Corvallis
SCHOOL DISTRICT

NOTICE

NOTICE IS HEREBY GIVEN of a meeting of the Corvallis School District Board of Directors.

Date & Time	Meeting Type	Location	Agenda
Thursday, January 26, 2023 6:30 PM	Regular	Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333	See attached.

Accessibility: To request accommodations for board meetings, please contact Kim Nelson at 541-757-5841 or kim.nelson@corvallis.k12.or.us at least 48 hours before the meeting.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBJbVQ?
A recording of the meeting will also be posted to that channel.

POSTED: Corvallis School District Administration Building
Hans Boyle, Education Editor, Gazette Times (Via Email)

For more information, please contact Kim Nelson at 541-757-5841 or at kimberly.nelson@corvallis.k12.or.us

Corvallis
SCHOOL DISTRICT

Thursday, January 26, 2023
6:30 PM

AGENDA
Special Meeting of the
BOARD OF DIRECTORS
Corvallis School District 509J

Meeting Details: Thursday, January 26, 2023, 6:30 PM in the Gymnasium at Lincoln Elementary School, 110 SE Alexander Avenue, Corvallis, OR 97333.

If you would like to watch live-streaming of the School Board meeting, please navigate to the District's YouTube channel: https://www.youtube.com/channel/UC9Jtpte5dmilZl9kySBJbVQ? A recording of the meeting will also be posted to that channel.

I. CALL TO ORDER AND ROLL CALL (6:30 p.m.)*

II. EXECUTIVE SESSION (5:15-6:15 p.m.)* Note: this is not part of the public meeting. The Board will meet in Executive (closed) Session under ORS 192.660(2)(d) to consult with persons designated to carry on labor negotiations.

III. SCHOOL BOARD RECOGNITION

IV. ACKNOWLEDGE BLACK HISTORY MONTH

Corvallis School District 509J

Resolution Number: 21-0201

ACKNOWLEDGEMENT OF BLACK HISTORY MONTH

WHEREAS, the Corvallis School District recognizes and pays tribute to the significant contributions made in our community by Black and African American people; and

WHEREAS, in 1926 Black History Month grew out of the establishment of was then called Negro History Week by Carter G. Woodson and the Association for the Study of African American Life and History; and

WHEREAS, Black History Month was first proclaimed nationally in 1976 and has been celebrated annually ever since; and

WHEREAS, this nation was built upon the stolen labor of African peoples; and

WHEREAS, the descendants of African people forcibly removed from their homes now live in diaspora; and

WHEREAS, The State of Oregon has a documented history of anti-Blackness; and

WHEREAS, inequality and injustice still linger in our cities, states and country, and it is the responsibility of citizens to advance the American notion of life, liberty, and the pursuit of happiness for all; and

WHEREAS, our diverse culture enriches and broadens the American experience of which Black and African American heritage is an inseparable part as it weaves throughout our country's history, profoundly influencing every aspect of our lives; and

WHEREAS, education is a necessary component for creating a more equitable and anti-racist community, nation, and world; and

WHEREAS, The Corvallis School District has made a commitment to equity and anti-racism; and

WHEREAS, The Corvallis School District has a responsibility to honor and respect the diverse histories of our community.

Therefore, let it be resolved by the Board of Education of the Corvallis School District:

do hereby proclaim **February 2021** as well as each February annually, as **Black History Month** in the District and strongly encourage families, staff, and community members to join in existing local celebrations;

and encourage all schools in the district to help highlight this month in grade appropriate ways as well as highlight the contributions of Black and African American peoples to the local community, nation, and beyond both historically and in current times.

Adopted this day: 02-18-2021

Signed:

Sami Al-Abdrabbuh
Board Chair

Attested:

Ryan Noss
Superintendent

Corvallis
SCHOOL DISTRICT

V. OREGON SCHOOL BOARDS ASSOCIATION (OSBA) WORK SESSION - BOARD SELF-EVALUATION

Balanced Governance Self-Evaluation

School District and Evaluation Year	
Corvallis 509J	2023
Corvallis 509J	2022

Prepared by:

Your OSBA Board Development Team
Oregon School Boards Association
1201 Court Street NE, Suite 400
Salem, OR 97301
(503) 588-2800
(503) 485-4837 Direct Line
www.osba.org

Balanced Governance Board Self-Evaluation

Reviewing Your Detailed Report

The disaggregate data of each question's responses are displayed in column charts color coded to show responses in each of the categories for every question in the survey.

OSBA believes your school board will find it beneficial to drill down to the individual questions within each of the standards for the 12 board performance standards, and requests you read through this report thoroughly prior to your facilitator's arrival.

With the help of your OSBA facilitator the board will go through discussion in the following

1) What do you see?

Be prepared to describe what you see in the data and identify where it is located to the group. This is not about interpretation at this stage, only what you see.

2) What does the data suggest?

The board will discuss what the data suggest and try to generate different interpretations. Please come prepared to ask clarifying questions of one another to increase clarity and understanding of one another's perspectives.

3) Identify growth area(s) from the observations and interpretations.

The board will discuss which standard(s) to focus on for improvement and any indicators that the board wishes to see increased.

4) Build a professional development plan for the board.

The board will discuss how it wishes to go about implementing its professional development by determining the level of commitment from the individual board members, how much time it is willing to devote to learning and who the board wishes to help guide the learning.

- Identify available time for board-superintendent team learning
- Determine use of a learning facilitator (OSBA, in-district, consultant, other)
- Establish commitment from individual board members to participate in the professional development.

OSBA looks forward to serving your board and being the association dedicated to improving student success and education equity through advocacy, leadership and service to Oregon school boards.

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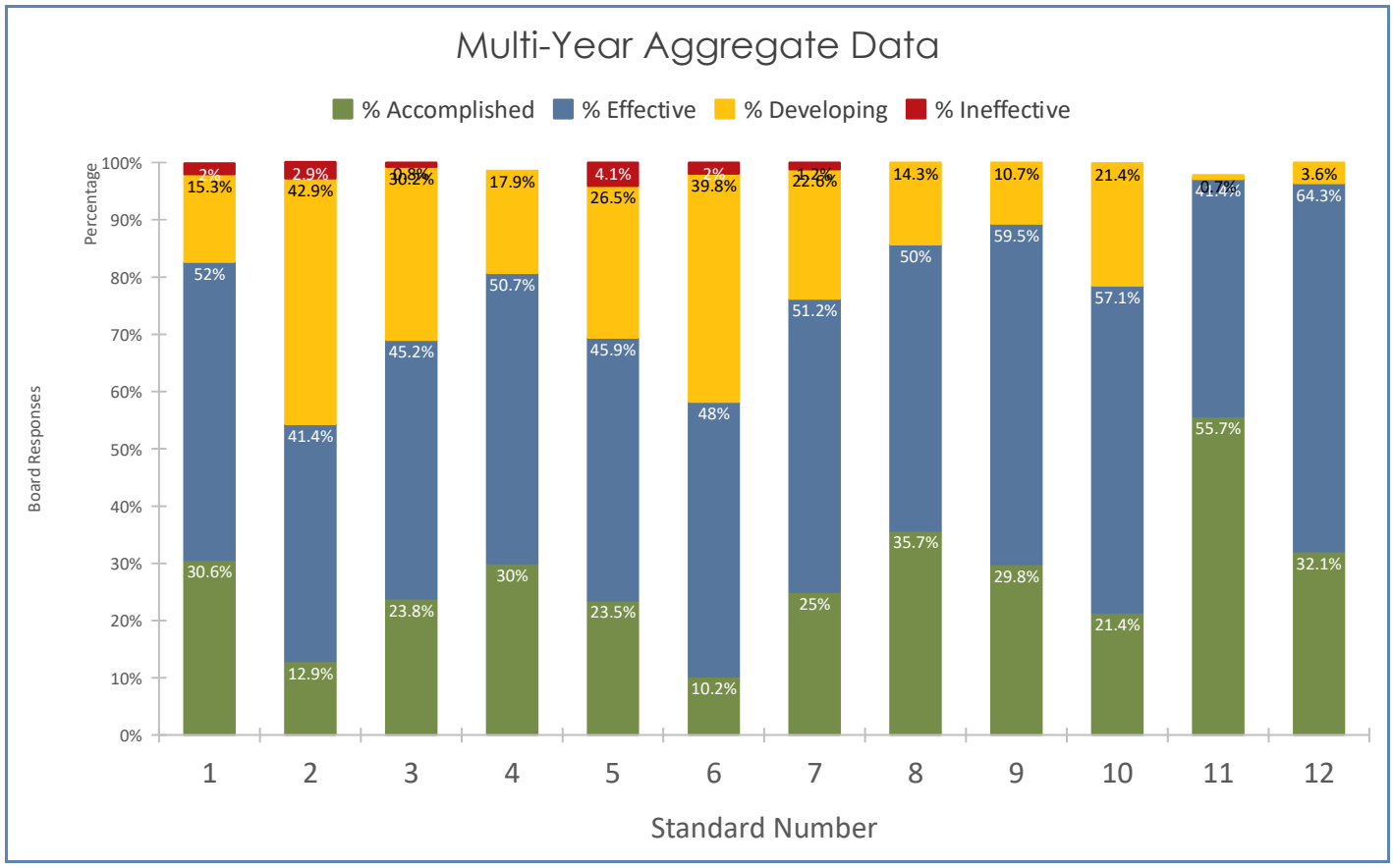
Balanced Governance: Aggregate Data



Balanced Governance Standards

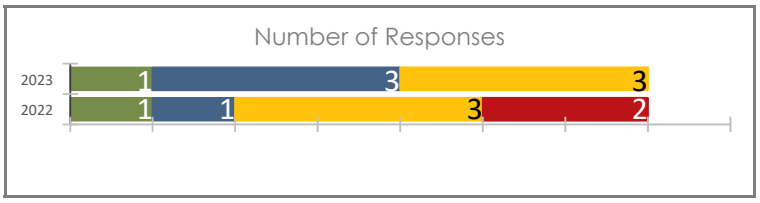
1: Vision-Directed Planning
2: Community Engagement
3: Effective Leaders
4: Accountability
5: Using Data for Continuous Improvement and Accountability
6: Cultural Responsiveness
7: Culture and Climate
8: Learning Organization
9: Systems Thinking
10: Innovation and Creativity
11: Board Member Conduct, Ethics and Relationship with Superintendent
12: Budgeting and Financial Accountability

Standard 1 *Vision-Directed Planning*

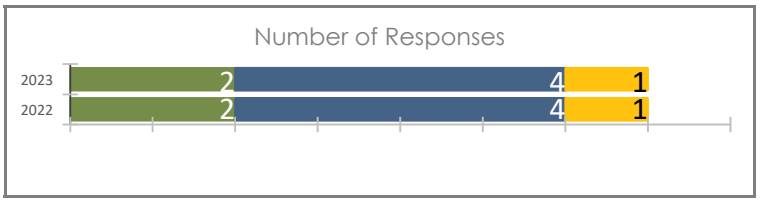
The Board engages community and staff in the development of a shared vision focused on student learning. The Board ensures that the vision is the foundation of the mission and strategic goals that direct board policy-making, planning, resource allocation and activities.



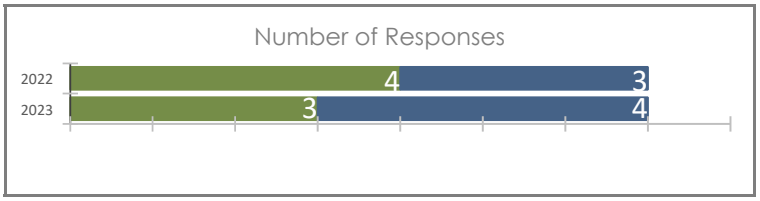
Q 4 The board collaborates with the community to articulate core values and beliefs for the district



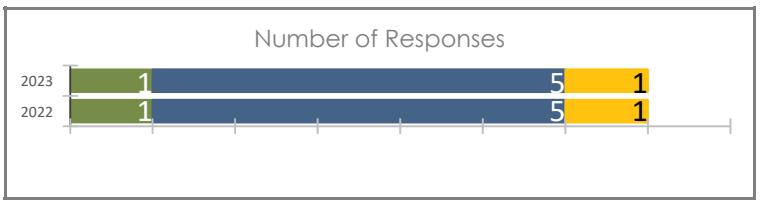
Q 5 Board members can clearly articulate the vison and strategic goals of the district



Q 6 The board collaborates with the superintendent to develop long-range strategic goals for improving student learning



Q 7 The board regularly monitors the progress of strategic goals focused on improving student learning



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Standard 1 *Vision-Directed Planning*

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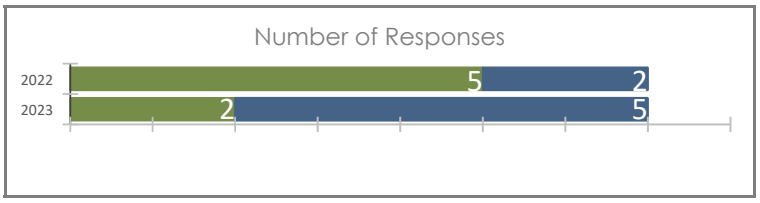
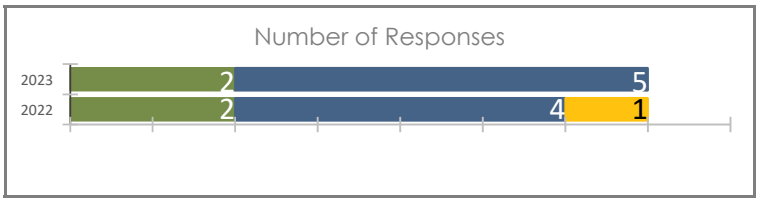
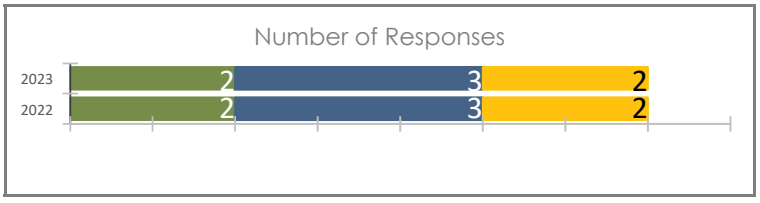
Q 8 The board adopted a budget that aligned resources to the district vision and strategic goals



Q 9 The board establishes and models a culture of high expectations for all students



Q10 The board promotes a vision and expectation for excellence beyond the present performance



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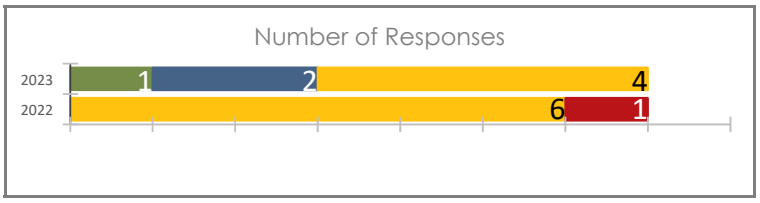
Standard 2 *Community Engagement*

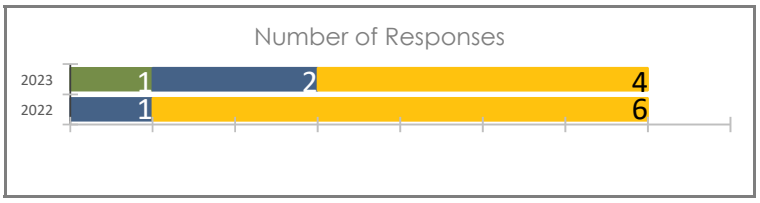
The Board recognizes that all members of the community are stakeholders in the success of their schools. The Board engages the community using a reciprocal advocacy process that creates and sustains meaningful conversations, system connections, and feedback loops across the breadth of their community. The Board supports collaborative partnerships and new types and levels of community participation in schools.



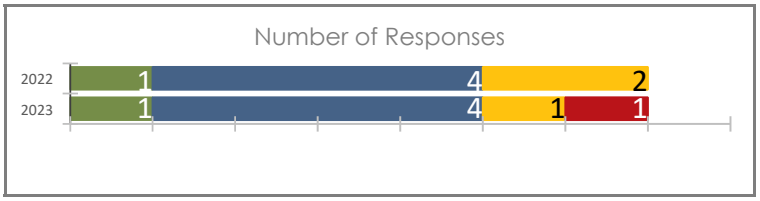
Q11 The board promotes practices that solicit input and involvement from all segments of the community



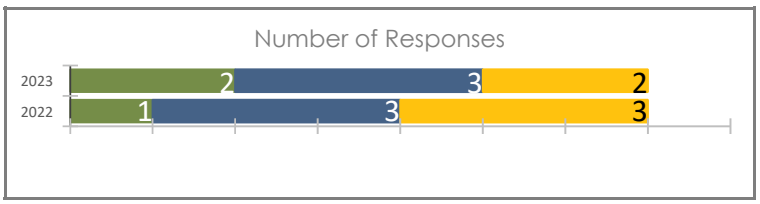
Q12 The board ensures that vision and goals are collaboratively developed with input from staff, parents, students, and the broader community



Q13 The board recognizes and celebrates the contributions of school and community members to school improvement efforts



Q14 The board is responsive and respectful to community inquiry and feedback



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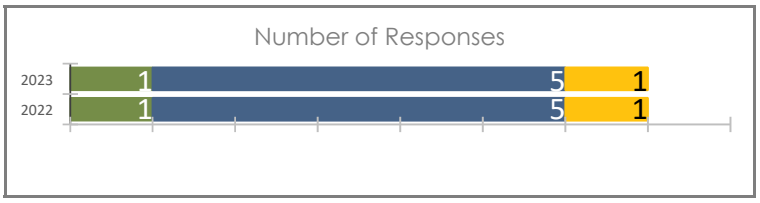
Q15 The board advocates for public policy that supports education through relationships with community leaders, city, and county government officials and state legislators



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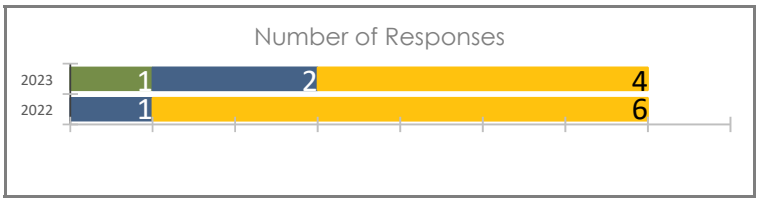
Standard 3 *Effective Leadership*

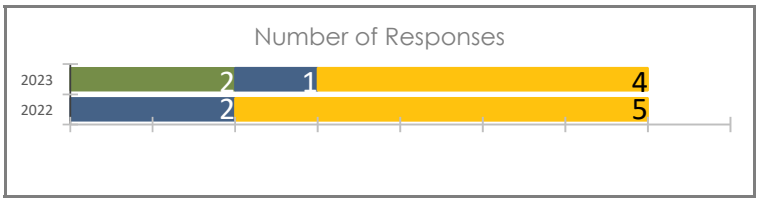
The Board practices and supports leadership that is proactive, integrated, and distributed. The Board establishes focus, direction, and expectations that foster student learning. Across education system, the board ensures the development and implementation of collaborative leadership models and practices guided by student learning goals. Within the district, the board ensures the alignment of authority and responsibility so that decisions can be made at levels closest to implementation.



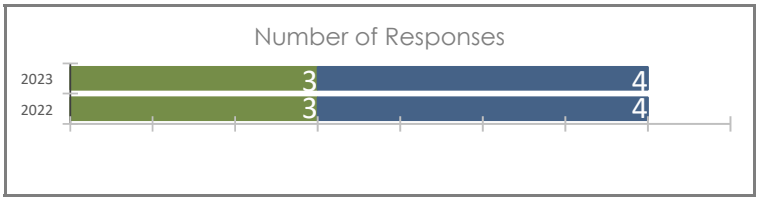
Q16 Board members are visible in the community



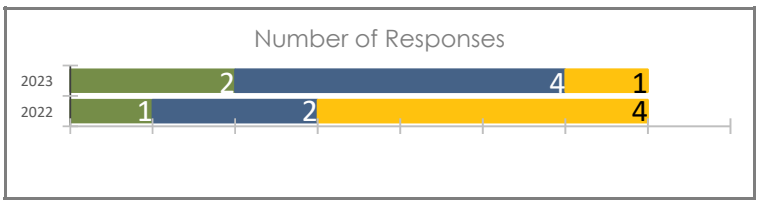
Q17 Board members develop professional community relationships to improve student learning and opportunities for students



Q18 Board activities, analysis, and decision-making are aligned to vision and strategic goals



Q19 The board solicits input from multiple sources to assist in making informed decisions



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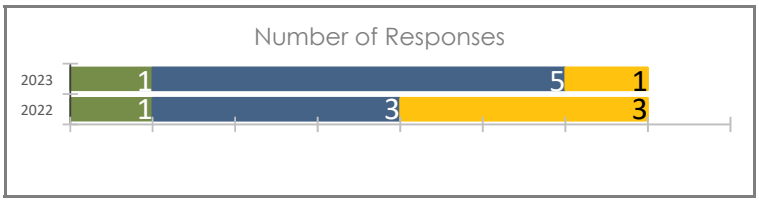
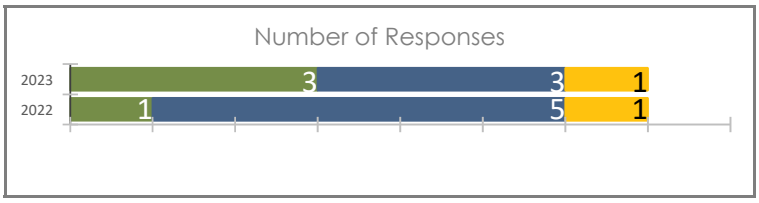
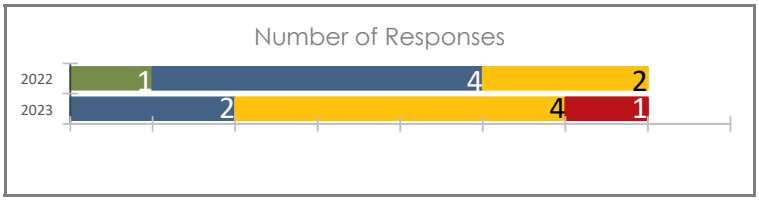
Q20 The board establishes and sustains relationships with community leaders, city, and county government officials, and state legislators



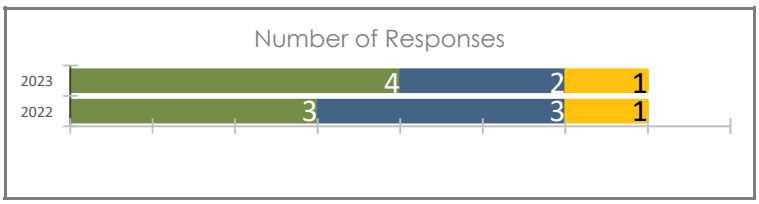
Q21 Board members model an empowering leadership style



Q22 The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district



Q23 Board members promote change through dialogue and collaboration



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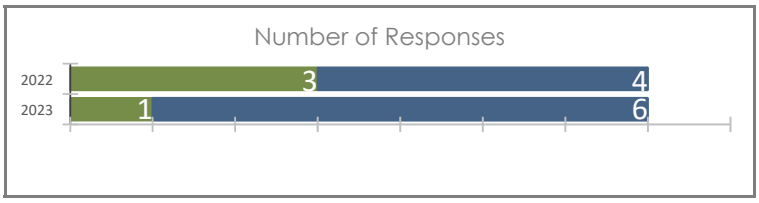
Q24 Board members understand and are knowledgeable about school improvement initiatives and their role in supporting those initiatives



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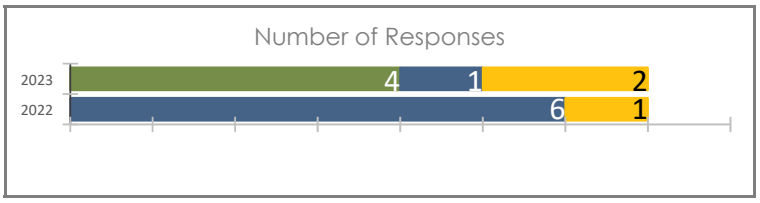
Standard 4 *Accountability*

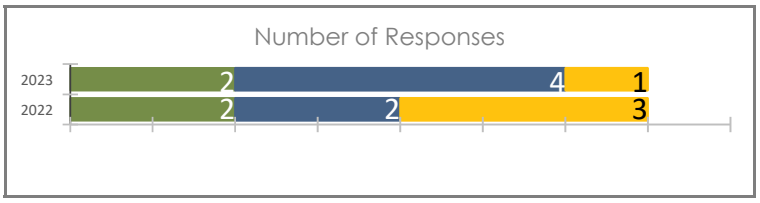
The Board holds high expectations for the learning of each and every student and holds themselves and the District accountable for reaching those results. The board provides strategic direction in the development of the District's mission, vision, and goals. The Board adopts policy and resources that align with District's strategic vision and goals. The Board monitors and holds accountable the superintendent to implement the District's strategic vision and goals.



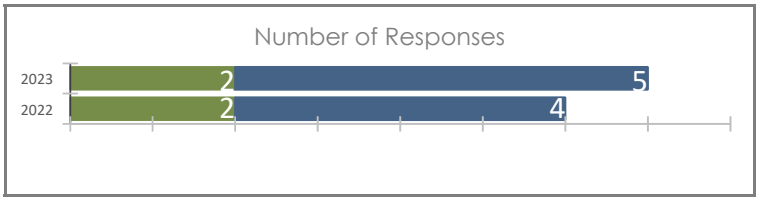
Q25 The board ensures funding to implement accountability measures



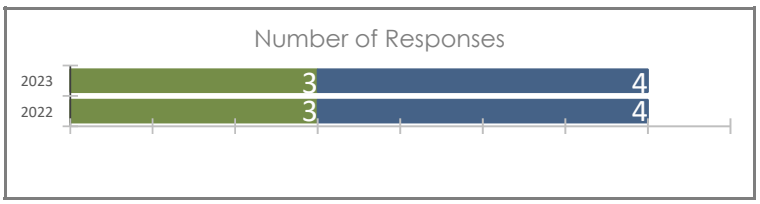
Q26 The board regularly reflects on its performance and makes substantive change based on the results of self-evaluation



Q27 The board models a culture of high expectations throughout the district



Q28 The board's priority and focus are on the student learning and student success in alignment with the district's strategic goals



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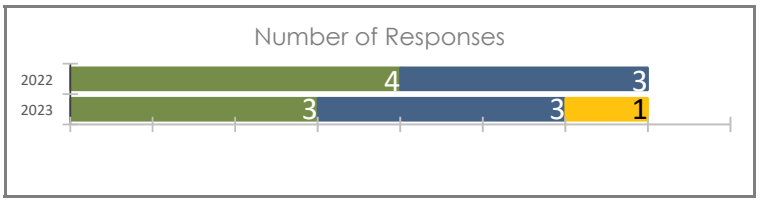
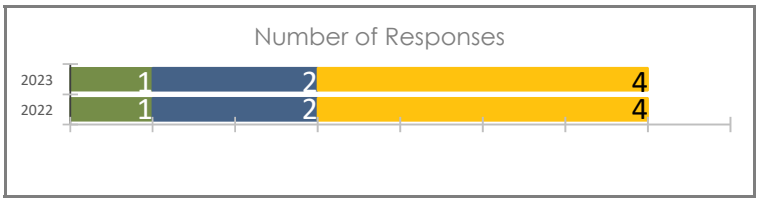
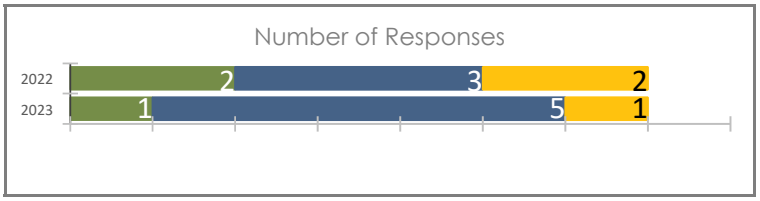
Q29 The board ensures the budget aligns resources based on student learning priorities



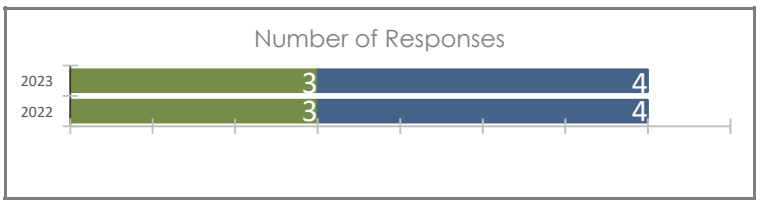
Q30 The board supports rewards, consequences, and recognition systems to encourage advancement of the district's strategic goals



Q31 Disaggregated student results and growth are measures against expectations set by district strategic goals



Q32 The board conducts an effective superintendent evaluation focused on monitoring progress on the district's strategic goals



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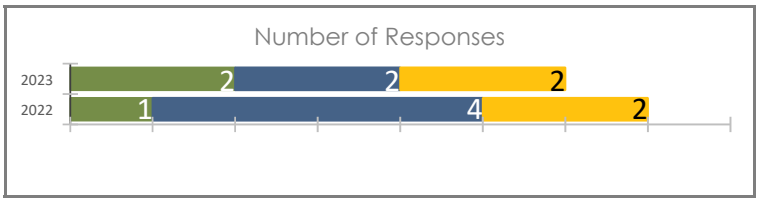
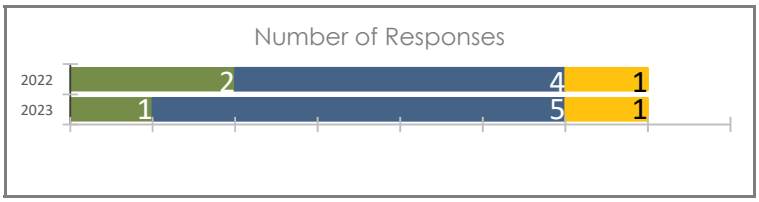
Q33 The board regularly establishes performance goals for itself



Q34 The board ensures the superintendent and staff clearly understand their roles and responsibilities in creating and supporting a culture of high expectations throughout the system



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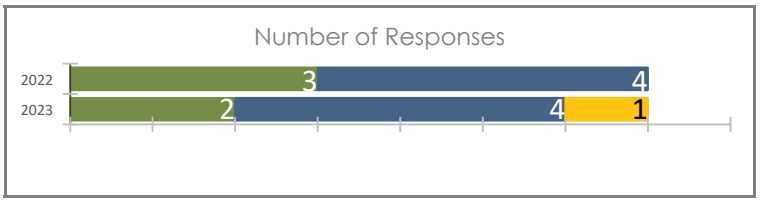
Standard 5 *Using Data for Continuous Improvement and Accountability*

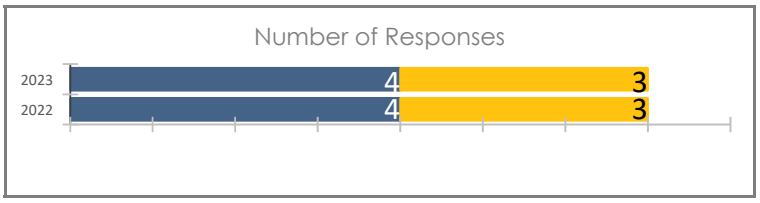
The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.



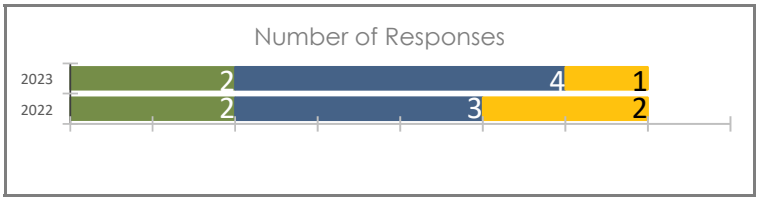
Q35 The board uses, and expects the superintendent to use, a variety of types of relevant data in decision-making



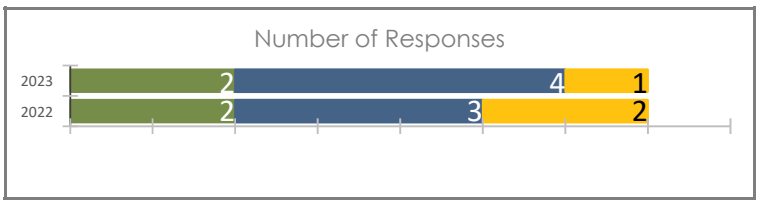
Q36 Programs approved by the board have effective data collection requirements and measurable results



Q37 The board uses data to identify discrepancies between current and desired outcomes



Q38 The board identifies and addresses priority needs based on data analysis



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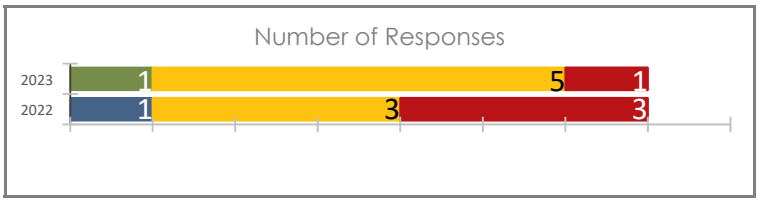
Standard 5 *Using Data for Continuous Improvement and Accountability*

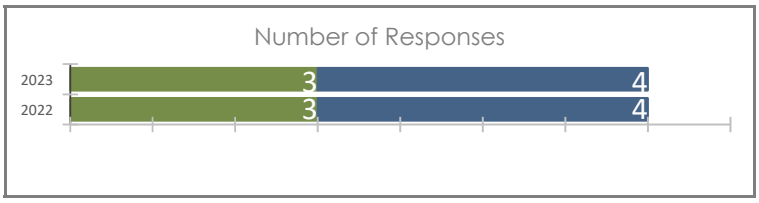
The Board uses meaningful quality data and information, from multiple sources and in various formats, to identify areas for improvement, set priorities, and monitor improvement efforts. At the same time, they support even better ways to do things the organization is already doing well.



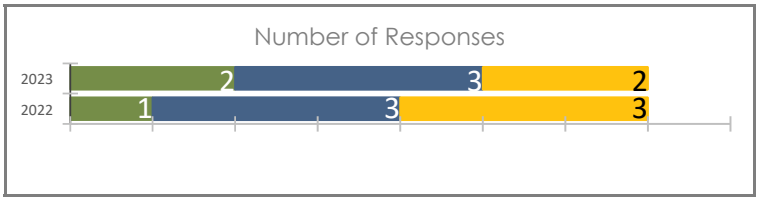
Q39 The board communicates to the public how policy decisions are linked to student learning data



Q40 The board creates a culture that encourages the use of data to identify learning needs throughout the system



Q41 The board ensures data used in decision-making is disaggregated, culturally representative, and provides the ability to monitor the district's strategic goals



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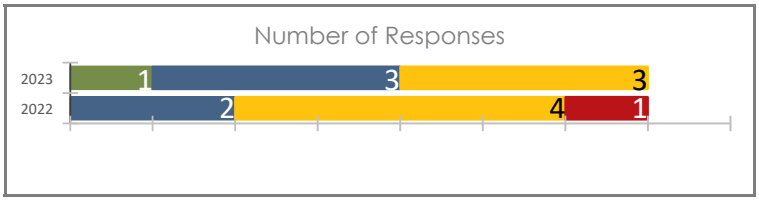
Standard 6 *Cultural Responsiveness*

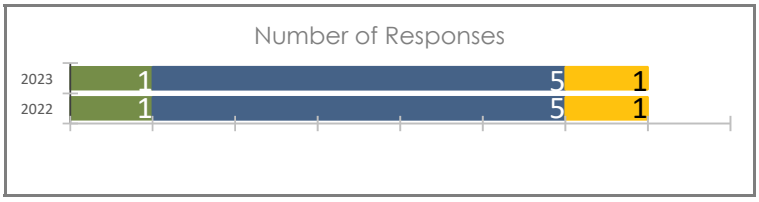
The Board recognizes cultural diversity in its many facets including social, economic, political, religious, geographical, generational, linguistic, ethnic, racial, sexual orientation, gender identification, and students with special needs. The Board develops an understanding of this diversity and applies perspectives responsive to the cultures in their community in policy and program approvals. The Board supports effective community engagement and expectancy strategies to build on the strengths of a community's cultural diversity.

Accomplished Effective Developing Ineffective

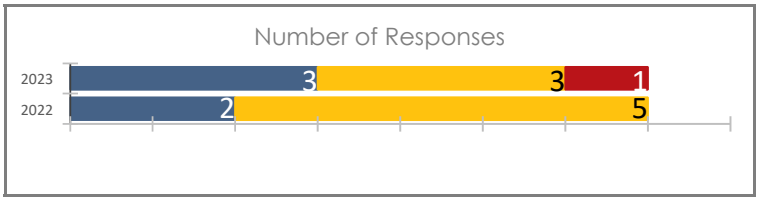
Q42 Board outreach and community engagement activities accommodate cultural differences in values and communication



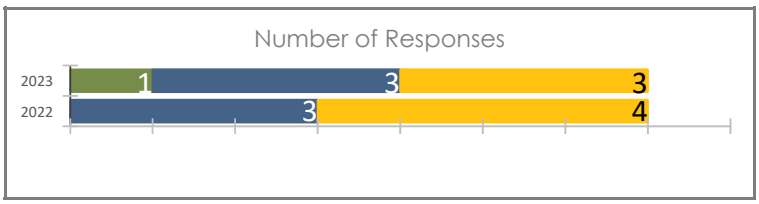
Q43 The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups



Q44 The board has a process to review policies for cultural responsiveness and bias



Q45 Board members approach decision-making considering the many facets of cultural diversity including those indicated in the cultural responsiveness standard



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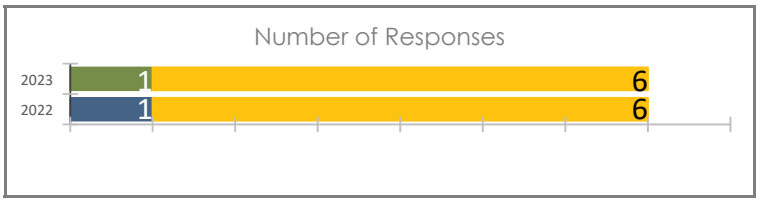
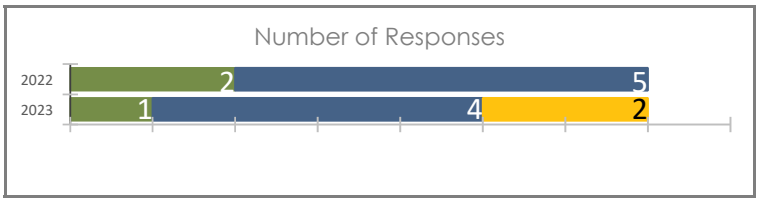
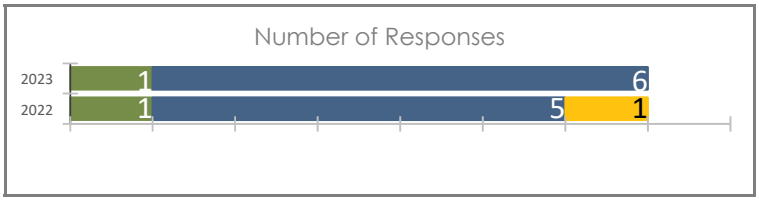
Q46 The board ensures district employees are representative of the values and culture of the community



Q47 A climate of caring, respect, and the valuing of students' cultures is established through board policies and goals



Q48 The board ensures the superintendent holds all employees accountable for high standards and expectations for each and every student



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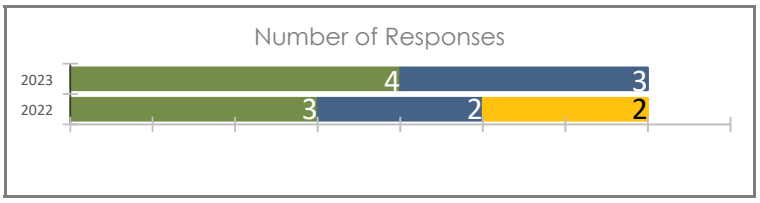
Standard 7 *Culture and Climate*

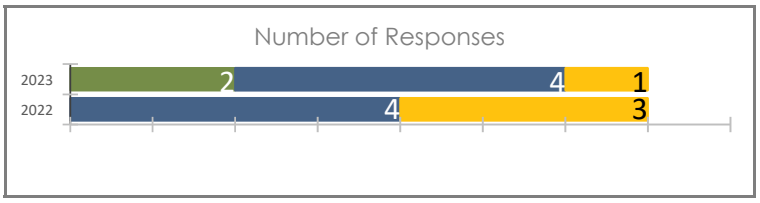
The Board creates a climate of expectation that all students can learn at their highest level. The Board supports policy and procedures that foster a positive and safe learning environment. The Board models professional relationships and a culture of mutual respect with staff and community. The Board models and establishes an organizational culture of service.



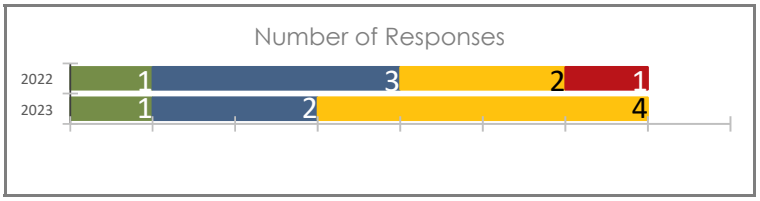
Q49 The board models relationships built on trust and respect



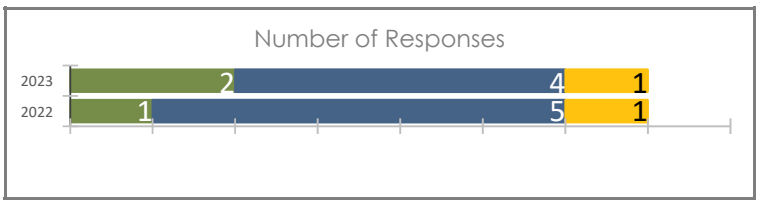
Q50 The board takes time to reflect and improve internal and external relationships



Q51 The board regularly assesses, holds the district accountable, and provides support for the improvement of the district culture and climate



Q52 The board creates a system in which high levels of student learning are expected.



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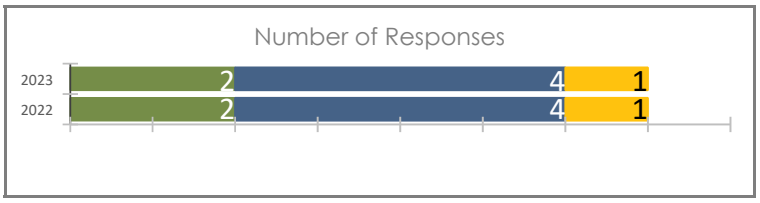
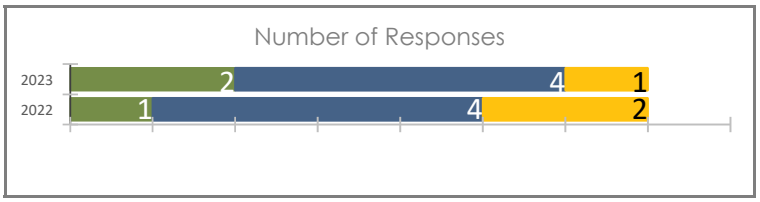
Q53 The board establishes policies and ensures practices to foster a safe, positive learning climate for students



Q54 The board models and holds the district responsible for improving a culture of service



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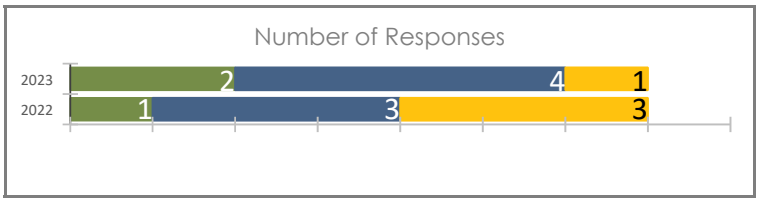
Standard 8 *Learning Organization*

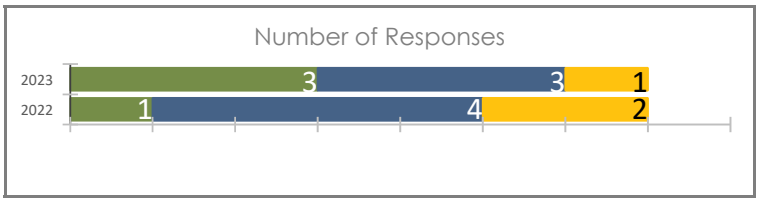
The Board ensures the District functions as a self-renewing professional community that supports reflection, discovery, learning, improvement, and success by staff at all levels. The Board encourages professional development that empowers staff and nurtures leadership capabilities across the organization.



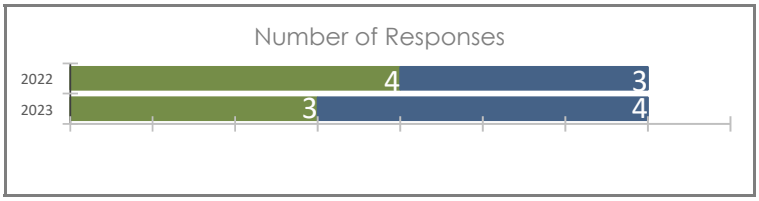
Q55 Board policies nurture leadership capabilities across the organization



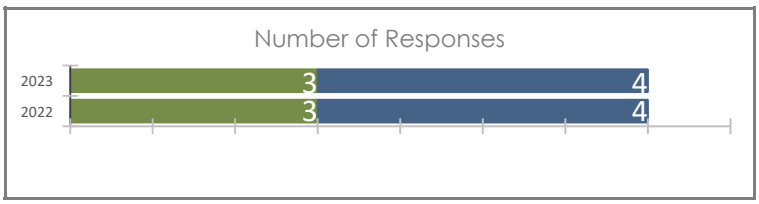
Q56 The board creates and pursues opportunities to learn about research-based strategies that ensure continuous improvement for the next generation of learners



Q57 Board members promote positive change through dialogue and collaboration



Q58 The board encourages professional development that increases learning and empowerment



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Standard 8 *Learning Organization*

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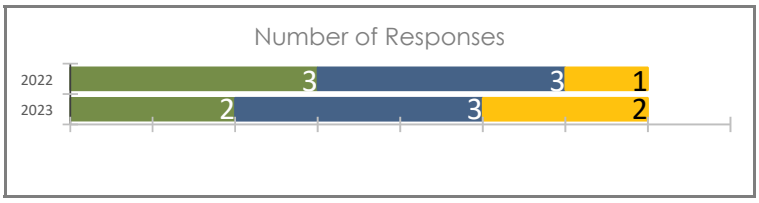
Q59 The board fosters and environment of mutual cooperation, emotional support, and personal growth throughout the organization



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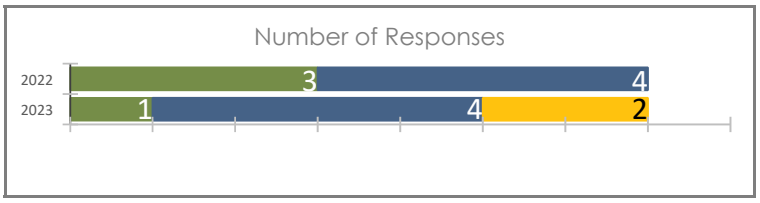
Standard 9 *Systems Thinking*

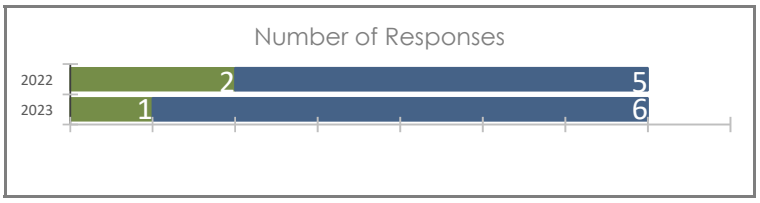
The Board practices and supports systems thinking in its deliberation and approval of policy, programs, and procedures. The Board practices an integrated view of education within and across systems and levels (e.g. K-12, ESD, community college, and university). The Board seeks out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student learning.



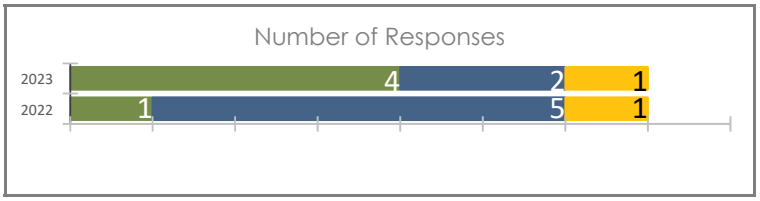
Q60 The board works to avoid policy decisions that shift problems from one part of the system to another



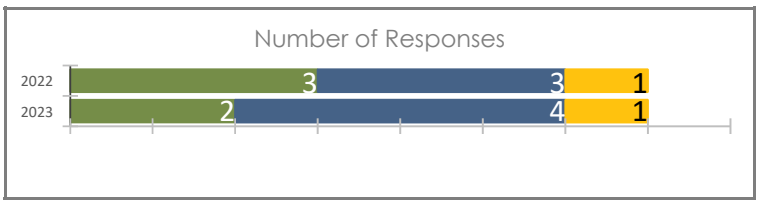
Q61 The board encourages an organizational structure that enables creative processes



Q62 The board engages in process thinking, seeing beyond the immediate situation and easy solutions



Q63 The board analyzes issues for their impact on other parts of the system



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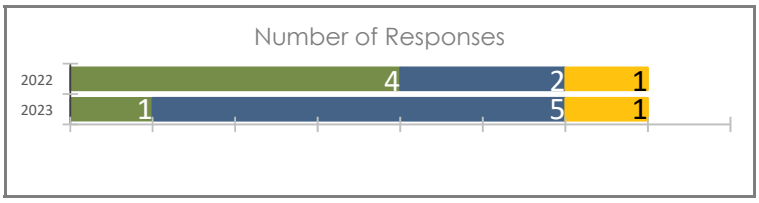
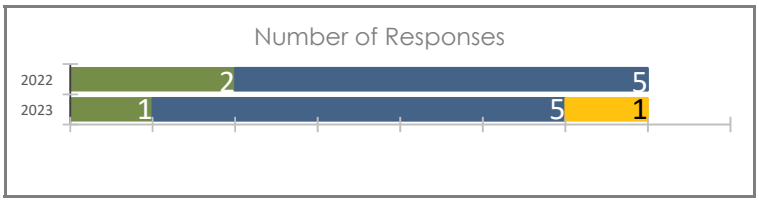
Q64 The board team is solution-oriented



Q65 The board works collaboratively with other agencies to encourage dialogue that fosters continual growth



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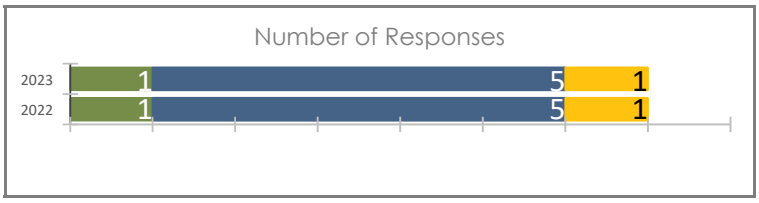
Standard 10 *Innovation and Creativity*

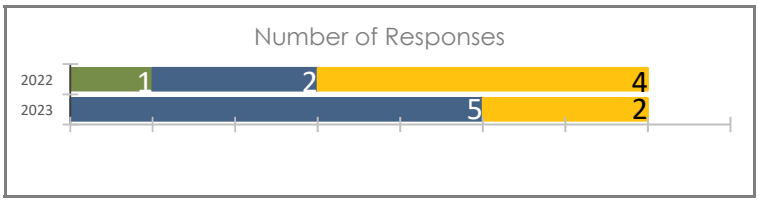
The Board encourages innovation and creativity as assets to the process of development and change, leading to new types of thinking and better ways of meeting student needs. The Board supports innovation and creativity that support district vision, values, and goals throughout the organization; engages collaborative partnerships; and encourages dialogue, new ideas, and differing perspectives.



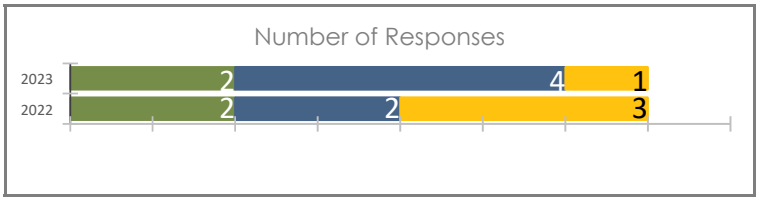
Q66 Board members create time and opportunities for their own creative thinking



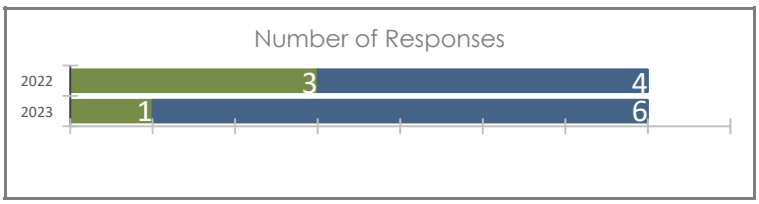
Q67 Board members partner with community and educational organizations to remove real and perceived barriers to creativity and innovation



Q68 The board sets meeting agendas that allow it to proactively identify and explore strategic issues



Q69 The board incorporates flexibility into its future plans to enable the district to look and move in unforeseen directions in response to unexpected events



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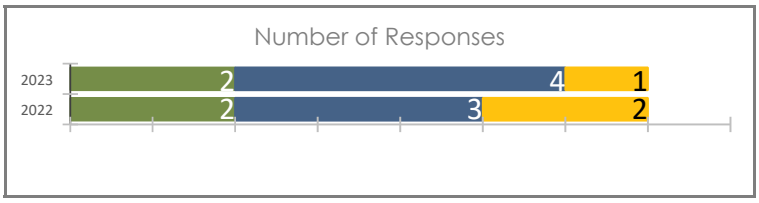
Q70 The board recognizes the risk inherent in creativity and innovation and promotes employee knowledge, awareness, creativity, self-initiated action, and experimentation



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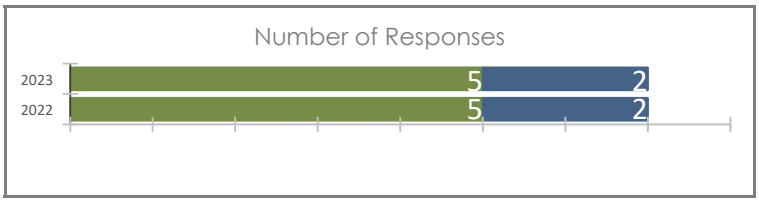
Standard 11 *Board Member Conduct, Ethics and Relationship with Superintendent*

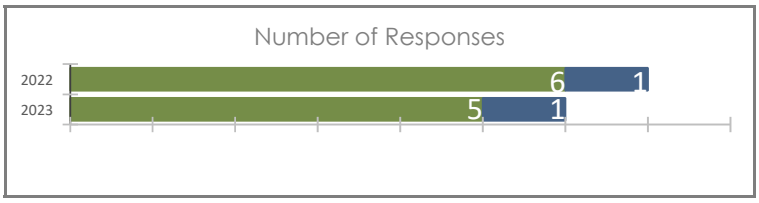
The Board recognizes that it is essential to have a clear, mutual understanding of the respective roles and responsibilities of the Board and the superintendent. The Board supports and practices team building as an essential part of this relationship.



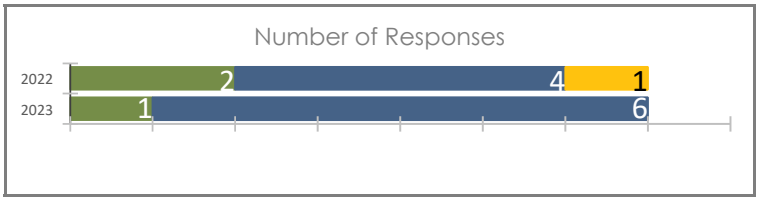
Q71 Each member of the board understands and respects the distinction between the board's responsibilities and the superintendent's duties



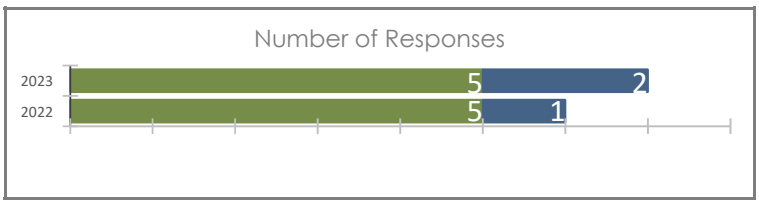
Q72 The board and superintendent trust and respect one another



Q73 Board members represent the interests of the entire district



Q74 Board members preserve the confidentiality of items discussed in executive session



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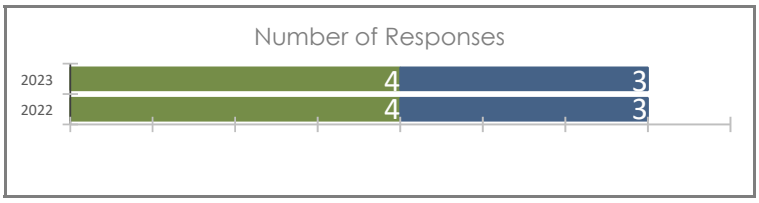
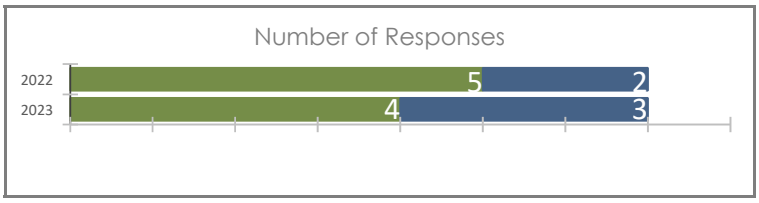
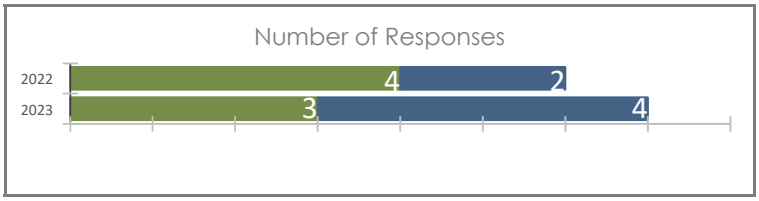
Q75 Board members do not use their office for personal gain or advancement



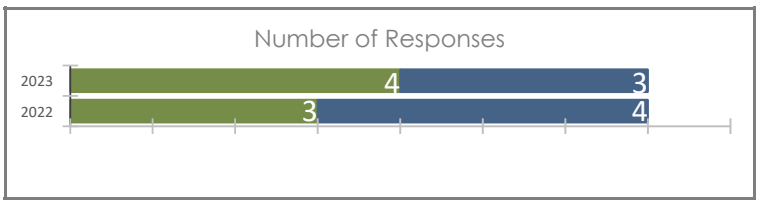
Q76 Board members do not attempt to individually speak on behalf of the entire board or commit the board



Q77 Board members direct complaints and requests to the superintendent rather than attempting to solve them directly



Q78 The board and superintendent agree on the information needed by the board, and when and how the board receives that information



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Standard 11 *Board Member Conduct, Ethics and Relationship with Superintendent*

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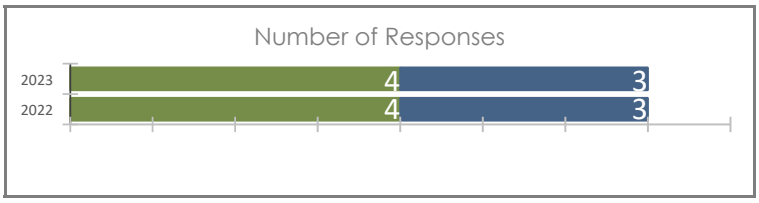
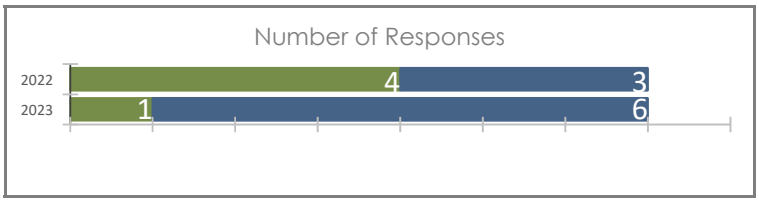
Q79 The board and superintendent participate in learning opportunities as a team



Q80 Board members come to the meeting familiar with the agenda and prepared to discuss, ask questions, and take action on agenda items



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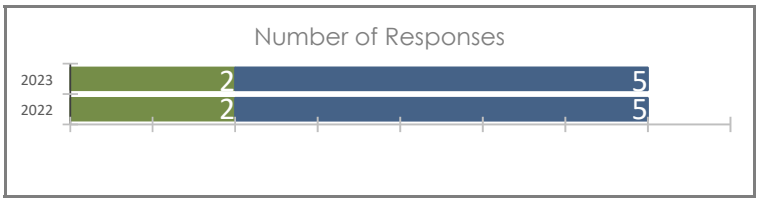
Standard 12 *Budgeting and Financial Accountability*

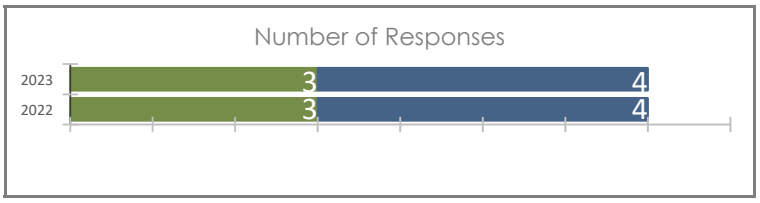
The Board ensures that strategic educational goals of schools of schools are translated into reality through effective alignment with the budget and make sure the school district is fiscally sound. The Board utilizes fiscal resources based on student needs and district policy and strategic goals.



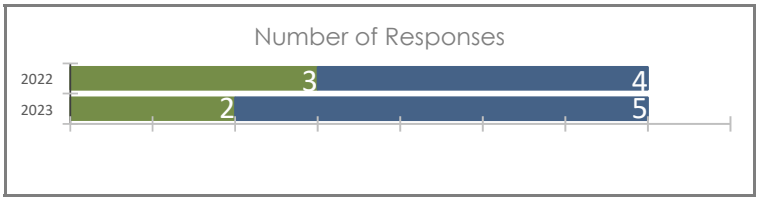
Q81 Board members are knowledgeable of the district budgeting process



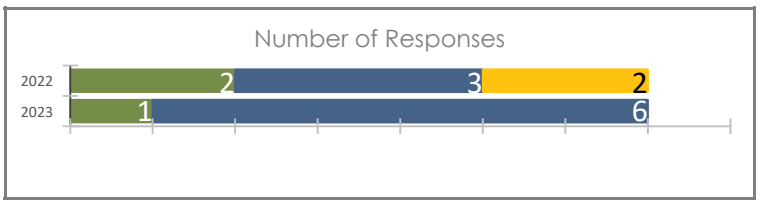
Q82 Budgeting decisions are based on student needs, adopted district policy and goals, and the district's financial ability to meet those needs



Q83 Board members have a basic understanding of district revenues and expenses



Q84 The board reviews monthly financial statements provided by the superintendent and understand their role in the oversight of the budget



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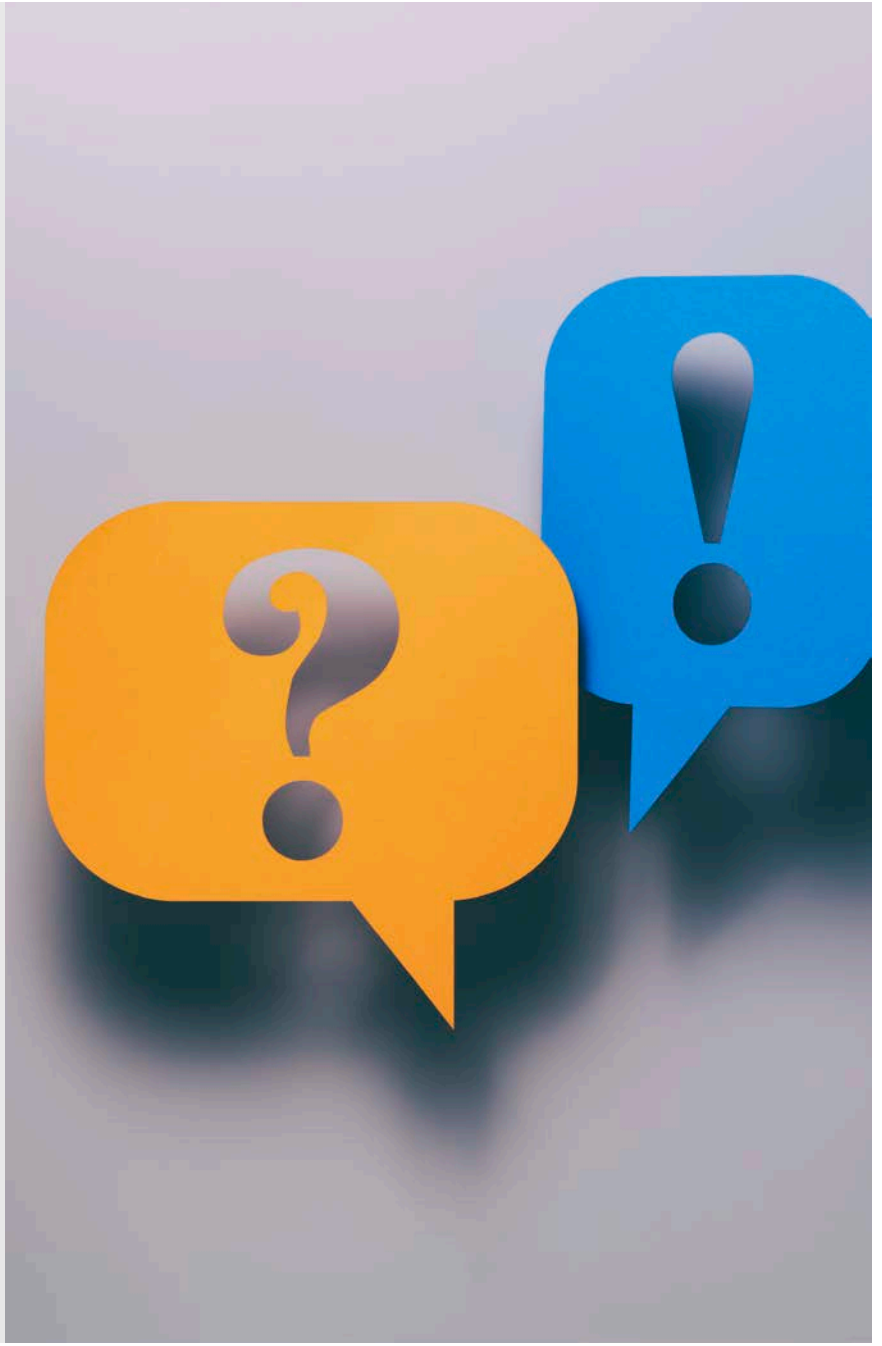
Corvallis School Board Self Evaluation

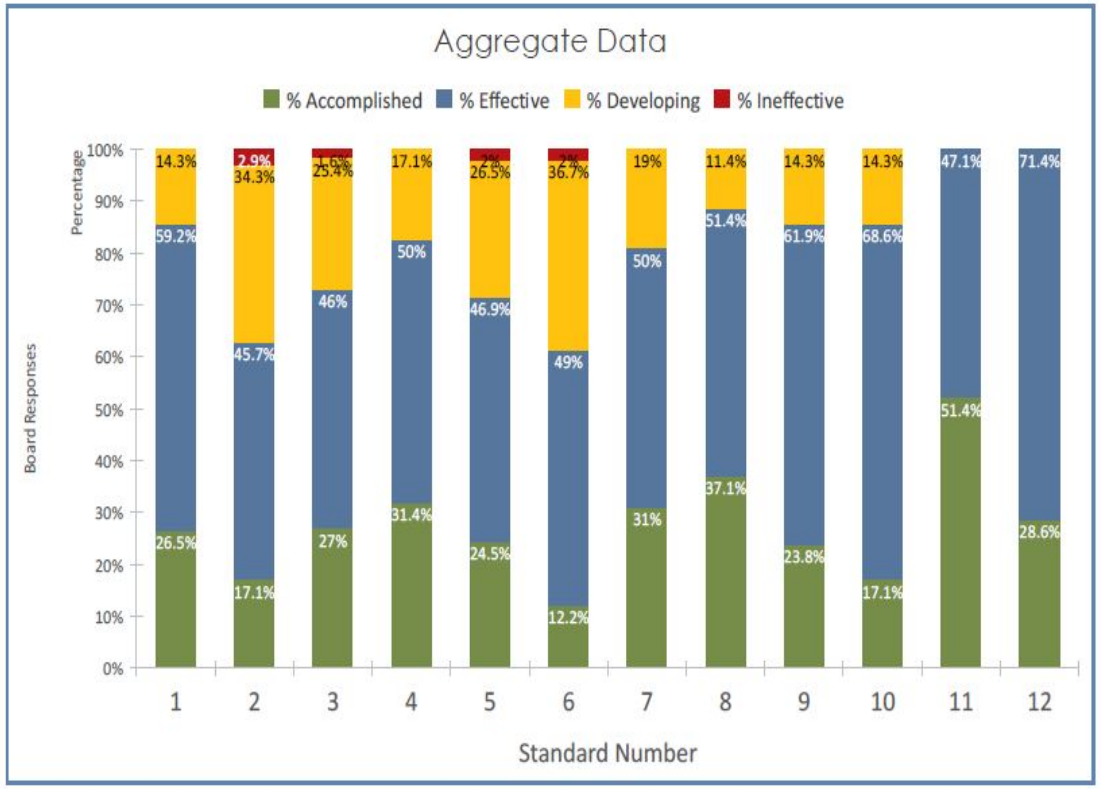
Kristen Miles, OSBA
January 2023

Questions

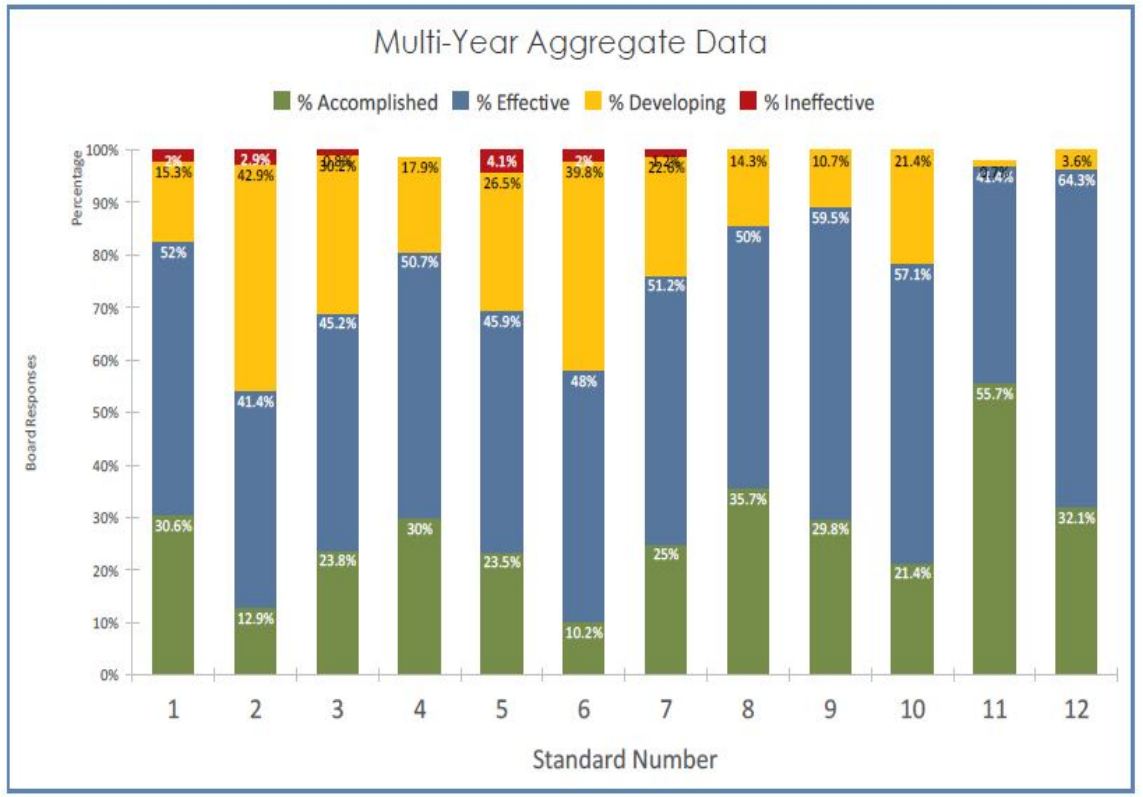
- What do you notice? What observations do you make?
- What do you wonder? What questions do you have for your colleagues?
- What meaning do you make of what you see?
- How does the BSAS and its results fit into the broader scope of the MSP project and the other work you are doing?



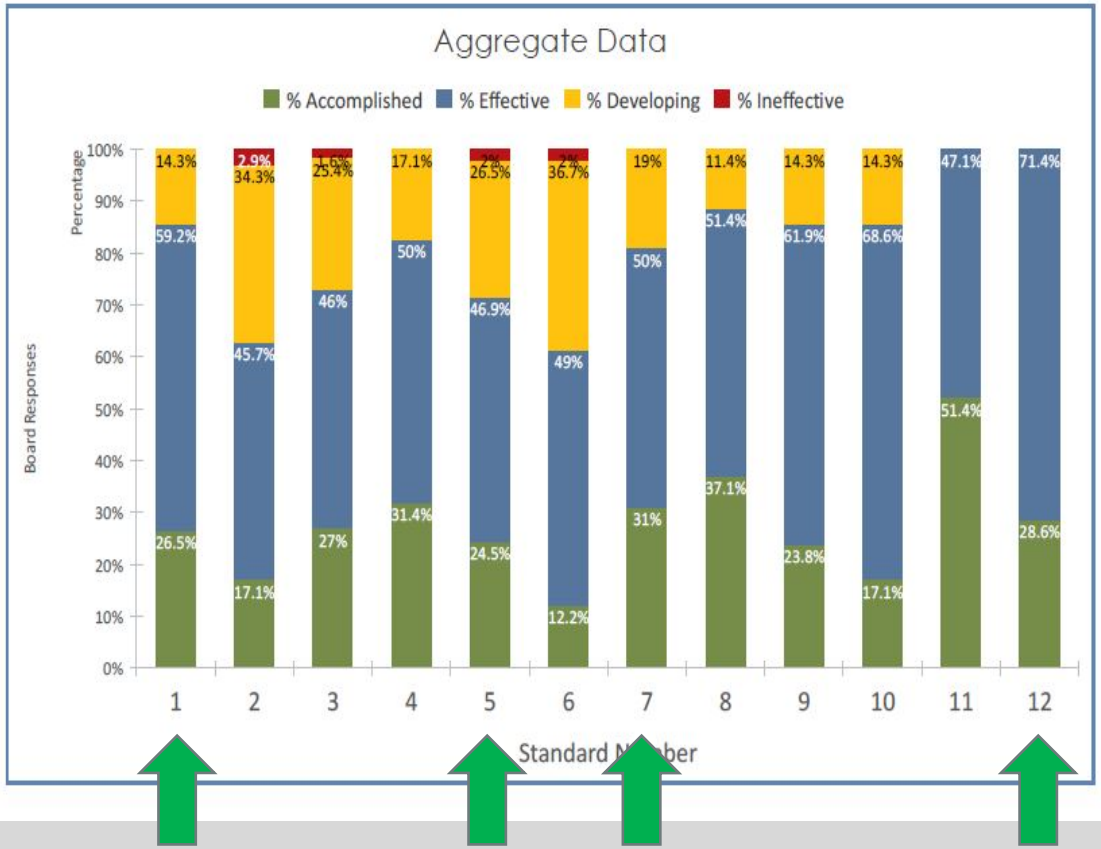
2023



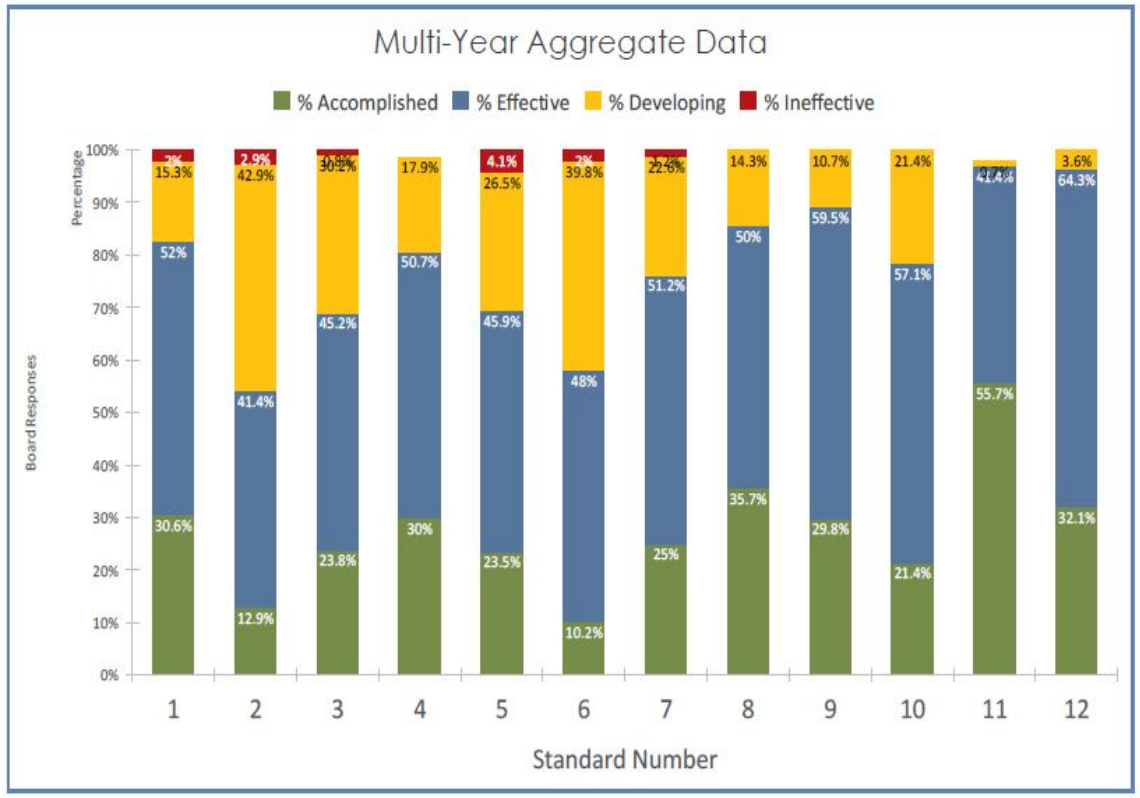
2022-23 aggregate



2023



2022-23 aggregate



Overall trends

Highest overall averages:

- Board member conduct, ethics, and relationship with superintendent
- Budgeting and financial accountability
- Learning organization

Lowest overall averages:

- Cultural responsiveness
- Community engagement
- Using data for continuous improvement and accountability

Areas of congruence/incongruence

Areas of highest congruence

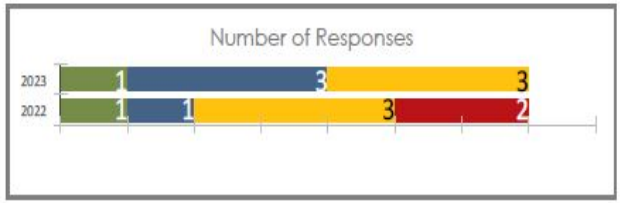
- Board member conduct, ethics, and relationship with superintendent
- Budgeting and financial accountability

Areas of highest incongruence

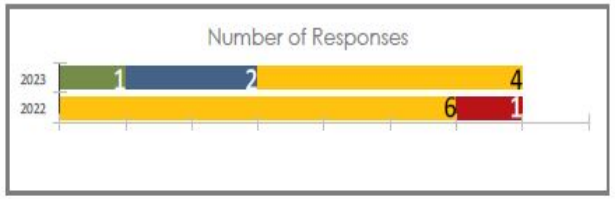
- Community engagement
- Culture and climate
- Systems thinking

Areas of improvement since last time

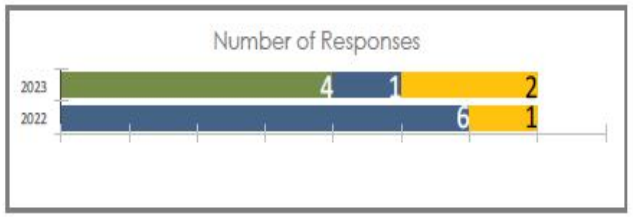
Q 4 The board collaborates with the community to articulate core values and beliefs for the district



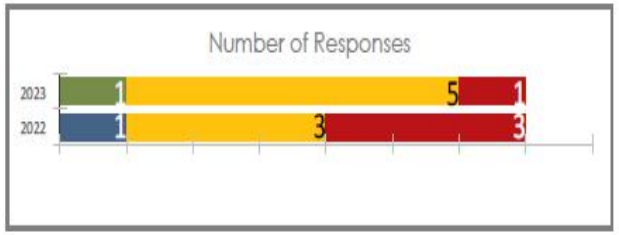
Q11 The board promotes practices that solicit input and involvement from all segments of the community



Q25 The board ensures funding to implement accountability measures



Q39 The board communicates to the public how policy decisions are linked to student learning data

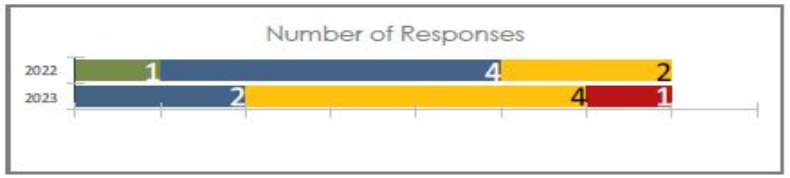


Q49 The board models relationships built on trust and respect

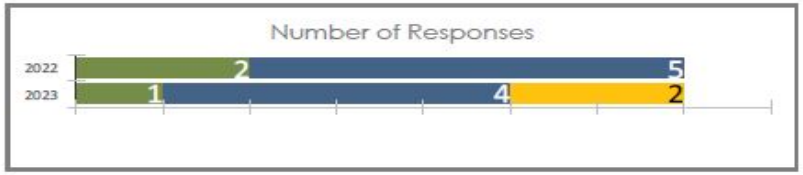


Areas of decline since last time

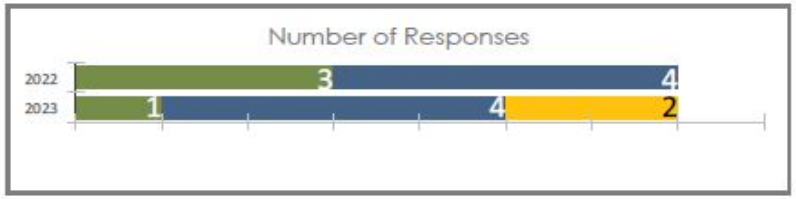
Q22 The board enacts strategic goals and policies to define hiring practices that ensure employees fit into the culture and core values of the district



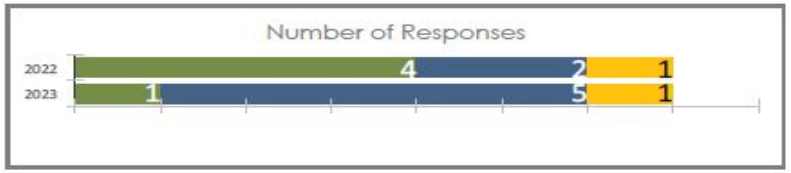
Q47 A climate of caring, respect, and the valuing of students' cultures is established through board policies and goals



Q60 The board works to avoid policy decisions that shift problems from one part of the system to another



Q64 The board team is solution-oriented



Questions

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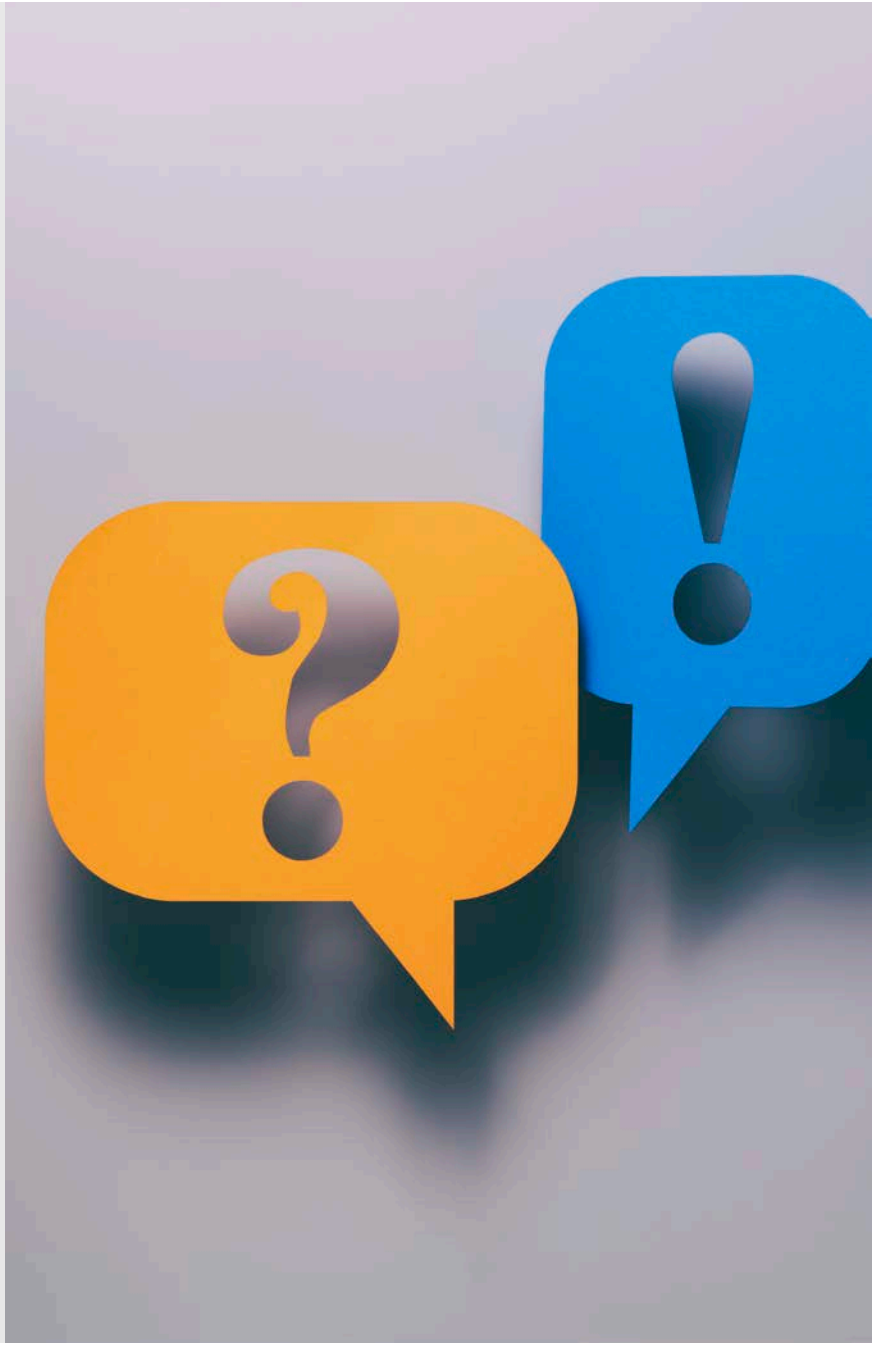



BIG QUESTION

What do you want to do with this information? What goal(s) do you want to set?

Corvallis
SCHOOL DISTRICT

VI. LINN BENTON LINCOLN EDUCATION SERVICE DISTRICT LOCAL SERVICE PLAN 2023-2025 - FIRST READ

Corvallis
SCHOOL DISTRICT

Prepared for: Corvallis School Board
Prepared by: Ryan Noss, Superintendent
Meeting Date: January 26, 2023

Linn Benton Lincoln Education Service District
Local Service Plan 2023-2025 – First Read NO ACTION REQUESTED

Background

At least 90% of the annual State School Fund (SSF), Property Tax and other qualifying resources allocated to the Linn Benton Lincoln Education Service District (LBL ESD) will be expended on resolution services and are outlined in a Local Service Plan (LSP). Service decisions are made by the member district superintendents for a two-year period. The 2023-2025 LSP, attached, was adopted by the LBL ESD Board of Directors on January 18, 2023. Under Oregon Law, each component school district board must affirm the resolution for the Local Service Plan by March 1 annually.

Involvement

Superintendents of the member districts of the LBL ESD.

Cost Impact

Costs will be factored into the annual budget.



Linn Benton Lincoln ESD

Local Service Plan

2023-2025

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

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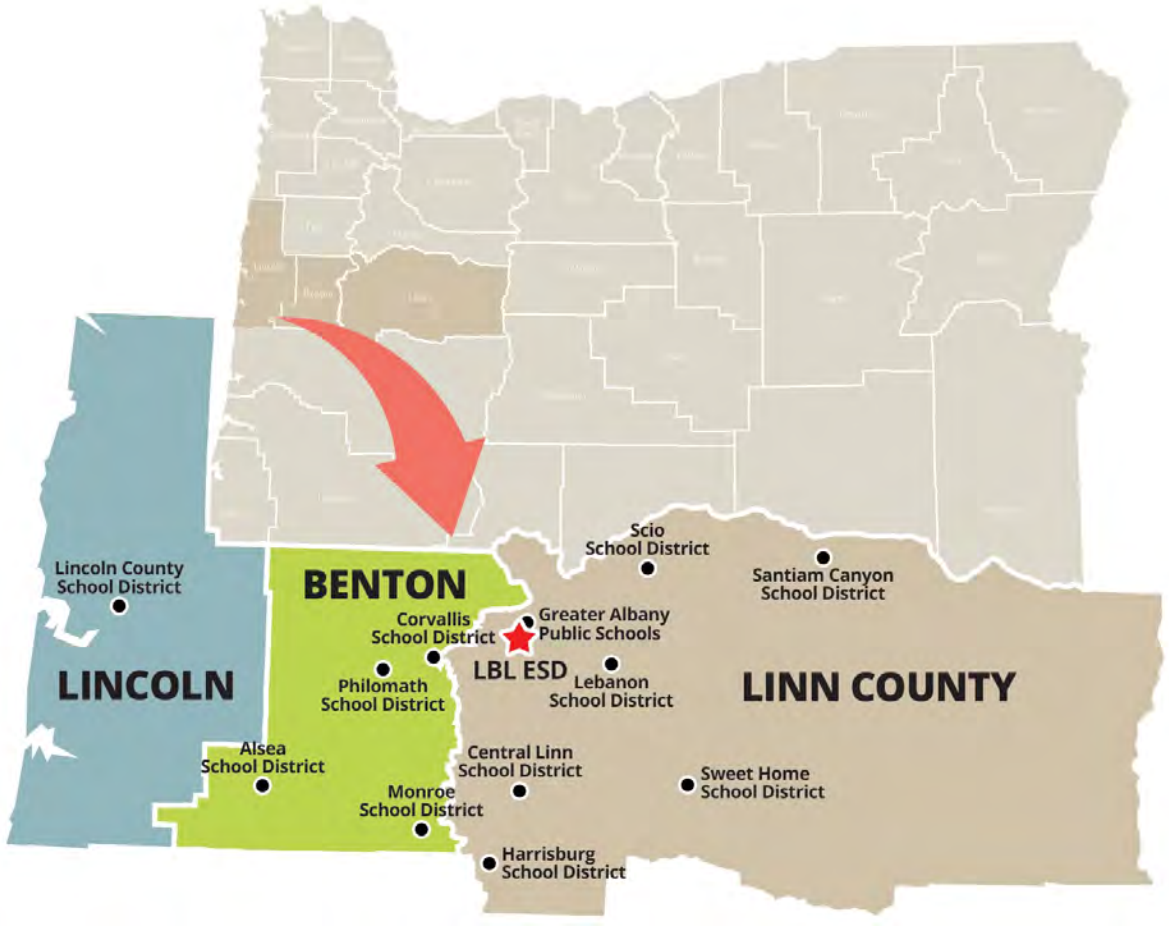
Serving the Counties of Linn, Benton, Lincoln, and Beyond!

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

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

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



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



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

An education service district plays a key role in:

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

(Continued on page 6)

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

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

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



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

Equity:

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

Purpose:

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

Procedure:

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

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

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

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.

Goals and Board Objectives

Goal 1

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

Board Objective 1

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

Goal 2

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

Board Objective 2

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

Goal 3

Continue long-term financial stability.

Board Objective 3

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

Board of Directors



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



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



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



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



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

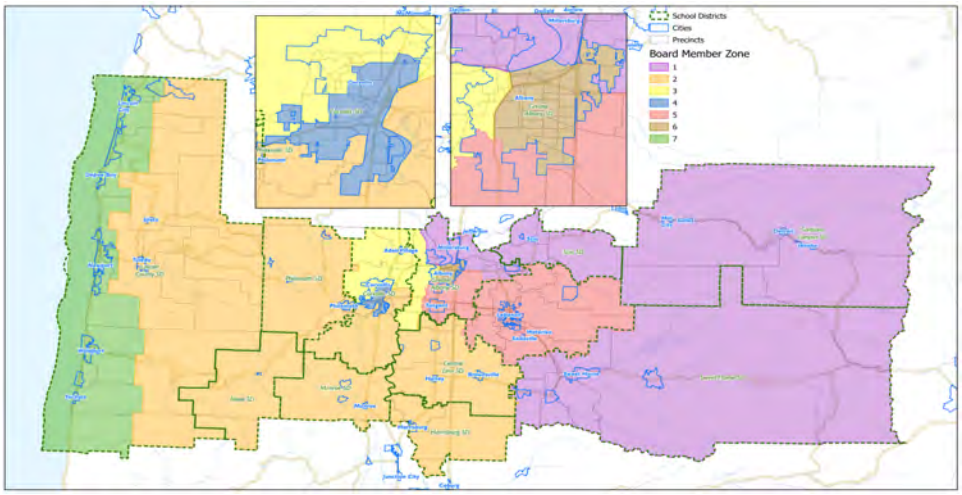


Miriam Cummins
Zone 6
Term Expires: 6/30/2023



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

Board Zones



Board Zones

1
2
3
4
5
6
7

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

Zone 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: 6/30/23

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

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

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

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

Cabinet Members



Tonja Everest
Superintendent



Jason Hay
Assistant Superintendent



Rocco Luiere
Exucutive Financial Officer



Kate Marrone
Executive Human Resources Officer



Tim Jones
Executive Information and Technology Officer



Teresa Oversby
Business Services



Angie Greenwood
Cascade Regional
Inclusive Services



Debbie McPheeters
Early Intervention / Early
Childhood Special Ed.



Autumn Belloni
Early Intervention / Early
Childhood Special Ed.



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



Cathy Wright
Long Term Care and
Treatment Education



Laura Petschauer
Special Education and
Evaluation Services



Nancy Griffith
Strategic Partnerships
for Students Sucess



Kristina Wonderly
Strategic Partnerships
for Student Success



Jennifer Kessel
Technology and
Information Services



Kristy Stringham
Special Education
Program Coordinator

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

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

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

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

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

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

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

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

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

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

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

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

Lincoln County 1212
NE Fogarty Street
Newport, OR 97365

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

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

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

Philomath 17J
1620 Applegate Street
Philomath, OR 97370

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

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

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

Scio 95
38875 NW First Avenue
Scio, OR 97374

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

Sweet Home 55
1920 Long Street Sweet
Home, OR 97386

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

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

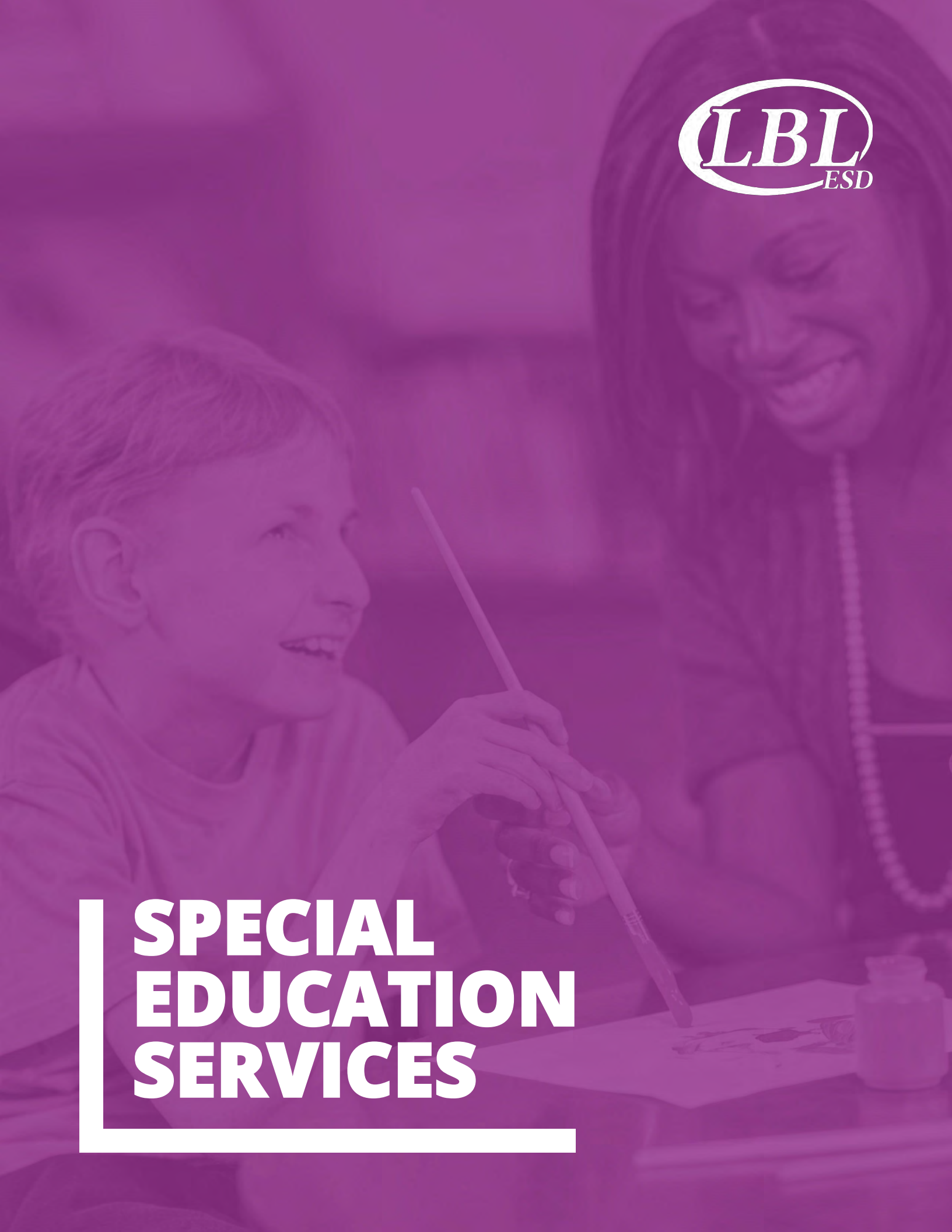
Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. ADMw from the previous three years will be used. This information is provided below.

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

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

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


Special Education Services
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, Debbie McPheeters and Kimberly McCutcheon-Gross

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



Occupational Therapy

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: Laura Petschauer

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

Severe Disability Services

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

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



Spanish Interpreter and Translation Services

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

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: Laura Petschauer

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



Special Education Evaluation Services

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

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: Laura Petschauer

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





TECHNOLOGY SUPPORT SERVICES

Business Information System (BIS)

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

Infinite Visions is a fully integrated solution for financial and personnel management. It 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: Desktop Support
Program: Technology and Information Services
How It's Funded: Tier 1
Contact: Tim Jones

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

Frontline (formerly 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

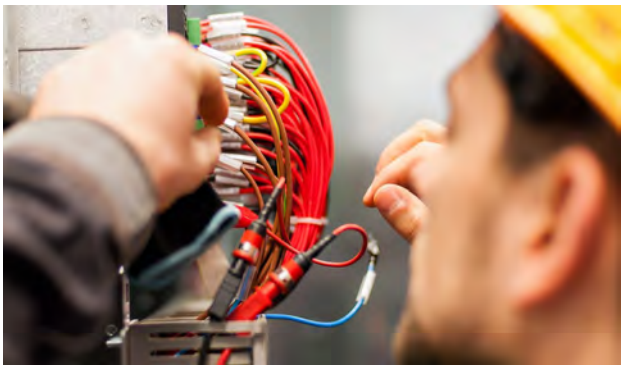
Service: InTouch Receipting Software
Program: Business Services
How It's Funded: Tier 2
Contact: Rocco Luiere

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: Nancy Griffith



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

Behavior Consultant Services

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

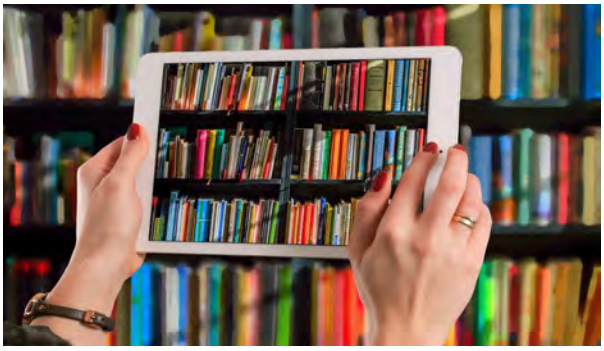
LBL home school registrar monitors and maintains records of compliance for home school students and their parents residing in Linn, Benton, and Lincoln counties. LBL serves as a home school information resource for parents, students, schools, and districts. When a student is being home schooled, parents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



Library/Media Services

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

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

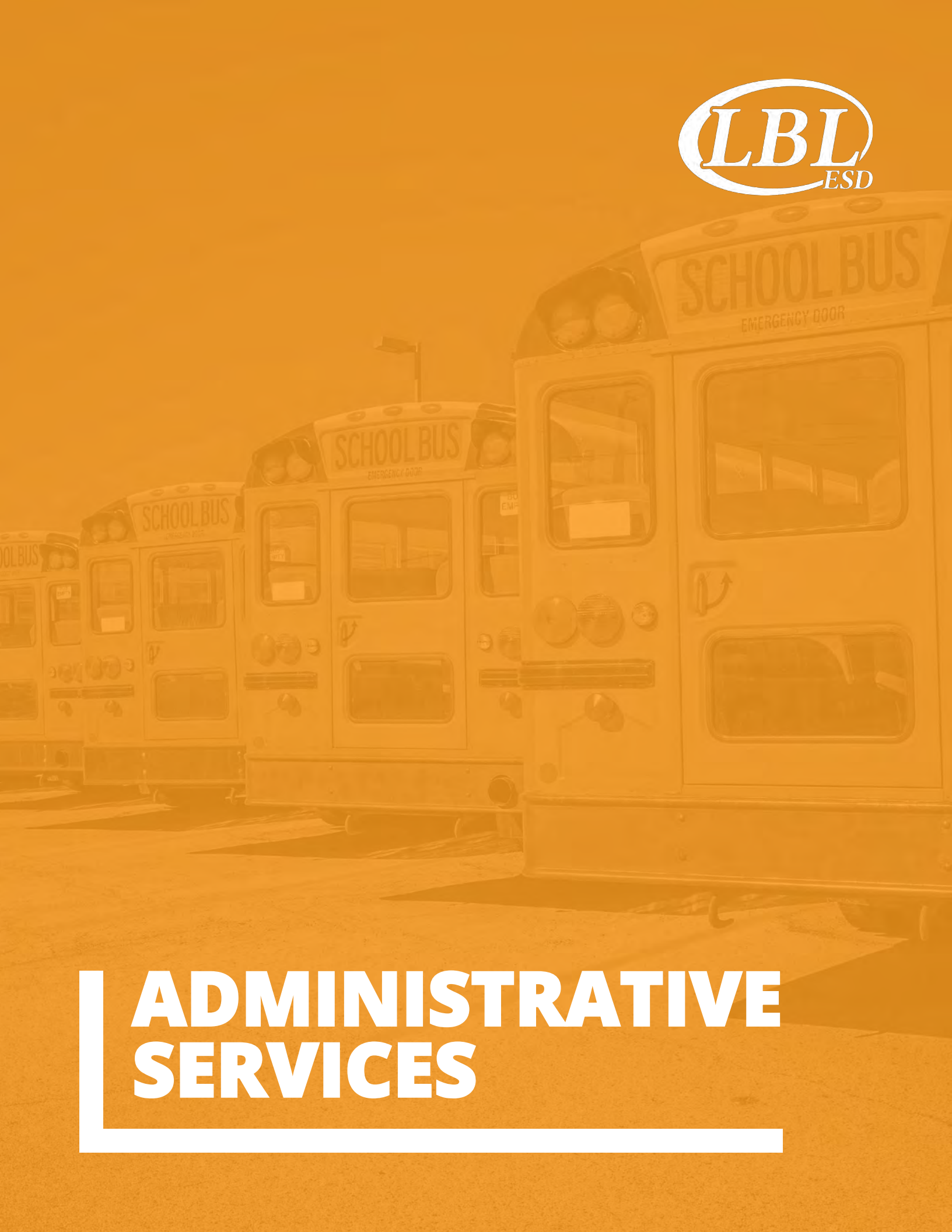


Student and Family Support Services

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



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



ADMINISTRATIVE SERVICES

Business Administration Services

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

The business office serves component and non-component districts by offering services to support the many business functions of a district. Services included 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: Jason Hay

E-rate Services

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

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

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: Laura Petschauer

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



OTHER GRANTS & CONTRACTS

Cascade Regional Inclusive Grant

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, Debbie McPheeters and Kimberly McCutcheon-Gross

Juvenile Crime Prevention

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

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

Long-Term Care and Treatment

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



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

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

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

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

Medicaid Administrative Claiming

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

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

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

Statewide Education Initiatives Account

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

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

School Safety and Prevention Specialist

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

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

Transition Network Facilitator

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



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

Youth Transition Program

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

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.	Consolidate and simplify financial information to make it it more useful to operators. Update tracking of Tier I and Tier II funds to make more transparent to districts.
Performance Goal #2 LBL ESD Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations and communities.	Perform an assessment for each district to identify the areas and levels of business support needed in our component districts.

Human Resources

Performance Goal #1 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Ensure efficient and effective support to all staff and districts. Calibrate, communicate and crosstrain our roles to support each other.
Performance Goal #2 LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.	Facilitate and organize ongoing training for districts in the areas of hiring, staff development and retention.

Cascade Regional Inclusive Services

Performance Goal #1 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Calibration of teams will help determine if amount and types of services currently allocated to "like" students are similar across individual service providers, districts and regions.
Performance Goal #2 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Increase partnership between CRIS and SEES programs to provide better services for ESD component districts. Attend outreach visits to districts in addition to Fall Visits.

Early Intervention/Early Childhood Special Education

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

Long Term Care and Treatment (LTCT)

Performance Goal #1 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Improve and increase communication and collaboration between LTCT Staff and Trillium Family Services through regular meetings with Trillium Program Managers and participating in First Friday events.
Performance Goal #2 LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.	Improve trusting relationships between LTCT staff members and the LTCT Program Administrator.

Special Education and Evaluation Services (SEES)

Performance Goal #1 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Create Google form to gather data from parents and district staff, send out customer service/feedback survey after completion of each evaluation. Maintain an 85% or higher quality rating from both parents and district staff.
Performance Goal #2 LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.	Increase partnership between SEES and CRIS to provide better services for ESD component districts. Increase staff recognition and praise based on Gallup Survey results. Strengthen communication skills among program staff in order to foster positive relationships.

Technology and Information Services

Performance Goal #1 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Define staff responsibilities to improve processes and deliver services more effectively, while promoting staff recognition and providing clear paths for career advancement.
Performance Goal #2 LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.	Utilize multiple technologies and define processes to notify LBL staff, districts and other stakeholders of technology incidents.
Performance Goal #3 LBL Goal 3: Continue long-term financial stability.	Reduce time spent on supporting aging technologies and reduce cost by creating an inventory of technology assets, defining replacement cycles, and setting technology standards.

Strategic Partnerships for Student Success

Performance Goal #1 LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.	Create a coordinated regional Behavioral Safety Framework that addresses the development of services and support for safety assessment processes, Suicide prevention, intervention and postvention plans, and crisis response protocols in districts.
Performance Goal #2 LBL Goal 2: Foster positive relationships by strengthening communication within LBL ESD, with school districts, other organizations, and communities.	Continuing the restructuring and combining of the Student & Family Support Services and Strategic Partnerships programs to better communicate with and provide services to districts.

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Sean Gallagher
Interim Superintendent

Tier 1

Data based on fiscal year 2021-2022

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

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

Grants

Data based on fiscal year 2021-2022

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

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

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



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Candace Pelt
Superintendent

Tier 1

Data based on fiscal year 2021-2022

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

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

Grants

Data based on fiscal year 2021-2022

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

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

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



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Ryan Noss
Superintendent

Tier 1

Data based on fiscal year 2021-2022

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

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

Grants

Data based on fiscal year 2021-2022

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

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

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



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Andy Gardner
Superintendent

Tier 1

Data based on fiscal year 2021-2022

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

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

Grants

Data based on fiscal year 2021-2022

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

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

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



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Bryan Starr
Superintendent

Tier 1

Data based on fiscal year 2021-2022

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

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

Grants

Data based on fiscal year 2021-2022

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

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

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



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Jennifer Meckley
Superintendent

Tier 1

Data based on fiscal year 2021-2022

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

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

Grants

Data based on fiscal year 2021-2022

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

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

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



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Dr. Karen Gray
Superintendent

Tier 1

Data based on fiscal year 2021-2022

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

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

Grants

Data based on fiscal year 2021-2022

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

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

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



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Bill Crowson
Superintendent

Tier 1

Data based on fiscal year 2021-2022

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

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

Grants

Data based on fiscal year 2021-2022

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

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

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



PHILOMATH SCHOOL DISTRICT
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Susan Halliday
Superintendent

Tier 1

Data based on fiscal year 2021-20212

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

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

Grants

Data based on fiscal year 2021-20212

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

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

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



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Todd Miller
Superintendent

Tier 1

Data based on fiscal year 2021-2022

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

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

Grants

Data based on fiscal year 2021-2022

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

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

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



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Steve Martinelli
Superintendent

Tier 1

Data based on fiscal year 2021-2022

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

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

Grants

Data based on fiscal year 2021-2022

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

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

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



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Terry Martin
Superintendent

Tier 1

Data based on fiscal year 2022-2024

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

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

Grants

Data based on fiscal year 2022-2024

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

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

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



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

The ESD Mandate:

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

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

(Continued on page 67)

SEIA Plan presented to Valley Coast Superintendent Association: October 21, November 18, December 15, 2022
SEIA Plan approved by Valley Coast Superintendent Association: December 15, 2022
Presented by the LBL Board of Directors: January 18, 2022
Adopted by the LBL Board of Directors:

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

The original SSA purpose:

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

   ***(A)** Social-emotional learning and development (SEB Coaches/Facilitator);*

   ***(B)** Student mental and behavioral health (SEB Coaches/Facilitator);*

   ***(C)** Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school (Engagement/Attendance Facilitator, Instructional & Mentor Coaches);*

   ***(D)** Student health and wellness (SEB Coaches/Facilitator;*

   ***(E)** Trauma-informed practices (SEB Coaches/Facilitator);*

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

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

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

Activity Associated

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

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

Activity Associated

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

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

Activity Associated

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

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

Activity Associated:

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

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

Tier 1 Resolution Services

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

Tier 2 Resolution Services

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

Transits

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

Statewide Education Initiatives Account (SEIA)

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

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

_____ _____

LBL Board Chair ***Date***

_____ _____

School District Board Chair ***Date***

Corvallis
SCHOOL DISTRICT

VII. ADJOURNMENT (8:30 p.m.)*

*All times are approximate.

Note: The Chair of the Board may alter the order of business as they deem proper and necessary.

Corvallis
SCHOOL DISTRICT

Agendas – Agendas and supporting materials are available online at https://v3.boardbook.org/Public/PublicHome.aspx?ak=1000829 a few days before each School Board meeting. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Communication With The School Board – Communication with the Board can be made by telephone, letter, e-mail and public testimony. Letters may be addressed to individual Board members or the Board as a whole and sent to 1555 SW 35th Street, Corvallis, OR 97333. E-mail may be sent to schoolboard@corvallis.k12.or.us and will be sent to all board members simultaneously as well as to key District Office staff. For more information, please contact Kim Nelson at kimberly.nelson@corvallis.k12.or.us.

Consolidated Action Agenda – The purpose of the consolidated action agenda is to expedite action on routine agenda items. All agenda items that are not held for discussion at the request of a Board member or staff member will be approved/accepted as written as part of the consolidated motion. Items designated or held for discussion will be acted upon individually.

Public Comment –
Guidelines are at: https://www.csd509j.net/about-us/school-board/provide-input-and-be-informed/

Executive Session – Permissible purposes of Executive Sessions include: ORS 192.660(2)(a) – Employment of Public Officers, Employees and Agents; ORS 192.660(2)(b) – Discipline of Public Officers and Employees; ORS 192.660(2)(d) – Labor Negotiator Consultations; ORS 192.660(2)(e) – Real Property Transactions; ORS 192.660(2)(f) – Exempt Public Records; ORS 192.660(2)(h) – Legal Counsel; ORS 192.660(2)(i) – Performance Evaluations of Public Officers and Employees; ORS 192.660(2)(j) – Public Investments.

Grievance Process - ORS 192.705
Grievances alleging a violation by a governing body of provisions in Public Meetings Law may be submitted in writing to Kim Nelson at kim.nelson@corvallis.k12.or.us or submitted between 8:00 am – 5:00 pm Monday through Friday at 1555 SW 35th Street, Corvallis, OR 97333. Additional information is available on the district website.

SCHOOL BOARD MEMBERS			
Judah Largent	541-231-8415	Terese Jones, Co-Vice Chair	541-230-1673
Sami Al-Abdrabbuh	541-283-6611	Shauna Tominey, Co-Vice Chair	541-829-8411
Chris Hawkins	541-602-2045	Luhui Whitebear, Chair	541-714.3305
Bernie Wang	541-704-7298		

EXECUTIVE STAFF MEMBERS	
Ryan Noss, Superintendent	541-757-5841
Melissa Harder, Assistant Superintendent / Human Resources Director	541-766-4857
Lauren Wolfe, Finance Director	541-757-5874
Byron Bethards, Student Growth & Experience Director	541-757-5470
Kim Patten, Operations Director	541-757-3849
Kim Nelson, Executive Assistant to the Superintendent; Board Secretary	541-757-5841