and facilities required to deliver ISP service are housed and maintained in the LBL data center facility. This secure facility provides an environment that includes high-capacity cooling and emergency power capabilities.



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

InTouch Receipting Software

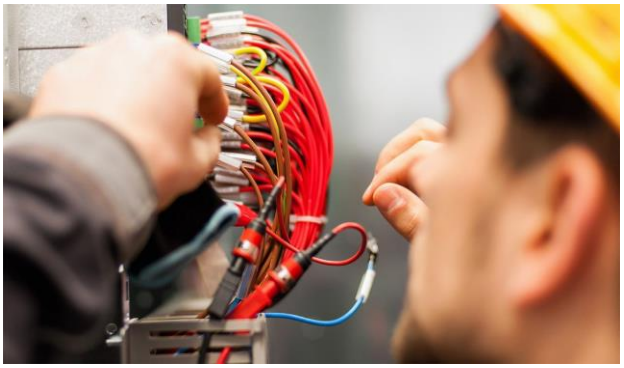
Service: InTouch Receipting Software
Program: Business Services
How It's Funded: Tier 2
Contact: Rocco Luiere

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

Low Voltage

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

Low-voltage electrical work requires a licensed (journeyman) staff who can provide design, installation, maintenance, replacement and repair of electrical systems under 100 volts. Services include any kind of device that connects through the internet, such as telephone systems, climate controls, and even clocks. This service and other related network consulting services are offered economically and with a clear understanding of district needs and the best time to complete work within a school calendar. As school districts replace older technology equipment, they need to update their existing CAT-3/4/5 cabling with newer CAT-5+ or CAT-6.



Network Management

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

Network technicians provide support for your district's local and wide area networks which includes troubleshooting, patching, configurations and monitoring. Technicians maintain and provide consultation on network equipment such as switches, routers, firewalls, and access points. Technology moves at a fast pace and our technical staff can help districts keep up with changing technologies.



Synergy (formerly Student Information System (SIS) Suite

LBL provides a comprehensive student information system (SIS) to districts and schools across Oregon. The Synergy SIS includes an administrative student information system, teacher gradebook and attendance, master/student scheduler, online registration system, MTSS, Special education and analysis tools. These applications offer secure, configurable access to student demographics, enrollment, grades, schedules, and much more. The system assists district offices with data assistance and submission of state reports.

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



Power School Special Education Records Management

Service: Special Education Records Management
Program: Technology and Information Services
How It's Funded: Tier 2
Contact: Tim Jones

LBL provides a web-based special education management system. This special education management system enables educators to document all activities from pre-referral, referral, eligibility, Individual Education Program (IEP) development, IEP progress reporting to parents, and IEP revisions. The model also includes private school Individualized Service Plan (ISP) forms, data tracking sheets, and other forms. PowerSchool has an extensive suite of reports for district administrative reporting and state reporting. PowerSchool can be integrated with a district's student information system allowing specified data to flow between the two systems.



Systems Engineering



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

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

Web Design and Maintenance

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



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



SCHOOL IMPROVEMENT SERVICES

Attendance Services

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



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

Behavior Consultant Services

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

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



Family Support Liaisons

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

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

Home School Support

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

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



Library/Media Services

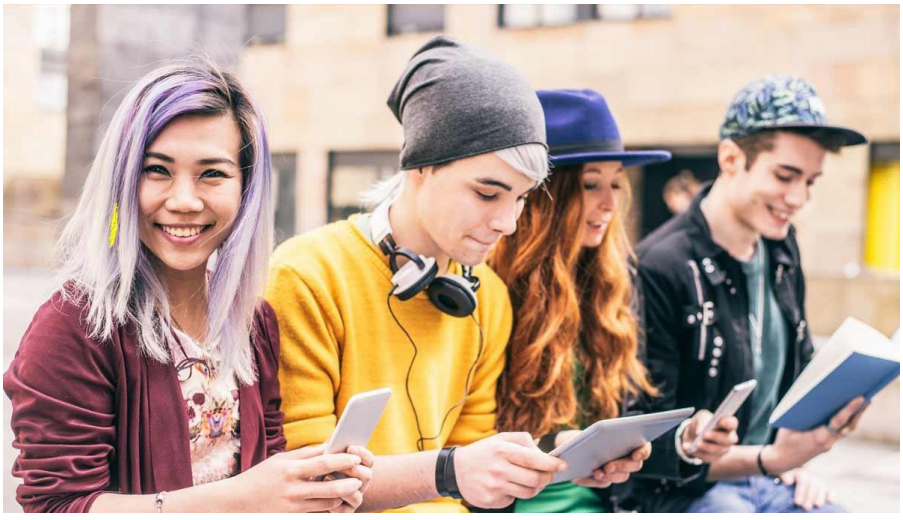
This service provides districts with the opportunity to purchase district-based library media services at the level of FTE required to meet Division 22 Standards. The specialist primarily provides consultation services that may include supporting districts in the development of library media program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

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



Student and Family Support Services

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



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



ADMINISTRATIVE SERVICES

Business Administration Services

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

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



Courier Service

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



Service: Courier
Program: Facilities Services
How It's Funded: Tier 1
Contact: Lisa McConnell

E-rate Services

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

The Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, helps ensure that schools and libraries can obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over $3.9 billion to bring internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services. LBL can assist districts to apply for and track E-rate funding, while helping to make sure each district stays in compliance with program rules. Our application services include assisting applicants through the entire lifecycle of the E-rate application process as well as providing staff training and yearly reports on E-rate funding. LBL also offers additional services that include district needs assessments, project management and audit supports.

LBL ESD
E-RATE SERVICES

Special Education and Evaluation Services



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

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



OTHER GRANTS & CONTRACTS

Cascade Regional Inclusive Grant

Service: Low-Incidence Disabilities
Program: Cascade Regional Inclusive Program
How It's Funded: Grants from Oregon Department of Education
Contact: Angie Greenwood

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

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



Early Intervention/Early Childhood Special Education

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

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

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

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

Service: Special Education
Program: Early Intervention/Early Childhood Special Education
How It's Funded: Grant from Oregon Department of Education from Student Success Act
Contact: Autumn Belloni, Tina Linn, Catie Dalton and Kimberly McCutcheon-Gross

Juvenile Crime Prevention

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

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

Long-Term Care and Treatment

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



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

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

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

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

Medicaid Administrative Claiming

With support from the Oregon Health Authority (OHA), LBL provides training and support to districts to complete the Medicaid Administrative Claiming survey three times a year. LBL interfaces with OHA to generate cost pools, process match payments and resolve questions.

LBL staff also participate in the Medicaid Administrative Claiming process. Funds generated are used to purchase 0.25 FTE for a family support liaison to work with students and families in the Early Intervention/Early Childhood Special Education program.

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

Statewide Education Initiatives Account

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

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

School Safety and Prevention Specialist

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

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

Transition Network Facilitator

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



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

Youth Transition Program

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

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

YTP
Oregon Youth Transition Program

APPENDIX

Business Services

Performance Goal #1 LBL ESD Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost-effective services.	Provide monthly reports for each program's financial review including both budget reports and new roster report. Identify and analyze macro issues and key operating trends.
Performance Goal #2 LBL ESD Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations and communities.	Perform an assessment for each district to identify the areas and levels of business support needed in our component districts.

Human Resources

Performance Goal #1 LBL Goal 1: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.	Increase our community outreach within our three counties through involvement with other agencies and organizations. Participate as community members and sponsor community activities.
Performance Goal #2 LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.	Facilitate and organize ongoing training for districts in the areas of hiring, staff development and retention.

Cascade Regional Inclusive Services

Performance Goal#1 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Create structures for more uniform processes and services within the CRIS team. Streamline referral process for OT, PT and Audiology. Re-define and calibrate service delivery model for AAC and ASD. Re-evaluate existing templates for assessment reports for DHH and TVI teams.
Performance Goal#2 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Increase partnership between CRIS and SEES programs to provide better services for ESD component districts. Regularly collaborate with the Special Ed Director of each component district based on their scheduling preferences.

Early Intervention/Early Childhood Special Education

Performance Goal #1 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	In our work with the Center for Educational Leadership, our goal is to eliminate educational inequities by creating a culture of rigorous teaching and learning.
Performance Goal #2 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Increase the number of children receiving services in a regular childhood program toward the state target of 36% as shown in the At-A-Glance Profile published by ODE in May of 2023. (Data in At-A Glance profile from May 2021 indicates 27.87% of students in Lincoln County, 34.18% in Benton County and 23.74% in Linn County are receiving services in a regular childhood program.)

Long Term Care and Treatment (LTCT)

Performance Goal #1 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	LTCT Program will continue to implement the Collaborative Problem Solving method in working with students for the 23-24 school year. This strategy supports the evidence based program for challenging behaviors that is used by Trillium Family Services.
Performance Goal #2 LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.	LTCT program will create an Equity and Wellness committee that will have representation from the certified staff, classified staff and office staff.

Special Education and Evaluation Services (SEES)

Performance Goal #1 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Gather customer service/feedback data from parents and district staff after t he completion of each evaluation to ensure excellent, equitable and efficient services.
Performance Goal #2 LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.	Increase partnership between SEES and CRIS to provide better services for ESD component districts. Increase staff recognition and praise based on Gallup Survey results. Strengthen communication skills among program staff in order to foster positive relationships.

Technology and Information Services

Performance Goal #1 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Define staff responsibilities to improve processes and deliver services more effectively, while promoting staff recognition and providing clear paths for career advancement.
Performance Goal #2 LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.	Collaborate with districts to pinpoint products suitable for inclusion in a consortium contract. Subsequently, lead contract negotiations and effectively communicate the procurement process under the established contract.

Strategic Partnerships for Student Success

Performance Goal #1 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Develop a coordinated regional Behavioral Safety Framework that addresses the development of services and support for safety assessment processes, Suicide prevention, intervention and postvention plans, and crisis response protocols in districts.

ALSEA SCHOOL DISTRICT
P.O. BOX B / 301 South 3rd Street
Alsea, OR 97324
Phone: 541-487-4305
Fax: 541-487-4089
Superintendent: Krista Nieraeth
krista.nieraeth@alsea.k12.or.us



Krista Nieraeth
Superintendent

Tier 1

Data based on fiscal year 2022-2023

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

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

Grants

Data based on fiscal year 2022-2023

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

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



CENTRAL LINN SCHOOL DISTRICT P.O. Box 200 / 32433 Highway 228 Halsey, OR 97348
Phone: 541-369-2813 ext 3222
Fax: 541-369-3439
Superintendent: Candace Pelt
candace.pelt@centrallinn.k12.or.us



Candace Pelt
Superintendent

Tier 1

Data based on fiscal year2022-2023

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

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

Grants

Data based on fiscal year 2022-2023

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

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



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CORVALLIS SCHOOL DISTRICT 1555 SW 35th
Corvallis, OR 97333-1130
Phone: 541-757-5841
Fax: 541-757-5703
Superintendent: Ryan Noss
ryan.noss@corvallis.k12.or.us



Ryan Noss
Superintendent

Tier 1

Data based on fiscal year2022-2023

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

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

Grants

Data based on fiscal year 2022-2023

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

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



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GREATER ALBANY PUBLIC SCHOOLS 718 Seventh Avenue SW
Albany, OR 97321-2399
Phone: 541-967-4511
Fax: 541-967-4587
Superintendent: Andy Gardner
andy.gardner@albany.k12.or.us



Andy Gardner
Superintendent

Tier 1

Data based on fiscal year2022-2023

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

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

Grants

Data based on fiscal year 2022-2023

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

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



HARRISBURG SCHOOL DISTRICT P.O. Box 208 / 865 LaSalle Street Harrisburg, OR 97446-9549 **Phone:** 541-995-6626 ext. 1 **Fax:** 541-995-3453
Superintendent: Steve Woods
steve.woods@harrisburg.k12.or.us



Steve Woods
Superintendent

Tier 1

Data based on fiscal year2022-2023

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

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

Grants

Data based on fiscal year 2022-2023

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

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

LEBANON SCHOOL DISTRICT 485 S Fifth Street Lebanon, OR 97355
Phone: 541-451-8511
Fax: 541-259-6857
Superintendent: Jennifer Meckley
jennifer.meckley@lebanon.k12.or.us



Jennifer Meckley
Superintendent

Tier 1

Data based on fiscal year2022-2023

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

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

Grants

Data based on fiscal year 2022-2023

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

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

Pursuing Excellence
LEBANON
Community Schools

LINCOLN COUNTY SCHOOL DISTRICT 1212 NE Fogarty Street
Newport, OR 97365
Phone: 541-265-9211
Fax: 541-265-3059
Superintendent: Majalise Tolan
majalise.tolan@lincoln.k12.or.us



Majalise Tolan
Superintendent

Tier 1

Data based on fiscal year2022-2023

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

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

Grants

Data based on fiscal year 2022-2023

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

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



MONROE SCHOOL DISTRICT
365 N 5th Street
Monroe, OR 97456
Phone: 541-847-6292
Fax: 541-847-6290
Superintendent: Bill Crowson
bill.crowson@monroe.k12.or.us



Bill Crowson
Superintendent

Tier 1

Data based on fiscal year2022-2023

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

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

Grants

Data based on fiscal year 2022-2023

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

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



PHILOMATH SCHOOL DISTRICT
1620 Applegate Street
Philomath, OR 97370
Phone: 541-929-3169
Fax: 541-929-3991 **Superintendent:**
Susan Halliday
susan.halliday@philomath.k12.or.us



Susan Halliday
Superintendent

Tier 1

Data based on fiscal year 2022-2023

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

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

Grants

Data based on fiscal year 2022-2023

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

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



SANTIAM CANYON SCHOOL DISTRICT P.O. Box 197 / 150 SW Evergreen Street Mill City, OR 97360
Phone: 503-897-2321
Fax: 503-897-2322
Superintendent: Todd Miller
todd.miller@santiam.k12.or.us



Todd Miller
Superintendent

Tier 1

Data based on fiscal year2022-2023

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

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

Grants

Data based on fiscal year 2022-2023

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

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

SANTIAM CANYON SCHOOL DISTRICT

SCIO SCHOOL DISTRICT
38875 NW First Avenue
Scio, OR 97374
Phone: 503-394-3261
Fax: 503-394-3920
Superintendent: Steve Martinelli
martinellis@sciok12.org



Steve Martinelli
Superintendent

Tier 1

Data based on fiscal year2022-2023

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

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

Grants

Data based on fiscal year 2022-2023

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

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



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



Terry Martin
Superintendent

Tier 1

Data based on fiscal year2022-2023

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

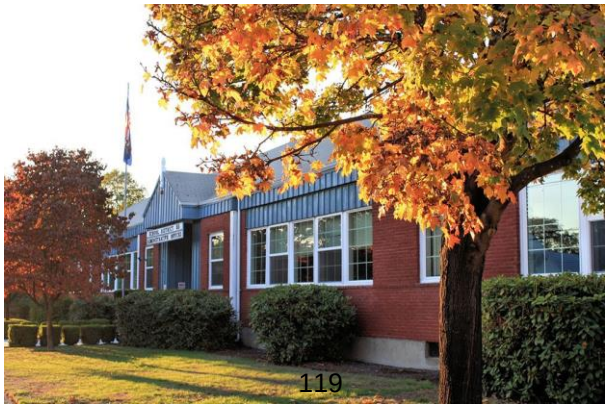
Special Education - Tier 1 Services by Hours	ESD	SHSD
Interpreter, District Requests	67.29	0
Interpreter, In-Center Evaluations	276.3	0
Translation, District Requests	354.49	0
Translation, In-Center Evaluations	122.47	0

Grants

Data based on fiscal year 2022-2023

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

Other Services	ESD	SHSD
Behavior Consultant	1,065	283
Family Support Liaison	112	0



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

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

LBLESD	Technical Assistance
Outcome #1	Technical assistance for districts in their implementation of policies, systems, programs, and practices that promote student social emotional wellbeing, mental health, engagement, and physical safety.
Outcome #2	Technical assistance for the continued implementation of and the identified key areas in district Integrated Grants plans via consulting, coaching, professional development, or other supports.
Outcome #3	Technical assistance in data collection and analysis that builds capacity, data literacy, and continuous improvement of schools and districts.
Outcome #4	Technical assistance to further and expand community engagement to meet the requirements of district Integrated Grants planning.
Outcome #5	Technical assistance for the growth and support of Equity within each school district.
Strategy #1	Utilize a Continuous Improvement Team to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. [Outcomes #1, 2, 5]
Strategy #2	Utilize a Continuous Improvement Team focused on building data literacy of district and school personnel through coaching and training, or provide systems planning and performance support for the systematic use of data in planning and decision making. [Outcomes #2, 3, 5]
Strategy #3	Utilize a Continuous Improvement Team to support Instruction, Mentoring, and Coaching within Districts to provide more equitable outcomes for students. [Outcomes #1, 2, 3, 5]
Strategy #4	Utilize a Continuous Improvement Team to support implementation of District Integrated Grants processes and plans. [Outcomes #1-5]

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

SEIA Plan presented to Valley Coast Superintendent Association: October 20, 2023, November 17, 2023, January 19, 2024
SEIA Plan approved by Valley Coast Superintendent Association: January 19, 2024
Presented by LBL ESD Board of Directors: February 21, 2024
Adopted by LBL ESD Board of Directors: February 21, 2024

LBLESD works to support districts in the implementation of their Integrated Grants plan.

The original SSA purpose:

1. *Meet students' health or safety needs. This may include supports from the following:*
   (A) Social-emotional learning and development (SEB Team);
   (B) Student mental and behavioral health (SEB Team);
   (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school (Engagement/Attendance Facilitator, Instructional & Mentor Coaches);
   (D) Student health and wellness (SEB Team);
   (E) Trauma-informed practices (SEB Team);
2. *Increase academic achievement, including reducing academic disparities for historically underserved students (Primarily Instructional & Mentor Coaches)*

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

Strategy 1: Utilize a Social, Emotional, & Behavioral Health Team to focus on district social, emotional, behavioral, and student engagement needs in-line with district planning. [Outcome #s 1, 2, 5]

Activity Associated

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

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

Activity Associated

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

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

Activity Associated

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

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

Activity Associated

- Integrated Grants Liaison
- All Coaches & Facilitators
- Data Analyst Tech/Programming Support (Longitudinal Performance Growth Targets)
- Professional Development

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

Tier 1 Resolution Services

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

Tier 2 Resolution Services

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

Transits

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

Statewide Education Initiatives Account (SEIA)

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

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

_____ _____

LBL Board Chair ***Date***

_____ _____

School District Board Chair ***Date***

12. Items of Information & Discussion
    12.a. Board
        12.a.1. Public Comment (This time is reserved for general public comment to the Board)
    12.b. Other
        12.b.1. Meeting Takeaways
        12.b.2. Reminders/Announcements
13. Adjournment

Board Goals 2024-2029

GOAL ONE: Lincoln County School District will establish and meet high expectations for student achievement.

GOAL TWO: Lincoln County School District will create equitable, diverse, inclusive, and accessible learning environments across the district within a framework of excellence in education.

GOAL THREE: LCSD will provide for the long term health and welfare of our facilities and finances, focusing on accessibility, technological innovation, and purposeful utilization.

GOAL FOUR: Lincoln County School District will strengthen community relationships through communication and engagement with staff, students, families, and community partners.

Lincoln County School District Equity Team
Land Acknowledgement Statement

We ask that you take a moment to stop what you are doing, to listen to these words as we recognize the land that we currently inhabit. No matter where each of us is physically located in Lincoln County, we must understand that we are on traditional homelands and unceded territories of indigenous peoples. Where we live in Lincoln County, these are the ancestral homelands for the Confederated Tribes of Siletz Indians.

Lincoln County School District acknowledges the Confederated Tribes of Siletz Indians that consists of over 30 bands originating from Northern California to Southern Washington. The Confederated Tribes of Siletz Indians currently occupy and manage 9,310 acres located here in Lincoln County but is a mere fraction of their original 1855 1.1 million-acre Siletz coastal reservation. We must remember the people of the Confederated Tribes of Siletz Indians are and will forever be the first stewards of this land, water, and fish.

We acknowledge and recognize the continued sovereignty of the Confederated Tribes of Siletz Indians and honor their ancestral homelands. We are committed to bringing awareness to their history and the existence of the Confederated Tribes of Siletz Indians since time immemorial.

NON-DISCRIMINATION: Lincoln County Schools do not discriminate nor tolerate discrimination on the basis of an individual's race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age or because of the race, color, religion, sex, sexual orientation, national origin, disability, gender identity, marital status or age of any other persons with whom the individual associates.