

CENTRAL LINN SCHOOL DISTRICT
32344 HWY 228, HALSEY OR

REGULAR SCHOOL BOARD MEETING
ZOOM
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Meeting ID: 448 036 5537

INDIVIDUALIZED EDUCATION FOR ALL LEARNERS

January 10, 2022

6:30 P.M.

- 1.0 **FLAG SALUTE/ROLL CALL** Dena Crowell
Zone 1 Vacant; Zone 2 Tony Isom; Zone 3 Parker Leigh; Zone 4 Suzanne Parker; Zone 5 Brian Tenbusch;
Zone 6 Kirt Glenn; Zone 7 David Karo.
- 2.0 **GOOD OF THE ORDER/COMMUNICATIONS**
- 2.1 Board Recognition Candace Pelt
2.2 Agenda Adjustments David Karo
2.3 ASB Report ASB Representative
2.4 Superintendent Awards Heidi Hermansen
2.5 2020-2021 Audit Report Conor Delaney
2.6 Facilities/Maintenance Report Joni Wixom
2.7 Building Report Heidi Hermansen
- 3.0 **AUDIENCE COMMENTS** David Karo
The Board is interested in hearing from our community. Public comments are welcome at the specified place on the agenda. Comments need to be about district operations and programs. The Board is unable to hear in open session any matters related to personnel or students. If you have personnel concerns, please share those directly with the superintendent. If you have a complaint, you wish the district to address, please follow our policy KL (public) or GBM (staff).
- 4.0 **ACTION/BUSINESS** David Karo
- 4.1 Approve Minutes of the December Regular Board Meeting David Karo
4.2 Staff Acknowledgements Candace Pelt
4.3 Approve Hire of Licensed Staff Candace Pelt
4.4 Adopt LBL Local Service Plan Resolution Candace Pelt
4.5 Adopt Superintendent Evaluation Schedule David Karo
4.6 Appoint Facilities Committee Members David Karo
4.7 Adopt Board Policies: BD/BDA, Board Meetings and CCC, Hiring of Licensed Administration Candace Pelt
- 5.0 **REPORTS** David Karo
- 5.1 Financial Report Celeste Van Cleave
5.2 Superintendent Candace Pelt
- 6.0 **ADJOURN** David Karo

The meeting location is accessible to persons with disabilities. A request for an interpreter for the hearing impaired or for other accommodations for persons with disabilities should be made at least 72 hours before the meeting to Dena Crowell, Executive Assistant, 32433 Hwy. 228, Halsey, Oregon, 97348, 541-657-8192. If needed, you may contact the Oregon Telecommunications Relay Service at 1-800-735-9200 for assistance in contacting the District. Central Linn is an equal opportunity educator and employer.



Central Linn Junior & Senior High School

32433 Hwy. 228 • Halsey, Oregon 97348 • Phone (541) 369-2811 • Fax (541) 369-3455

Heidi Hermansen
Building Administrator

Lauri Archer
Secretary
Athletic Secretary

Liz North
Dept. Secretary

Susan Harte
Counselor

January 10, 2022

To the Parents of Chyanne Rose:

I am writing this letter to let you know that I have chosen to award Chyanne Rose with the January Jr. High Superintendent's Award. I have chosen her for this award because of improvement with effort towards academics in the core classes of Social Studies and Science. Chyanne has also improved with her social skills and functional behavior with teachers and peers.

I have gotten to know Chyanne this year as a student in my Resource Room Class for Math and Language Arts. The schedule in the Language Arts Class is for Chyanne to do a warm-up and write in her journal. She has improved on getting her notebook, writing the date at the top of the page and also writing in the graphic organizer. For the reading of the book "Holes" Chyanne has improved her Reading Fluency and she is able to read at a good pace with excellent reading comprehension. Chyanne also is able to work independently and chooses to work on the Social Studies IXL's is what she feels she is the most successful with understanding the content.

Another quality that I really appreciate about Chyanne is her athletic focus and ability. She enjoys going outside on her break and throwing the football, running or shooting the basketball in the gym. Chyanne has also been successful playing basketball for the Central Linn B Team. We were able to make her a basketball poster that she created and then presented to Lauri Archer, the school Secretary. I attended her game and every time she made a shot in the basketball game, I held up the poster. The connection to sports is that Chyanne works hard in school with her academics so she will be able to play in the basketball game. One example is that Chyanne was missing two assignments in Science and she was able to finish them with a positive attitude.

Thank you Mrs. Rose for being a supportive parent of Chyanne. I also appreciate your support of her playing basketball and attending the games, because it has helped Chyanne work harder in school and also have an activity to look forward to at the end of the school day. I appreciate having her in my classes.

Sincerely,

Mary Barnett
Special Education Teacher
Central Linn School District
Mary.barnett@centrallinn.k12.or.us



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January 10, 2022

To the Parents of Kayden Osborn:

It is my honor to nominate Kayden Osborn for January 2022 Student of the Month. Kayden is a pleasure to have in class. I admire Kayden's independence, work ethic and steady temperament. Kayden continues to demonstrate exceptional work in mathematics and is highly self-motivated. I depend on Kayden to participate in classroom discussions, to engage his peers and to be a model of classroom behavior. I am confident that Kayden will have success in whatever he chooses to do, and with pride, I nominate Kayden to represent the students of Central Linn.

Sincerely,

Miranda Leatherman
Central Linn JR/SR High
Mathematics



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Susan Harte
Counselor

January, 2022

To the Parents of Addison Karo:

I am pleased to inform you that Addi has been selected for the Central Linn Senior High School Superintendent's Award for the month of January 2022. Upon returning unexpectedly to our school after successfully graduating this last spring, Addi has demonstrated calm dignity and confidence, facing this unplanned turn in her life by stepping up as a leader in my class as well as in the greater school wide community. She has successfully overcome and continues to overcome many life obstacles, stretching herself to grow. She strives to maintain a positive attitude when facing various challenges by successfully utilizing diligently mastered coping strategies, thus encouraging those around her to do the same. She is focused daily on doing her best, and does a marvelous job of working as a team player.

Addi is a regular member of my class this year. She does an excellent job getting quickly to work on her assignments, at times even working ahead. While often quiet and seemingly disinterested, she stays attentive to her surroundings and the flow of class activities, joining in with friendliness, flexibility and patience, virtues both highly valued and hard earned. In our more challenging real life scenarios she displays steady persistence. She is calm and welcoming to new students, willingly sharing her own insights to help them feel comfortable. Addi courteously offers classmates practical tips in a kind and friendly way, motivating them to want to do their best while inspiring a smile from them in return.

Other teachers have also spoken to me of her exemplary behavior in their classes. She is a model student, offering and providing any help she is able. Addi is someone who can be relied upon to help solve problems by confidently presenting practical ideas, and also to make things happen by stepping up and taking action.

This year beyond my classroom doors, Addi is again the proud manager of the High School Girls' Varsity Basketball Team while remaining involved in activities in her local community. She is a leader through both her actions and her words.

Addi is a valued member of this amazing class of students. I am honored to nominate her for this award.

Respectfully,

Sarah Curtis
SpEd Teacher
Central Linn High School



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Liz North
Dept. Secretary

Susan Harte
Counselor

January 10, 2022

To the Parents of Coen Schneider:

Coen Schneider is a freshman in my Language Arts One class. Coen has proven himself to be a hardworking student. He has a drive and desire to succeed. Throughout the year, Coen has become more and more involved in class discussions. At the beginning of the school year, Coen would submit assignments with wonderful insight and clear reasoning. As the year has progressed, he has continued to submit assignments with these qualities, however, he is now *also* speaking up in class and sharing his perceptions with his classmates. He helps engage his fellow classmates and is a welcome framework leader who sets the tone in our classroom. These are the reasons why Coen Schneider deserves the student of the month award for January 2022.

Regards,

Kassidy Shryock
Central Linn High School



PAULY, ROGERS AND Co., P.C.
12700 SW 72nd Ave. ♦ Tigard, OR 97223
(503) 620-2632 ♦ (503) 684-7523 FAX
www.paulyrogersandcocpas.com

December 17, 2021

To the Board of Directors
Central Linn School District
Linn County, Oregon

We have audited the basic financial statements of the governmental activities and each major fund of Central Linn School District for the year ended June 30, 2021. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards and Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, as well as certain information related to the planned scope and timing of our audit. Professional standards also require that we communicate to you the following information related to our audit.

Purpose of the Audit

Our audit was conducted using sampling, inquiries and analytical work to opine on the fair presentation of the basic financial statements and compliance with:

- generally accepted accounting principles and auditing standards
- the Oregon Municipal Audit Law and the related administrative rules
- federal, state and other agency rules and regulations related to expenditures of federal awards

Our Responsibility under U.S. Generally Accepted Auditing Standards and the Uniform Guidance

As stated in our engagement letter, our responsibility, as described by professional standards, is to express opinions about whether the basic financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the basic financial statements does not relieve you or management of your responsibilities. Our engagement letter details our nonaudit services we provide; these services do not constitute an audit under Government Auditing Standards.

In planning and performing our audit, we considered internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinions on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

As part of obtaining reasonable assurance about whether the basic financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of the basic financial statement amounts. However, providing an opinion on compliance with those provisions is not an objective of our audit. Also in accordance with the Uniform Guidance, we examined, on a test basis, evidence about compliance with the types of compliance requirements described in the OMB's Compliance Supplement applicable to each of the major federal programs for the purpose of expressing an opinion on compliance with those requirements. While our audit provided a reasonable basis for our opinion, it does not provide a legal determination on compliance with those requirements.

Our responsibility for the supplementary information accompanying the basic financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the basic

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financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Planned Scope and Timing of the Audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements; therefore, our audit involved judgment about the number of transactions examined and the areas to be tested.

Our audit included obtaining an understanding of the District and its environment, including internal control, sufficient to assess the risks of material misstatement of the basic financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the District or to acts by management or employees acting on behalf of the District. We also communicated any internal control related matters that are required to be communicated under professional standards.

Results of Audit

1. Audit opinion letter - an unmodified opinion on the basic financial statements has been issued. This means we have given a "clean" opinion with no reservations.
2. State minimum standards – We found no exceptions or issues requiring comment.
3. Federal Awards - We found no issues of non-compliance and no questioned costs. We have responsibility to review these programs and give our opinion on the schedule of expenditures of federal awards, and tests of the internal control system, compliance with laws and regulations, and general and specific requirements mandated by the various awards.
4. Management letter – We noted one significant deficiency in internal control regarding the District's compliance with food service regulations which is documented on page 56 of the financial report.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used are described in Note 1 to the basic financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2021. We noted no transactions entered into during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the basic financial statements in the proper period.

Accounting estimates are an integral part of the basic financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the basic financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most significant estimates in the financial statements are the actuarial estimate of the District's portion of the statewide Net Pension Liability (or Asset) and Other Post Employment Benefits. Other sensitive estimate(s) affecting the basic financial statements were Management's estimate of Accounts Receivable and Capital Asset Depreciation, which is(are) based on estimated collectability of receivables and useful lives of assets. We evaluated the key factors and assumptions used to develop these estimates in determining that they are reasonable in relation to the basic financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The disclosures in the basic financial statements are neutral, consistent, and clear.

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Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements or determined that their effects are immaterial. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, taken as a whole. There were immaterial uncorrected misstatements noted during the audit which were discussed with management.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the basic financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the basic financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards with management each year prior to our retention as the auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Required Supplementary Information

We applied certain limited procedures to the required supplementary information that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the required supplementary information and do not express an opinion or provide any assurance on it.

Supplementary Information

We were engaged to report on the supplementary information, which accompany the basic financial statements but are not required supplementary information. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in

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relation to our audit of the basic financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the basic financial statements or to the basic financial statements themselves.

Other Information

We were not engaged to report on the other information, which accompanies the basic financial statements but is not required supplementary information. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

Other Matters – Future Accounting and Auditing Issues

In order to keep you aware of new auditing standards issued by the American Institute of Certified Public Accountants and accounting statements issued by the Governmental Accounting Standards Board (GASB), we have prepared the following summary of the more significant upcoming issues:

GASB 87 – LEASES

This Statement is effective for fiscal years beginning after June 15, 2021, as extended by GASB 95. The primary objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities.

GASB 89 – ACCOUNTING FOR INTEREST COST INCURRED BEFORE THE END OF A CONSTRUCTION PERIOD

This Statement is effective for fiscal years beginning after December 15, 2020, as extended by GASB 95. The objectives of this Statement are to enhance the relevance and comparability of information about capital assets and the cost of borrowing for a reporting period and to simplify accounting for interest cost incurred before the end of a construction period. This Statement establishes accounting requirements for interest cost incurred before the end of a construction period. Such interest cost includes all interest that previously was accounted for in accordance with the requirements of paragraphs 5-22 of Statement No. 62, Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements, which are superseded by this Statement. This Statement requires that interest cost incurred before the end of a construction period be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus. As a result, interest cost incurred before the end of a construction period will not be included in the historical cost of a capital asset reported in a business-type activity or enterprise fund. This Statement also reiterates that in financial statements prepared using the current financial resources measurement focus, interest cost incurred before the end of a construction period should be recognized as an expenditure on a basis consistent with governmental fund accounting principles.

GASB 91 – CONDUIT DEBT OBLIGATIONS

This Statement is effective for fiscal years beginning after December 15, 2021, as extended by GASB 95. The primary objectives of this Statement are to provide a single method of reporting conduit debt obligations by issuers and eliminate diversity in practice associated with (1) commitments extended by issuers, (2) arrangements associated with conduit debt obligations, and (3) related note disclosures. This Statement achieves those objectives by clarifying the existing definition of a conduit debt obligation; establishing that a conduit debt obligation is not a liability of the issuer; establishing standards for accounting and financial reporting of additional commitments and voluntary commitments extended by issuers and arrangements associated with conduit debt obligations; and improving required note disclosures.

This information is intended solely for the information and use of the Board of Directors and management and is not intended to be and should not be used by anyone other than these specified parties.



Kenneth Allen, CPA
PAULY, ROGERS AND CO., P.C.



CENTRAL LINN

JUNIOR & SENIOR HIGH SCHOOL

School Board Report January 2022

A. End of Semester

1. January 27th end of first semester
2. January 31st beginning of second semester
3. Junior High second semester is broken into 3rd & 4th quarters
 - a. Junior high students will have a different schedule 3rd quarter
 - b. Focus will be on meeting the academic and social/emotional needs for each student.
 - c. Advanced classes in Language Arts, Math, and Science
 - d. Support classes in Language Arts and Math

B. Activities

1. High School Concert live December 15th
2. Jr High Concert recorded and shared with parents
3. Jr high sports
 - a. Girls basketball, wrestling completed seasons
 - b. Boys basketball began practice January 3rd
4. High School winter sports in season
 - a. Gils & Boys Basketball
 - b. Wrestling

1.0 ROLL CALL

On December 13, 2021 Chair Karo called the meeting to order at approximately 6:30 p.m. via Zoom.

Members Present: David Karo, Kirt Glenn, Suzy Parker, Parker Leigh, Brian Tenbusch; Tony Isom
Others Present: Candace Pelt, Brian Gardner, Celeste Van Cleave, Dena Crowell, Heidi Hermansen, Joni Wixom, Rachel McKee, Kyle Kivett, DeAnna Thoma, Katti Baney, Jamie Derrickson

2.0 GOOD OF THE ORDER/COMMUNICATIONS

2.1 Agenda Adjustments: 2.6, High School Building Report; 4.10 Approve ODOT Acquisition

2.2 ASB Report: None

2.3 Superintendent Awards: Each month teachers nominate a student for the Superintendent Award. This month's awards were presented to: Kindergartners Leland Pope and Izzy Adams and sixth graders Jenna Miller and Jack Cheney.

2.4 Facilities/Maintenance Report: Joni Wixom, Facilities Supervisor, reported that James Shannon has been updating high school lighting and will be updating the elementary lighting next. Ms. Wixom reported that the abatement of lead based paint around the upper elementary windows will be completed with window replacement and exterior to be completed in June.

2.5 Elementary Building Report: Rachel McKee, Student Services Director introduced Kyle Kivett and thanked him for his support at the elementary school during the transition of hiring a new building principal and announced that field trips are now reinstated after the pandemic removed field trip opportunities. Mr. Kivett reported on three items: PTC will be making some upgrades of elementary playground equipment; implementation of a collaborative problem solving program "thinkkids.org" to help with student behavior and informed that a classified meeting is scheduled to help supervision of behavior issues during recess.

2.6 High School Building Report: Heidi Hermansen, Jr/Sir High Principal reported that the league is required to enforce COVID-19 protocols. Staff have made announcements during athletics events to wear masks and those who do not bring a mask are provided one at the door. She asks that those who attend to please abide by the rules and not put staff in the awkward position of enforcing mask wearing. Ms. Hermansen announced the junior high schedule will be revamped for the second half of the year.

3.0 AUDIENCE COMMENTS

Tyler Collins, Mandates/Policy Language

4.0 ACTION/BUSINESS

4.1 Appoint Board Member: No motion was made to appoint interviewed candidate to fill Zone 1 vacancy. Director Tenbusch made a motion to open the position to At-Large for

accepting Board applications for Zone 1. Director Parker second the motion. Motion passed 6-0.

4.2 **Approve Minutes of the November Regular Board Meeting:** Director Parker made a motion to approve the November Regular Board Minutes, as submitted. Chair Karo second the motion. Motion passed 6-0.

4.3 **Approve Minutes of the November 15th and December 2nd Special Meetings:** Director Parker made a motion to approve the November 15th and December 2nd Special Session Minutes, as submitted. Chair Karo second the motion. Motion passed 6-0.

4.4 **Staff Acknowledgements:** The Board acknowledged the hire of Chriszma Erickson, JH Cheer Coach and the resignations of Holly Northern, Varsity Volleyball Coach; Jeana Graham, Elementary Music Teacher and Robyn Bailey, Elementary Principal.

4.5 **Approve Hire of Licensed Staff:** Director Leigh made a motion to approve the hire of Anthony Taramasco, Elementary Counselor, on a 0.345 FTE Probationary Contract. Director Tenbusch second the motion. Motion passed 6-0.

4.6 **OSBA Elections:** No motion was made on OSBA Elections for vacancies posted for OSBA Board of Directors and OSBA Legislative Policy Committee.

4.7 **Acknowledge Staff Positions and Pay:** The Board reviewed a listing of all employees and coaches with salary and extra duty information. Auditors have requested the Board review this information annually. The Board acknowledged the Staff Positions and Pay report.

4.8 **Approve Facilities Committee:** Chair Karo made a motion to approve the formation of a District Facilities Committee. Director Leigh second the motion. Motion passed 6-0.

4.9 **Adopt Board Policies:** Chair Karo made a motion to adopt Board Policies: BBF, Board Member Standards of Conduct; BDDH, Public Participation in Board Meetings and BDDH-AR, Public Comment at Board Meetings; BFCA, Administrative Regulations; IICA, Student Field Trips and JFCJ, Weapons in Schools. Director Leigh second the motion. Motion Passed 6-0.

Board Policies BD/BDA, Board Meetings and CCC, Hiring of Licensed Administration required additional revisions and will be presented at the January Board Meeting.

4.10 **Approve ODOT Acquisition:** Board approval is required for ODOT's Elementary property acquisition related to the HWY 99 project. ODOT is offering the district full-assessed value of \$48,600 for the plot of land for the project. Chair Karo made a motion to approve the ODOT acquisition, as presented. Vice-Chair Isom second the motion. Motion passed 6-0.

5.0 REPORTS

5.1 **Financial Report:** Business Manager, Celeste Van Cleave, reported that revenues reflect the property tax collected in November. Currently, working on Estimate of Membership and Revenue for the 2022-23 school year.

5.2 Superintendent Report: Assistant Superintendent, Candace Pelt, reported Test to Stay will be implemented by the District, which will require parental consent. Test to Stay will not apply to exposures from home or athletic e activities but will apply to bus, recess, lunch and classroom exposures. Starting in January, an art teacher will be added to the elementary building. Staff and parental engagement sessions will be scheduled to determine qualities and characteristics they desire when hiring a new elementary principal to fill Principal Bailey's resignation. After the posting of the job, chosen candidates will then meet with staff, students and families. After which time, the superintendent's office will then make a recommendation of hire to the Board.

6.0 ADJOURN

With no further business before the Board, Chair Karo adjourned the meeting at approximately 7:43 p.m.

Dena Crowell, Board Secretary

Board Chair, David Karo

Date Approved

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 Central Linn School District is in agreement to have the Linn Benton Lincoln Education Service District provide the Local Service Plan for the 2022-2023 school year as presented.

DocuSigned by:
Roger Invin
EE637E4CB9F649C...

12/21/2021

LBL Board Chair

Date

School District Board Chair

Date



Linn Benton Lincoln Education Service District

LOCAL SERVICE PLAN

2021-2023



LBL ESD serves districts, schools and students by providing equitable, flexible and effective educational services through economy of scale.

Updated for 2022-2023

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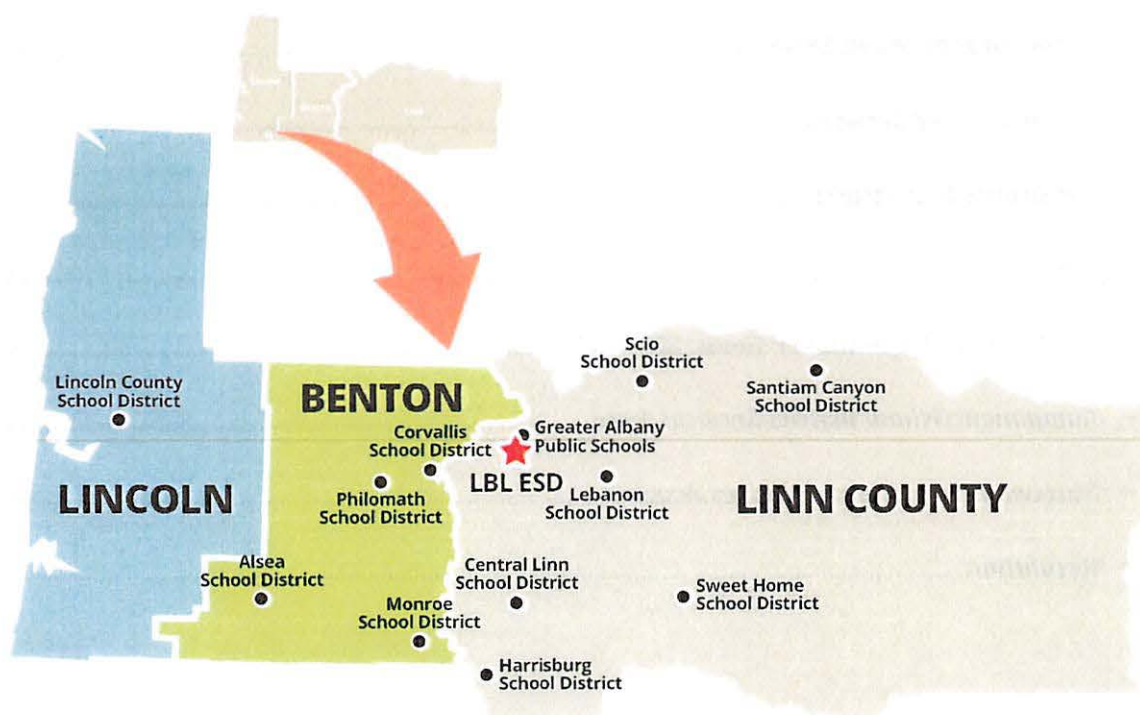
Serving the Counties of Linn, Benton, Lincoln, and Beyond!

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 over 100 schools with approximately 37,000 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 and Oregon Revised Statutes

Education Service Districts (ESDs) originated in Oregon's first laws establishing a general system of common schools. Through the history of Oregon's regional services system, local governances and state 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:

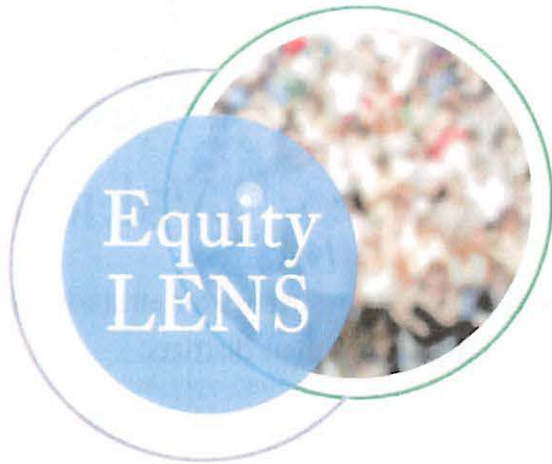
- Ensuring an equitable and excellent education for all children in the state;
- Implementing the Oregon Educational Act for the 21st Century;
- Fostering the attainment of high standards of performance by all students in Oregon's public schools;
- Facilitating interorganizational coordination and cooperation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

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 racial/ethnic 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?

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.





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 Vctor
Zone 5
Term Expires: 6/30/2023

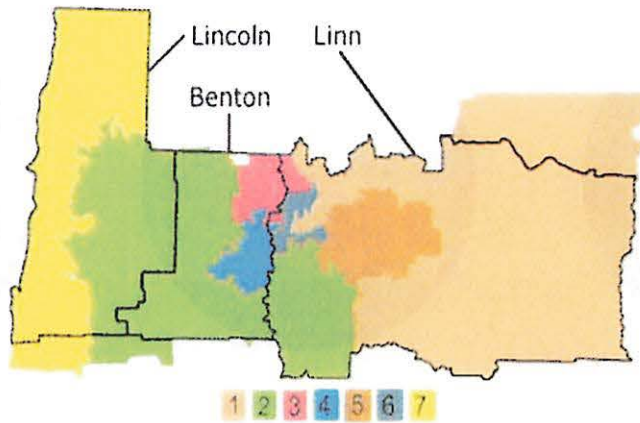


Miriam Cummins
Zone 6
Term Expires: 6/30/2023



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

Board Zones



Zone 1

Greater Albany (NE & E Albany), Sweet Home, Central Linn, Scio, Santiam Canyon

Zone 2

Central Linn, Harrisburg, Monroe, Alsea (town), Philomath, Lincoln Co. Schools (East County)

Zone 3

Corvallis (North), Greater Albany

Zone 4

Corvallis (South), Philomath

Zone 5

Lebanon

Zone 6

Greater Albany

Zone 7

Lincoln County, Alsea (all but town of Alsea)

Budget Committee

TBD
Zone 1

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

TBD
Zone 7

Sarah Fay
Zone 2
Term Expires: 6/30/2022

TBD
Zone 5

Jim Gourley
At Large
Term Expires: 6/30/2022

Tina Baker
Zone 3
Term Expires: 6/30/2022

TBD
Zone 6

Cabinet Members



Tonja Everest
Superintendent



Jason Hay
Assistant Superintendent



Jackie Olsen
Chief Financial Officer



Kate Marrone
Chief Human Resources Officer



Francisco Zavala
Chief Information and Technology Officer



Rhonda Allen
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



Kristina Wonderly
Strategic Partnerships



Tim Jones
Technology and
Information Services



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

Superintendent: Marc Thielman
<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: Rob Saxton
<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: Bo Yates
<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



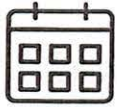
Sweet Home 55

1920 Long Street
Sweet Home, OR 97386

Superintendent: Lisa Riggs

<http://sweethome.k12.or.us/>

Phone: 541-367-7126



September/October

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



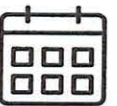
October/November

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.



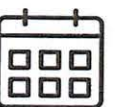
November

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.



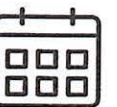
December

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.



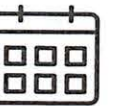
January/February

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 2019-2020 fiscal year as provided by the Oregon Department of Education in May of 2021. 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
- Forecast5 Software
- Courier
- Student Information System Suite: General Student Records, Gradebook, Attendance, Schedule, Online Registration, Data Warehouse Analytics, Systems Analysts, and Help Desk Support
- PowerSchool Special Education Records Systems
- Network Support Services including Wide Area Network Operation
- 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
- Student and Family Support Services
- 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 2021-2022 fiscal year, ADMw from FY17/18, FY18/19 and FY19/20 will be used. For the 2022-2023 fiscal year, ADMw from FY18/19, FY19/20 and FY21/22 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 2021-2023 Local Service Plan are as follows:

(Continued on page 18)

Enrollment for the 2021-2023 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 FY21/22

District	2017-2018 ADMw	2018-2019 ADMw	2019-2020 ADMw	3 Year Average	% of Total ADMw	% Allocation of Tier 2 Funds
Alsea	335.3	465.9	465.9	422.4	0.9%	1.0%
Central Linn	826.9	844.4	844.4	838.6	1.9%	1.9%
Corvallis	7,942.1	7,942.1	7,847.5	7,910.6	17.6%	17.6%
Greater Albany	11,240.5	11,167.7	11,030.2	11,146.1	24.8%	24.7%
Harrisburg	1,096.3	1,044.7	1,029.5	1,056.8	2.4%	2.4%
Lebanon	4,939.0	4,937.8	4,928.5	4,935.1	11.0%	11.0%
Lincoln County	6,996.0	7,003.4	7,030.0	7,009.8	15.6%	15.6%
Monroe	613.9	592.0	531.4	579.1	1.3%	1.3%
Philomath	1,931.9	1,931.9	1,939.8	1,934.5	4.3%	4.3%
Santiam Canyon	5,260.0	5,458.0	5,458.0	5,392.0	12.0%	12.0%
Scio	964.1	970.0	1,073.0	1,002.4	2.2%	2.2%
Sweet Home	2,726.7	2,734.3	2,734.3	2,731.8	6.1%	6.1%
	44,872.7	45,092.2	44,912.5	44,959.1	100%	100%

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY22/23

District	2018-2019 ADMw	2019-2020 ADMw	2020-2021* ADMw	3 Year Average	% of Total ADMw	% Allocation of Tier 2 Funds
Alsea	465.9	465.9	853.6	595.1	1.3%	1.3%
Central Linn	844.4	844.4	822.9	837.2	1.8%	1.8%
Corvallis	7,942.1	7,847.5	7,770.5	7,853.4	17.1%	17.1%
Greater Albany	11,167.7	11,030.2	11,050.5	11,082.8	24.1%	24.1%
Harrisburg	1,044.7	1,029.5	1,021.5	1,031.9	2.2%	2.2%
Lebanon	4,937.8	4,928.5	4,911.0	4,925.8	10.7%	10.7%
Lincoln County	7,003.4	7,030.0	7,037.5	7,024.6	15.3%	15.3%
Monroe	592.0	531.4	497.3	540.2	1.2%	1.2%
Philomath	1,931.9	1,939.8	1,939.8	1,937.2	4.2%	4.2%
Santiam Canyon	5,458.0	5,458.0	6,010.3	5,642.1	12.3%	12.3%
Scio	970.0	1,073.0	3,137.0	1,726.7	3.8%	3.8%
Sweet Home	2,734.3	2,734.3	2,711.2	2,726.6	5.9%	5.9%
	45,092.2	44,912.5	47,763.1	45,923.6	100%	100%

*2020-2021 is estimated based on the last estimate from ODE, dated 5/1/21

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





SPECIAL EDUCATION SERVICES

Audiology Screening and Augmentative Communication

Service: Audiology Screening and Augmentative Communication

Program: Cascade Regional Inclusive Services

How It's Funded: Tier 1

Total FTE: 1.73 FTE

Contact: Angie Greenwood

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



speech audiometry, and otoacoustic emissions

Augmentative Communication



Service: Augmentative Communication

Program: Cascade Regional Inclusive Services

How It's Funded: Tier 1

Total FTE: 4.6 FTE

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 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

Total FTE: 6.5 FTE

Contact: Debbie McPheeters, Autumn Belloni, and Kimberly McCutcheon-Gross

LBL early intervention specialists provide evaluations for students from birth to 5 who are suspected of having a developmental delay, including problems in how they see, hear, talk, walk, respond to others, play or learn. Families, child care providers, preschools, physicians, and community agencies can all refer students to the program. Students 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 include the child's abilities and needs, services for the child and family, family outcomes related to the child's needs and goals, and objectives reflecting both the child's developmental and special education needs.

Occupational Therapy

Mild/Moderate occupational therapy in the educational setting supports school staff toward the collaborative implementation of student and children's educational goals. Providers assist in the implementation of Individual Family Service Plan (IFSP) and Individual Education Program (IEP) goals with a focus on adaptations and functional skills that promote progress toward those goals.

Service: Occupational Therapy

Program: Cascade Regional Inclusive Services

How It's Funded: Tier 1 and Tier 2

Total FTE: 10.6 FTE

Contact: Angie Greenwood

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
Total FTE: 4.6 FTE
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
Total FTE: 15.4 FTE
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
Total FTE: 1.6 FTE
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 goals and objectives, visits each district monthly to observe programs and to provide consultation, serves as regional qualified trainer for Extended Assessment, and maintains an iPad loaded with educational apps for teacher preview.



Spanish Interpreter and Translation Services

Interpretation (oral) and translation (written) services in Spanish for school-related activities and meetings/services related to special education are offered through the Special Education and Evaluation Services program. The interpreter/translator services include interpreting at special education meetings and providing exact

Service: Spanish Interpreter and Translation Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 2.0 FTE
Contact: Laura Petschauer

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
Total FTE: 0.85 FTE
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 (EMAN).



Special Education Evaluation Services

The Special Education and Evaluation Services (SEES) program offers support to students across the broad range of services, including: system development for general education interventions in academics and behavior, evaluations for Special Education identification, psychologists, speech language pathologists and educational consultants services, interpreter and translator services

Service: Special Education Evaluation Services
Program: Special Education and Evaluation Services
How It's Funded: Tier 1
Total FTE: 20.54 FTE
Contact: Laura Petschauer

in Spanish, Response to Intervention (RTI) systems consultation and training, professional development on research based initiatives, special education law and current practices in evaluation by SEES staff, and guests brought in and sponsored through SEES.



Speech/Language Services

Service: Speech Language Services

Program: Special Education and Evaluation Services

How It's Funded: Tier 2

Total FTE: 7.0 FTE

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 impact 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, voice, Augmentative and Alternative Communication (AAC), and support for hearing loss.





TECHNOLOGY SUPPORT SERVICES

Business Information System (BIS)

Service: Business Information System (BIS)
Program: Business Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 3.81 FTE
Contact: Jackie Olsen

Infinite Visions is a fully integrated solution for financial and personnel management. It is comprised 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 both 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.

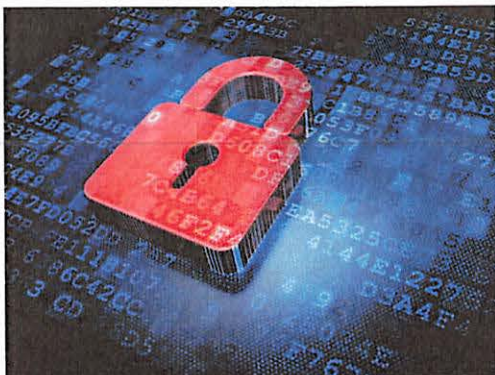


Cyber Safety

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

Service: Cyber Safety
Program: Technology and Information Services
How It's Funded: Tier 1
Total FTE: 1.0 FTE
Contact: Francisco Zavala

coverage. 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
Total FTE: 0.2 FTE
Contact: Francisco Zavala



Data integration services offer the ability to integrate LBLEDSD 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 2
Total FTE: 2.0 FTE
Contact: Francisco Zavala

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.

Forecast5

Service: Forecast5 License
Program: Business Services
How It's Funded: Tier 1
Total FTE: 0.0 FTE
Contact: Jackie Olsen

FORECAST5[®]

ANALYTICS

Tier 1 funds support the purchase of Forecast5 licenses for 3 products: 5Cast, 5Cast *Plus* and 5Sight. A statewide contract with Forecast5 provides technical support, regional trainings, 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
Total FTE: 0.25 FTE
Contact: Francisco Zavala

InTouch Receipting Software

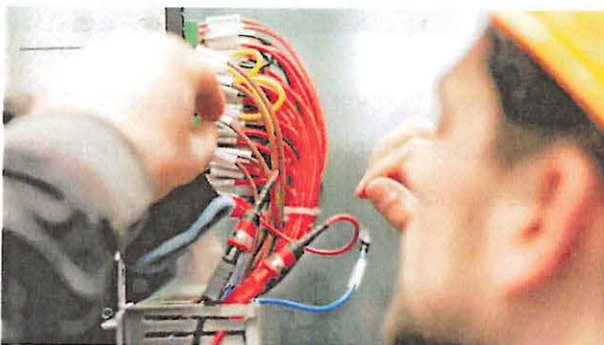
Service: InTouch Receipting Software
Program: Business Services
How It's Funded: Tier 1
Total FTE: 0.21 FTE
Contact: Jackie Olsen



InTouch is a comprehensive cash receipting software specifically 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 acts as a point of sale, manages students fees, tracks donations and payments for fundraisers, and provides comprehensive reporting.

Low Voltage

Low-voltage electrical work requires a licensed (journeyman) staff who can provide design, installation, maintenance, replacement and repair of electrical systems under 100 volts. Services include any kind of device that connects through the internet, such as telephone systems, climate controls, and even clocks. This service and other



related 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.

Service: Low Voltage
Program: Technology and Information Services
How It's Funded: Tier 2
Total FTE: 1.0 FTE
Contact: Francisco Zavala

Network Management

Service: Network Management
Program: Technology and Information Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 2.0 FTE
Contact: Francisco Zavala

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.

Student Information System (SIS) Suite

LBL provides a comprehensive student information system (SIS) to districts and schools across Oregon. The suite includes an administrative student information system , teacher gradebook and attendance , and master/student scheduler. Additional modules include an online registration system and data analysis tools. These integrated applications offer secure, configurable access to student

Service: Student information System
Program: Technology and Information Services
How It's Funded: Tier 1 and Tier 2
Total FTE: 14.0 FTE
Contact: Francisco Zavala

demographics, enrollment, grades, schedules, and much more. The system provides district offices with automated submission of many state reports, and significant data assistance with others.



Special Education Records Management

Service: Special Education Records Management

Program: Technology and Information Services

How It's Funded: Tier 1 and Tier 2

Total FTE: 2.0 FTE

Contact: Francisco Zavala

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

Total FTE: 4.0 FTE

Contact: Francisco Zavala

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

Total FTE: 1.65 FTE

Contact: Francisco Zavala



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: Student and Family Support Services
How It's Funded: Tier 2
Total FTE: 3.8 FTE
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

Service: Behavior Consultant Services
Program: Student and Family Support Services
How It's Funded: Tier 2
Total FTE: 2.9 FTE
Contact: Kristina Wonderly



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. Beginning in FY20/21, behavior consultants will be offering Question, Respond, Persuade (QRP) to school districts needing suicide prevention training.

Extended Learning Paraprofessionals

Service: Extended Learning Paraprofessional
Program: Long Term Care & Treatment
How It's Funded: Tier 2
Total FTE: 1.0 FTE
Contact: Cathy Wright

This service provides staff to support online learning in district schools. The paraprofessional works closely with school counselors and administrators to set up learning plans for



individual students and mentors and tracks students engaged in online learning.

Family Support Liaisons

Family support liaisons offer a range of services that include, but are not limited to addressing, physical and mental health services, case coordination services, positive youth development opportunities, and education supports. Of importance, secure connections are made for families to access health and social services, assist in navigating social service systems, and eliminating access barriers. A disproportionate number of youth and families encounter

Service: Family Support Liaisons
Program: Student and Family Support Services
How It's Funded: Tier 2
Total FTE: 5.6 FTE
Contact: Kristina Wonderly

adversities 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. Beginning in FY20/21, family support liaisons will be offering Question, Respond, Persuade (QRP) to school districts needing suicide prevention training.



Home School Support

Service: Home School Support
Program: Student and Family Support Services
How It's Funded: Tier 1
Total FTE: 0.5 FTE
Contact: Nancy Griffith

LBL home school registrar monitors and maintains records of compliance including notification and testing 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.

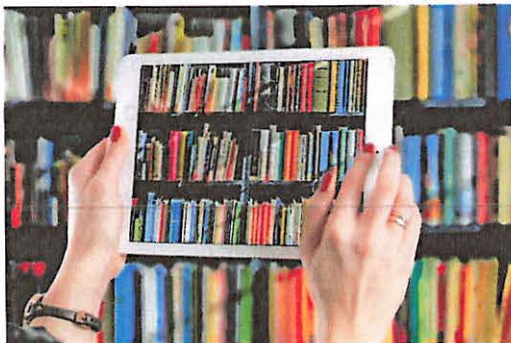


Library/Media Services

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

Service: Library/Media Services
Program: Strategic Partnerships
How It's Funded: Tier 2
Total FTE: 0.2 FTE
Contact: Nancy Griffith

recommendations for media, book and collection purchases as well as other services as needed by the district.



Student and Family Support Services

Service: Student and Family Support Services

Program: Student and Family Support Services

How It's Funded: Tier 1

Total FTE: 1.0 FTE

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.



Family Support Services



ADMINISTRATIVE SERVICES

Business Administration Services

Service: Business Information System
Program: Business Services
How It's Funded: Tier 2
Total FTE: 4.0 FTE
Contact: Jackie Olsen

The business office serves component and non-component districts by offering services to support the many business functions of a district. Services include payroll, accounts payable, grants and business services management.



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: Business Services
How It's Funded: Tier 1
Total FTE: 0.4 FTE
Contact: Rhonda Allen

E-rate Services

Service: E-rate Services
Program: Business Services
How It's Funded: Tier 2
Total FTE: 1.0 FTE
Contact: Tim Jones

The Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, helps ensure that schools and libraries can obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring

internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services. LBL can assist districts to apply for and track E-rate funding, while helping to make sure each district stays in compliance with program rules. Our application services include assisting applicants through the entire lifecycle of the E-rate application process as well as providing staff training and yearly reports on E-rate funding. LBL also offers additional services that include district needs assessments, project management and audit supports.



Special Education Administration/ Consultation



Service: Special Education Administration/Consultation
Program: Special Education and Evaluation Services
How It's Funded: Tier 2
Total FTE: 0.2 FTE
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

How It's Funded: Grant with Oregon Department of Education
Total FTE: 16.9 FTE
Contact: Angie Greenwood

This contract through the Oregon Department of Education, supports the Regional Program for students with low-incidence disabilities. The disability areas include:

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

Two supplemental grants were received from ODE to provide audiology services, purchase equipment needed to support students with hearing disabilities and to provide support for school districts serving students with traumatic brain injuries.

Early Intervention/Early Childhood Special Education

How It's Funded: Grant with Oregon Department of Education and Student Success Act
Total FTE: 57.46 FTE
Contact: Debbie McPheeters, Autumn Belloni, and Kimberly McCutcheon-Gross

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 to 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.

(Continued on page 45)

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.

Family Support Liaison (JCP)

How It's Funded: Grant with Juvenile Crime Prevention
Total FTE: 0.53 FTE
Contact: Nancy Griffith

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.

Long-Term Care and Treatment

How It's Funded: Grant with Oregon Department of Education
Total FTE: 17.46 FTE
Contact: Cathy Wright

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.

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

How It's Funded: Grant with Oregon Department of Human Services

Total FTE: 1.9 FTE

Contact: Nancy Griffith

With support from the Oregon Department of Human Services (DHS), LBL provides training and support to districts to complete the Medicaid Administrative Claiming survey three times a year. LBL interfaces with DHS 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

School Safety and Prevention Specialist

How It's Funded: Grant with Oregon Department of Education

Total FTE: 1.0 FTE

Contact: Nancy Griffith

This contract through the Oregon Department of Education offers training, assistance with 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.



Statewide Education Initiatives Account

How It's Funded: Student Investment Account

Total FTE: 6.0 FTE

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.

Transition Network Facilitator

How It's Funded: Grant with Oregon Department of Education
Total FTE: 1.85 FTE
Contact: Nancy Griffith

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

How It's Funded: Grant with Oregon Department of Human Services
Total FTE: 0.8 FTE
Contact: Nancy Griffith

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.



APPENDIX

Business Services

Performance Goal #1

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

Improve customer service by develop additional reference guides, videos, and trainings to support districts use of Infinite Visions.

Performance Goal #2

LBL Goal 3: Continue long-term financial stability.

Develop a standard process to track and document all inventory on an annual basis at each site.

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.

Provide administrator evaluation training regarding observations, giving feedback, and writing summative evaluations.

Performance Goal #2

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Implement training and recruiting activities to cultivate a receptive and equitable work environment to facilitate hiring a more inclusive workforce.

Performance Goal #3

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

Implement electronic on-boarding and create and implement electronic off-boarding through the TalentEd Perform platform.

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.

With the implementation of the new referral/service request process, Cascade Regional staff will provide communication with appropriate district staff to initiate the evaluation/services process within 2 work days of receiving a referral.

Performance Goal #2

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

Increase staff engagement (as measured by the Gallup Staff Engagement Survey) in the work environment to more positively communicate with districts.

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.

Create an annual training system for Early Intervention (birth to age 2) and newly hired Early Childhood Special Education staff, as well as interested community partners, in Positive Behavior Interventions and Supports modules and practices.

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 22.09% of students in Lincoln County, 27.17% in Benton County and 27.34 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.

Implement a student assessment tool on a quarterly basis to assist the teaching staff with data that will identify curriculum, instruction and specific intervention strategies for all students.

Performance Goal #2

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

Create a documentation system to communicate student data, student narrative data and contact information to programs/schools where students transition.

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.

With the implementation of the new evaluation request process, SEES staff will provide communication with appropriate district staff to initiate the evaluation process within 2 work days of receiving the referral.

Performance Goal #2

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

Increase staff engagement (as measured by the Gallup Staff Engagement Survey) in the work environment to more positively communicate with districts.

Technology and Information Services

Performance Goal #1

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 #2

LBL Goal 3: Continue long-term financial stability.

Develop new cyber safety services by finalizing the different tiered offerings of these services, develop a cost model, obtain a CompTIA Security+ certification for the Security Engineer, and secure six (6) customer districts.

Performance Goal #3

LBL Goal 3: Continue long-term financial stability.

Develop AWS Offsite Recovery to protect data: Syncing it to the cloud, utilizing air gap technologies that will protect it from malicious attacks, and defining our procedures on how to restore the uncorrupted data in the event of an attack. This will include performing full restoration tests on a scheduled basis.

Strategic Partnerships

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Provide accessible resources to school districts to support suicide prevention, intervention, and postvention.

Performance Goal #2

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

Build on the communication and collaboration structure created last year for program development to support strategic partnerships with districts and community partners.

Student and Family Support Services

Performance Goal #1

LBL Goal 1: Support success for all students and their districts by delivering excellent, equitable, efficient, and cost effective services.

Provide accessible resources to school districts to support suicide prevention, intervention, and postvention.

Performance Goal #2

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

Provide assistance to school districts and youth serving agencies utilizing Behavior Safety Assessment protocols that center on equity and access to behavior and mental health services.

ALSEA SCHOOL DISTRICT

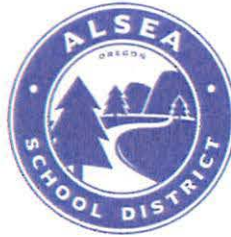
P.O. BOX B / 301 South 3rd Street
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Phone: 541-487-4305

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Superintendent: Marc Thielman

marc.thielman@alsea.k12.or.us



Marc Thielman
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	ASD
Audiology Hearing Screenings	342	22
Audiology Evaluations	28	1
Mild/Moderate Special Ed Supports K-12 (PT)	111	0
Mild/Moderate Special Ed Supports K-12 (OT)	615	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	1
In-Center Special Education Evaluations	131	1
In-District and Assigned Special Education Evaluations	363	10
Severe Disability Supports	169	3
Early Intervention Evaluations	307	1
Early Childhood Special Education Evaluations	299	1

Special Education - Tier 1 Services by Hours	ESD	ASD
Interpreter, District Requests	82.5	0
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	ASD
Early Intervention Services	113	1
Early Childhood Special Education Services	356	0
Students Transitioned to Kindergarten	212	0
Cascade Regional - Low Incidence, High Needs	ESD	ASD
Vision	50	0
Hearing	80	2
Physical Therapy	49	0
Occupational Therapy	48	0
Autism Spectrum Disorder	692	6
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	8
Other Services	ESD	ASD
Attendance	1638	0
Behavior Consultant	131	21
Family Support Liaison	259	0
Youth Transition Services	58	11



CENTRAL LINN SCHOOL DISTRICT

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Superintendent: Candace Pelt

candace.pelt@centrallinn.k12.or.us



Candace Pelt
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	CLSD
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	3
Mild/Moderate Special Ed Supports K-12 (PT)	111	4
Mild/Moderate Special Ed Supports K-12 (OT)	615	9
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	1
In-Center Special Education Evaluations	131	4
In-District and Assigned Special Education Evaluations	363	16
Severe Disability Supports	169	2
Early Intervention Evaluations	307	4
Early Childhood Special Education Evaluations	299	7

Special Education - Tier 1 Services by Hours	ESD	CLSD
Interpreter, District Requests	82.5	12.3
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	37.8
Translation, In-Center Evaluations	150.9	7.3

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	CLSD
Early Intervention Services	113	1
Early Childhood Special Education Services	356	7
Students Transitioned to Kindergarten	212	5

Cascade Regional - Low Incidence, High Needs	ESD	CLSD
Vision	50	3
Hearing	80	2
Physical Therapy	49	3
Occupational Therapy	48	3
Autism Spectrum Disorder	692	8
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	19

Other Services	ESD	CLSD
Attendance	1638	16
Behavior Consultant	131	0
Family Support Liaison	259	4
Youth Transition Services	58	0



CORVALLIS SCHOOL DISTRICT

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Superintendent: Ryan Noss

ryan.noss@corvallis.k12.or.us



Ryan Noss
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	CSD
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	7
Mild/Moderate Special Ed Supports K-12 (PT)	111	31
Mild/Moderate Special Ed Supports K-12 (OT)	615	123
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	41
In-Center Special Education Evaluations	131	26
In-District and Assigned Special Education Evaluations	363	38
Severe Disability Supports	169	38
Early Intervention Evaluations	307	50
Early Childhood Special Education Evaluations	299	47

Special Education - Tier 1 Services by Hours	ESD	CSD
Interpreter, District Requests	82.5	5.3
Interpreter, In-Center Evaluations	181.4	34.3
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	26.3

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	CSD
Early Intervention Services	113	12
Early Childhood Special Education Services	356	48
Students Transitioned to Kindergarten	212	34
Cascade Regional - Low Incidence, High Needs	ESD	CSD
Vision	50	13
Hearing	80	17
Physical Therapy	49	11
Occupational Therapy	48	11
Autism Spectrum Disorder	692	115
Traumatic Brain Injury	16	2
Total # of K-12 Regional Low Incidence Disabilities	935	169
Other Services	ESD	CSD
Attendance	1638	193
Behavior Consultant	131	0
Family Support Liaison	259	0
Youth Transition Services	58	0



GREATER ALBANY PUBLIC SCHOOLS

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Fax: 541-967-4587

Superintendent: Rob Saxton

rob.saxton@albany.k12.or.us



Rob Saxton
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	GAPS
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	9
Mild/Moderate Special Ed Supports K-12 (PT)	111	29
Mild/Moderate Special Ed Supports K-12 (OT)	615	147
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	63
In-Center Special Education Evaluations	131	52
In-District and Assigned Special Education Evaluations	363	62
Severe Disability Supports	169	41
Early Intervention Evaluations	307	119
Early Childhood Special Education Evaluations	299	117

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	GAPS
Early Intervention Services	113	37
Early Childhood Special Education Services	356	116
Students Transitioned to Kindergarten	212	60

Cascade Regional - Low Incidence, High Needs	ESD	GAPS
Vision	50	8
Hearing	80	23
Physical Therapy	49	13
Occupational Therapy	48	12
Autism Spectrum Disorder	692	199
Traumatic Brain Injury	16	4
Total # of K-12 Regional Low Incidence Disabilities	935	259

Other Services	ESD	GAPS
Attendance	1638	0
Behavior Consultant	131	58
Family Support Liaison	259	0
Youth Transition Services	58	0

Special Education - Tier 1 Services by Hours	ESD	GAPS
Interpreter, District Requests	82.5	5.2
Interpreter, In-Center Evaluations	181.4	75.8
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	79.3



HARRISBURG SCHOOL DISTRICT

P.O. Box 208 / 865 LaSalle Street
Harrisburg, OR 97446-9549

Phone: 541-995-6626 ext. 1

Fax: 541-995-3453

Superintendent: Bryan Starr

bryan.starr@harrisburg.k12.or.us



Bryan Starr
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	HSD
Audiology Hearing Screenings	342	62
Audiology Evaluations	28	2
Mild/Moderate Special Ed Supports K-12 (PT)	111	3
Mild/Moderate Special Ed Supports K-12 (OT)	615	16
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	9
In-Center Special Education Evaluations	131	3
In-District and Assigned Special Education Evaluations	363	41
Severe Disability Supports	169	5
Early Intervention Evaluations	307	3
Early Childhood Special Education Evaluations	299	5

Special Education - Tier 1 Services by Hours	ESD	HSD
Interpreter, District Requests	82.5	0
Interpreter, In-Center Evaluations	181.4	21
Translation, District Requests	547.6	42.5
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	HSD
Early Intervention Services	113	3
Early Childhood Special Education Services	356	4
Students Transitioned to Kindergarten	212	3

Cascade Regional - Low Incidence, High Needs	ESD	HSD
Vision	50	0
Hearing	80	1
Physical Therapy	49	3
Occupational Therapy	48	3
Autism Spectrum Disorder	692	17
Traumatic Brain Injury	16	1
Total # of K-12 Regional Low Incidence Disabilities	935	25

Other Services	ESD	HSD
Attendance	1638	68
Behavior Consultant	131	18
Family Support Liaison	259	17
Youth Transition Services	58	0



LEBANON SCHOOL DISTRICT

485 S Fifth Street
Lebanon, OR 97355

Phone: 541-451-8511

Fax: 541-259-6857

Superintendent: Bo Yates

bo.yates@lebanon.k12.or.us



Bo Yates
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	LCS
Audiology Hearing Screenings	342	47
Audiology Evaluations	28	0
Mild/Moderate Special Ed Supports K-12 (PT)	111	16
Mild/Moderate Special Ed Supports K-12 (OT)	615	72
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	22
In-Center Special Education Evaluations	131	12
In-District and Assigned Special Education Evaluations	363	28
Severe Disability Supports	169	27
Early Intervention Evaluations	307	35
Early Childhood Special Education Evaluations	299	41

Special Education - Tier 1 Services by Hours	ESD	LCS
Interpreter, District Requests	82.5	1.5
Interpreter, In-Center Evaluations	181.4	12
Translation, District Requests	547.6	67.2
Translation, In-Center Evaluations	150.9	13.1

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	LCS
Early Intervention Services	113	16
Early Childhood Special Education Services	356	63
Students Transitioned to Kindergarten	212	35

Cascade Regional - Low Incidence, High Needs	ESD	LCS
Vision	50	6
Hearing	80	5
Physical Therapy	49	4
Occupational Therapy	48	5
Autism Spectrum Disorder	692	59
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	79

Other Services	ESD	LCS
Attendance	1638	619
Behavior Consultant	131	0
Family Support Liaison	259	64
Youth Transition Services	58	0



LINCOLN COUNTY SCHOOL DISTRICT

1212 NE Fogarty Street

Newport, OR 97365

Phone: 541-265-9211

Fax: 541-265-3059

Superintendent: Dr. Karen Gray

karen.gray@lincoln.k12.or.us



Dr. Karen Gray
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	LCSD
Audiology Hearing Screenings	342	73
Audiology Evaluations	28	2
Mild/Moderate Special Ed Supports K-12 (PT)	111	16
Mild/Moderate Special Ed Supports K-12 (OT)	615	153
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	37
In-Center Special Education Evaluations	131	11
In-District and Assigned Special Education Evaluations	363	43
Severe Disability Supports	169	18
Early Intervention Evaluations	307	62
Early Childhood Special Education Evaluations	299	43

Special Education - Tier 1 Services by Hours	ESD	LCSD
Interpreter, District Requests	82.5	52
Interpreter, In-Center Evaluations	181.4	25.1
Translation, District Requests	547.6	247.3
Translation, In-Center Evaluations	150.9	9.8

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	LCSD
Early Intervention Services	113	35
Early Childhood Special Education Services	356	62
Students Transitioned to Kindergarten	212	40
Cascade Regional - Low Incidence, High Needs	ESD	LCSD
Vision	50	11
Hearing	80	10
Physical Therapy	49	9
Occupational Therapy	48	9
Autism Spectrum Disorder	692	137
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	176
Other Services	ESD	LCSD
Attendance	1638	307
Behavior Consultant	131	0
Family Support Liaison	259	0
Youth Transition Services	58	0



MONROE SCHOOL DISTRICT

365 N 5th Street

Monroe, OR 97456

Phone: 541-847-6292

Fax: 541-847-6290

Superintendent: Bill Crowson

bill.crowson@monroe.k12.or.us



Bill Crowson
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	MSD
Audiology Hearing Screenings	342	20
Audiology Evaluations	28	1
Mild/Moderate Special Ed Supports K-12 (PT)	111	3
Mild/Moderate Special Ed Supports K-12 (OT)	615	12
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	2
In-Center Special Education Evaluations	131	4
In-District and Assigned Special Education Evaluations	363	4
Severe Disability Supports	169	2
Early Intervention Evaluations	307	2
Early Childhood Special Education Evaluations	299	6

Special Education - Tier 1 Services by Hours	ESD	MSD
Interpreter, District Requests	82.5	3.8
Interpreter, In-Center Evaluations	181.4	11.8
Translation, District Requests	547.6	39.3
Translation, In-Center Evaluations	150.9	11.2

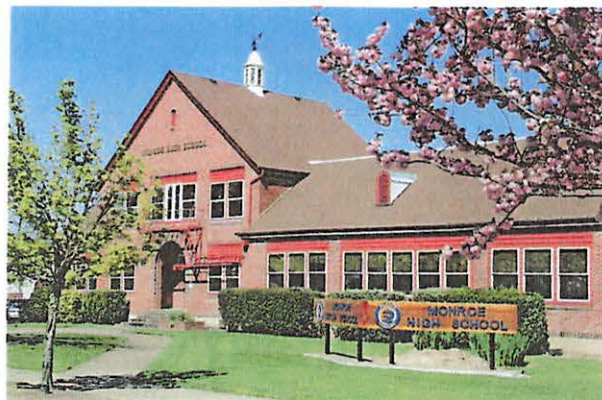
Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	MSD
Early Intervention Services	113	2
Early Childhood Special Education Services	356	4
Students Transitioned to Kindergarten	212	2

Cascade Regional - Low Incidence, High Needs	ESD	MSD
Vision	50	0
Hearing	80	1
Physical Therapy	49	2
Occupational Therapy	48	1
Autism Spectrum Disorder	692	9
Traumatic Brain Injury	16	1
Total # of K-12 Regional Low Incidence Disabilities	935	14

Other Services	ESD	MSD
Attendance	1638	9
Behavior Consultant	131	0
Family Support Liaison	259	9
Youth Transition Services	58	25



PHILOMATH SCHOOL DISTRICT

1620 Applegate Street

Philomath, OR 97370

Phone: 541-929-3169

Fax: 541-929-3991

Superintendent: Susan Halliday

susan.halliday@philomath.k12.or.us



Susan Halliday
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	PSD
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	2
Mild/Moderate Special Ed Supports K-12 (PT)	111	0
Mild/Moderate Special Ed Supports K-12 (OT)	615	24
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	5
In-Center Special Education Evaluations	131	5
In-District and Assigned Special Education Evaluations	363	29
Severe Disability Supports	169	14
Early Intervention Evaluations	307	11
Early Childhood Special Education Evaluations	299	4
Special Education - Tier 1 Services by Hours	ESD	PSD
Interpreter, District Requests	82.5	1.7
Interpreter, In-Center Evaluations	181.4	1.3
Translation, District Requests	547.6	113
Translation, In-Center Evaluations	150.9	4.1

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	PSD
Early Intervention Services	113	0
Early Childhood Special Education Services	356	15
Students Transitioned to Kindergarten	212	12
Cascade Regional - Low Incidence, High Needs	ESD	PSD
Vision	50	2
Hearing	80	4
Physical Therapy	49	1
Occupational Therapy	48	1
Autism Spectrum Disorder	692	27
Traumatic Brain Injury	16	2
Total # of K-12 Regional Low Incidence Disabilities	935	37
Other Services	ESD	PSD
Attendance	1638	0
Behavior Consultant	131	23
Family Support Liaison	259	50
Youth Transition Services	58	0



SANITAM CANYON SCHOOL DISTRICT

P.O. Box 197 / 150 SW Evergreen Street
Mill City, OR 97360

Phone: 503-897-2321

Fax: 503-897-2322

Superintendent: Todd Miller

todd.miller@santiam.k12.or.us



Todd Miller
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	SCSD
Audiology Hearing Screenings	342	0
Audiology Evaluations	28	0
Mild/Moderate Special Ed Supports K-12 (PT)	111	2
Mild/Moderate Special Ed Supports K-12 (OT)	615	4
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	2
In-Center Special Education Evaluations	131	5
In-District and Assigned Special Education Evaluations	363	20
Severe Disability Supports	169	1
Early Intervention Evaluations	307	3
Early Childhood Special Education Evaluations	299	0

Special Education - Tier 1 Services by Hours	ESD	SCSD
Interpreter, District Requests	82.5	0
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	SCSD
Early Intervention Services	113	0
Early Childhood Special Education Services	356	1
Students Transitioned to Kindergarten	212	1

Cascade Regional - Low Incidence, High Needs	ESD	SCSD
Vision	50	3
Hearing	80	10
Physical Therapy	49	1
Occupational Therapy	48	1
Autism Spectrum Disorder	692	59
Traumatic Brain Injury	16	0
Total # of K-12 Regional Low Incidence Disabilities	935	74

Other Services	ESD	SCSD
Attendance	1638	0
Behavior Consultant	131	0
Family Support Liaison	259	57
Youth Transition Services	58	22



SCIO SCHOOL DISTRICT

38875 NW First Avenue

Scio, OR 97374

Phone: 503-394-3261

Fax: 503-394-3920

Superintendent: Steve Martinelli

martinellis@sciok12.org



Steve Martinelli
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	SSD
Audiology Hearing Screenings	342	88
Audiology Evaluations	28	0
Mild/Moderate Special Ed Supports K-12 (PT)	111	3
Mild/Moderate Special Ed Supports K-12 (OT)	615	10
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	3
In-Center Special Education Evaluations	131	3
In-District and Assigned Special Education Evaluations	363	19
Severe Disability Supports	169	5
Early Intervention Evaluations	307	8
Early Childhood Special Education Evaluations	299	3

Special Education - Tier 1 Services by Hours	ESD	SSD
Interpreter, District Requests	82.5	0.8
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	0.7
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	SSD
Early Intervention Services	113	3
Early Childhood Special Education Services	356	5
Students Transitioned to Kindergarten	212	2

Cascade Regional - Low Incidence, High Needs	ESD	SSD
Vision	50	2
Hearing	80	1
Physical Therapy	49	1
Occupational Therapy	48	1
Autism Spectrum Disorder	692	8
Traumatic Brain Injury	16	1
Total # of K-12 Regional Low Incidence Disabilities	935	14

Other Services	ESD	SSD
Attendance	1638	71
Behavior Consultant	131	11
Family Support Liaison	259	35
Youth Transition Services	58	0



SWEET HOME SCHOOL DISTRICT

1920 Long Street
Sweet Home, OR 97386

Phone: 541-367-7126

Fax: 541-367-7105

Superintendent: Lisa Riggs

lisa.riggs@sweethome.k12.or.us



Lisa Riggs
Superintendent

Tier 1

Data based on fiscal year 2020-2021

Special Education - Tier 1 Services by Student	ESD	SHSD
Audiology Hearing Screenings	342	30
Audiology Evaluations	28	1
Mild/Moderate Special Ed Supports K-12 (PT)	111	4
Mild/Moderate Special Ed Supports K-12 (OT)	615	35
Mild/Moderate Special Ed Supports K-12 (Aug Comm)	199	13
In-Center Special Education Evaluations	131	5
In-District and Assigned Special Education Evaluations	363	53
Severe Disability Supports	169	13
Early Intervention Evaluations	307	9
Early Childhood Special Education Evaluations	299	25

Special Education - Tier 1 Services by Hours	ESD	SHSD
Interpreter, District Requests	82.5	0
Interpreter, In-Center Evaluations	181.4	0
Translation, District Requests	547.6	0
Translation, In-Center Evaluations	150.9	0

Grants

Data based on fiscal year 2020-2021

EI/ECSE	ESD	SHSD
Early Intervention Services	113	3
Early Childhood Special Education Services	356	31
Students Transitioned to Kindergarten	212	18

Cascade Regional - Low Incidence, High Needs	ESD	SHSD
Vision	50	2
Hearing	80	4
Physical Therapy	49	1
Occupational Therapy	48	1
Autism Spectrum Disorder	692	48
Traumatic Brain Injury	16	5
Total # of K-12 Regional Low Incidence Disabilities	935	61

Other Services	ESD	SHSD
Attendance	1638	355
Behavior Consultant	131	0
Family Support Liaison	259	23
Youth Transition Services	58	0



LBL Local Service Plan Addendum 2022-2024: Statewide Education Initiatives Account

Student Success Act Purpose:

- a) Meet students' mental or behavioral health needs; and
- b) Increase academic achievement for students, including reducing academic disparities for historically underserved students

LBLES D	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. (Outcome 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. (Outcome 2, 3, 5)
Strategy #3	Utilize a Continuous Improvement Team to support implementation of District SIA processes and plans. (Outcome 1, 2, 3, 4, 5)

Activities 2022-2023	SSA Coordinator and Associated Costs (Strategy 1-3)
	Strategic Partnerships Administrative Assistant
	Regional Behavioral Health Systems Facilitator and Associate Costs (Strategy 1, 3)
	Social Emotional Learning Coaches (supporting schools with DESSA follow-up needs)
	Instructional Coaching, New Teacher Mentors, and Associated Costs (Strategy 2, 3)
	Communities of Practice Facilitator and Associated Costs (Strategy 1-3)
	Professional Development – Regional Trainings
	DESSA (SEL) K-8 (Pre-paid)
	Data Analyst/Programming Support (Strategy 3)
	Indirect 5%
Activities 2023-2024	SSA Coordinator and Associated Costs (Strategy 1-3)
	Strategic Partnerships Administrative Assistant
	Regional Behavioral Health Systems Facilitator and Associate Costs (Strategy 1, 3)
	Social Emotional Learning Coaches (supporting schools with DESSA follow-up needs)
	Instructional Coaching and Associated Costs (Strategy 2, 3)
	Communities of Practice Facilitator and Associated Costs (Strategy 1-3)
	Professional Development – Regional Trainings
	DESSA (SEL) K-8
	Data Analyst/Programming Support (Strategy 3)
	Indirect 5%

SEIA Plan presented to Valley Coast Superintendent Association: October 21, 2021
 SEIA Plan approved by Valley Coast Superintendent Association: November 19, 2021
 SEIA Plan presented to and adopted by LBL Board of Directors: December 15, 2021

(Continued on page 67)

LBLEDSD works to support districts in the implementation of their Student Investment Account plan. Section 13 in the SSA outlines where districts can spend their funds. LBL has created a plan that can support the following utilizing the Regional Behavioral Health Systems Facilitator, SEL Coaches (2), Instructional Coach, New Teacher Mentor Program coaches, and Communities of Practice Facilitator.

The SSA purpose, meet students' health or safety needs, may include supports from the following:

- (A) Social-emotional learning and development;*
- (B) Student mental and behavioral health;*
- (C) Improvements to teaching and learning practices or organizational structures that lead to better interpersonal relationships at the school;*
- (D) Student health and wellness;*
- (E) Trauma-informed practices;*

Increase academic achievement for students, including reducing academic disparities for historically underserved students.

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 Learning Coaches
- Communities of Practice 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
- New Teacher Mentor Coaches
- Communities of Practice Facilitator
- 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, 4, 5)

Activity Associated

- SSA Coordinator
- Instructional Coaching
- New Teacher Mentor Coaches
- Communities of Practice Facilitator
- Data Analyst Tech/Programming Support (LPGT)
- 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 2022-2023 school year as presented.

LBL Board Chair

Date

School District Board Chair

Date

Central Linn School District 552-C

Code: **BD/BDA**
Adopted: 8/11/97
Revised: 4/14/05; 5/14/18
Third Reading: 1/10/21

Board Meetings

The Board has the authority to act only when a quorum is ~~physically~~ present at a duly called regular, special or emergency meeting. "Meeting" means the convening of a quorum of the Board as the district's governing body to make a decision or to deliberate toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the governing body, i.e. a work session. The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. ~~For information how to give or submit public comment it is outlined in Board policy BDDH-Public Comment at Board Meetings and/or posted on the district's website.~~

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, ~~except as allowed by law (training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved).~~ The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including those with disabilities, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they were not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board ~~will~~ shall make a good faith effort to provide an interpreter for hearing impaired persons. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice. ~~Communications with all qualified individuals with disabilities shall be as effective as communications with others.~~

~~If requested to do so at least 72 hours before a meeting held in public, the Board shall make a reasonable effort to provide translation services.~~

All meetings held in public shall comply with the Oregon Indoor Clean Air Act ~~and the smoking provisions contained in the Public Meetings Law.~~

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month, with the exception of July. The regular meeting schedule will be established at the **annual** organizational meeting after July 1, but may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold ~~an~~ **the annual** organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than the second Monday in August. Previous years organizational designations shall remain in place until such meeting is held.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may also be scheduled if less than a quorum is present at a meeting or additional business still needs to be conducted at the ending time of a meeting. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic communication. Electronic communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

Electronic communications may contain:

- a. Agenda item suggestions;
- b. Reminders regarding meeting times, dates and places;
- c. Board meeting agendas or information concerning agenda items;
- d. One-way information from Board members or superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals) so long as that information is also being made available to the public;
- e. Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body

which could be considered a public meeting. Electronic communications on district business are governed by Public ~~Records~~ and Meetings Law.

Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by the Public Meetings Law.

Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with the state law on public meetings, including notice and minutes. The Board is discouraged from making official decisions during a work session. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

Executive Sessions

Executive sessions may be held as an agenda item during regular, special, or emergency meetings for a reason permitted by law. (See Board policy BDC - Executive Sessions)

END OF POLICY

Legal Reference(s):

[ORS 174.100](#)

[ORS 174.104](#)

[ORS Chapter 192](#)

[ORS Chapter 193](#)

[ORS 255.335](#)

[ORS 332](#). to 332.061

[ORS 433.835- 433.875](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 ; 29 C.F.R. Part 1630 (~~2016~~2020), 28 C.F.R. Part 35 (~~2016~~2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018)

OR. ATTY. GEN. Public Records and Meetings Manual (~~2014~~).

[Oregon House Bill 2560 \(2021\)](#).

[Oregon House Bill 3041 \(2021\)](#).

Central Linn School District 552-C

Code: CCC
Adopted: 12/8/97
Revised: 4/14/05

RECOMMEND DELETION

Hiring of Licensed Administrators

When administrative vacancies occur, transfer within the existing district administrative staff will be considered. Administrators will be notified of the vacancy and have the opportunity to submit an application for the position.

Except in those instances when a transfer of administrators within the school system is determined by the superintendent, the following procedure shall be followed in the selection of all administrative personnel below the rank of superintendent:

1. Openings in administrative positions may be announced publicly prior to the first interview, giving ample time for all interested parties to submit applications;
2. Applications shall be in writing and directed to the superintendent. It shall be the responsibility of the superintendent/designee to complete the pre-employment file with credentials furnished by or at the request of the applicant;
3. The screening and interview committees shall be appointed by the superintendent;
4. Selected applicants shall be granted a personal interview following the deliberations of the screening committee;
5. Upon completion of all interviews the interview committee shall make a recommendation to the superintendent for the position under consideration;
6. The superintendent's recommendation will then be presented to the Board for consideration and appointment to the position;
7. An administrator shall serve a probationary period that does not exceed three years, unless the administrator and the district mutually agree to a shorter time period.

END OF POLICY

Legal Reference(s):

ORS 332.505
ORS 342.845

Central Linn School District 552-C

Code: CCC
Adopted: 12/8/97
Revised: 4/14/05
Third Reading: 1/10/21

Hiring Licensed Administrators

The superintendent or designee shall establish hiring procedures to employ qualified administrators necessary to carry out duties as identified by the district.

When administrative vacancies occur, transfer within the existing district administrative staff may be considered. Notwithstanding the superintendent's authority to transfer and assign work, the district will follow hiring procedures in compliance with state and federal law.

The superintendent's recommendation will be presented to the Board for consideration and appointment to the position.

An administrator shall serve a probationary period that does not exceed three years unless the administrator and the district mutually agree to a shorter time period.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 342.845](#)

**CENTRAL LINN SCHOOL DISTRICT
ENROLLMENT**

As of January 5, 2022

<i>December 2020</i>	<i>December 2021</i>	<i>January 2022</i>
K 35	K 34	K 34
1 41	1 33	1 34
2 38	2 32	2 32
3 47	3 32	3 33
4 34	4 47	4 46
5 34	5 37	5 37
6 39	6 32	6 32
<i>Total 268</i>	<i>Total 246</i>	<i>Total 248</i>
7 50	7 44	7 44
8 45	8 50	8 50
9 51	9 46	9 46
10 58	10 52	10 52
11 56	11 57	11 57
12 52	12 54	12 52
<i>Total 313</i>	<i>Total 303</i>	<i>Total 301</i>
District Total 580	District Total 549	District Total 549

September 2003 = 583
September 2004 = 640
September 2005 = 647
September 2006 = 678
September 2007 = 644
September 2008 = 651
September 2009 = 655
September 2010 = 708

September 2011 = 676
September 2012 = 676
September 2013 = 710
September 2014 = 657
September 2015 = 643
September 2016 = 652
September 2017 = 643
September 2018 = 644

September 2019 = 633
September 2020 = 579
September 2021 = 552

Central Linn Superintendent Evaluation Timeline for 2021-23

<i>Action</i>	<i>Date</i>	<i>Person(s)</i>
<ul style="list-style-type: none"> Board/superintendent review the evaluation process standards, and timelines to be used this school year. Board formally adopts all of these in open session. 	1/10/22	Board & Superintendent
<ul style="list-style-type: none"> Superintendent reports interim progress on evaluation standards (also goals, if any) to the board. Any specific feedback from board to the superintendent can be done in executive session. (See below.) 	3/14/22, 6/13/22, 10/10/22	Superintendent
<ul style="list-style-type: none"> Evaluation documents sent to board/superintendent to be completed and returned to the board secretary (or designee) by 1/24/23. Results must be compiled by the 1/31/23 board meeting. 	1/9/23	Board Secretary (or designee)
<ul style="list-style-type: none"> <i>Superintendent presents their self-evaluation and/or “artifacts of evidence” of performance to the Board. Superintendent exits upon completion.</i> <i>Board members discuss their individual evaluations and develop the board’s written summative evaluation. (Speak with one voice.)</i> 	1/31/23 *	Board & Superintendent
<ul style="list-style-type: none"> <i>Board members meet to discuss their evaluations and develop the board’s official written summative evaluation document(s) that will be shared with the superintendent. (If needed. Board may have finished on 2/13/23.)</i> 	1/31/23 *	Board (if needed)
<ul style="list-style-type: none"> Board chair or designee presents draft of the summative evaluation prior to the 2/13/23 board meeting. Details of the evaluation will be discussed with the whole board at the upcoming executive session. This is a “preview” copy. 	2/13/23	Board Chair (or designee)
<ul style="list-style-type: none"> <i>Board and superintendent meet to discuss and clarify the summative evaluation document. Superintendent exits executive session.</i> <i>Changes to the evaluation may be made at this time.</i> Board votes in open session to approve the summative evaluation. A copy of the final written summative evaluation form is placed in the superintendent’s personnel folder. 	2/13/23	Board & Superintendent
<ul style="list-style-type: none"> Notify superintendent of contract extension/non-extension (if applicable) 	3/15/23	Board
<ul style="list-style-type: none"> Superintendent/board set evaluation goals for upcoming year. (Open session.) Board/superintendent review the evaluation process (including TFS feedback, if being used), standards, (additional goals, if any) and timelines to be used this school year. Board formally adopts all of these in open session. 	3/15/23	Board & Superintendent

Notes: “*” denotes a special meeting. All other meetings are regular meetings. Evaluation meetings may be held in executive session unless otherwise requested by the superintendent to be done in open session ORS 192.660(2)(i). ***(This is denoted above with bold italics.)*** This adopted timeline shall serve as noticed to the superintendent of the pending stated executive sessions within this document.

Central Linn School District 552C

Revenue Month End For the Period 12/01/2021 through 12/31/2021

Fiscal Year: 2021-2022

	<u>12/01/2021 - 12/31/2021</u>	<u>Year To Date</u>	<u>Budget</u>	<u>Budget Balance</u>	
INCOME					
Local Revenue					
Current Year's Taxes (+)	\$229,996.65	\$3,433,424.56	\$3,341,680.00	(\$91,744.56)	102.7%
Prior Year's Taxes (+)	\$3,451.25	\$32,371.17	\$69,994.00	\$37,622.83	46.2%
Tuition From Other Districts (+)	\$0.00	\$0.00	\$5,000.00	\$5,000.00	0.0%
Interest Earnings (+)	\$1,120.88	\$3,528.98	\$30,000.00	\$26,471.02	11.8%
Pay to Play (+)	\$3,475.00	\$18,290.00	\$20,000.00	\$1,710.00	91.5%
Contributions & Donations (+)	\$0.00	\$0.00	\$2,000.00	\$2,000.00	0.0%
Misc Revenue (+)	\$0.00	\$38,437.24	\$75,000.00	\$36,562.76	51.2%
Sub-total : Local Revenue	\$238,043.78	\$3,526,051.95	\$3,543,674.00	\$17,622.05	99.5%
Intermediate Revenue					
Severe Disability through ESD (+)	\$0.00	\$0.00	\$18,000.00	\$18,000.00	0.0%
Sub-total : Intermediate Revenue	\$0.00	\$0.00	\$18,000.00	\$18,000.00	0.0%
State Revenue					
School Support Fund (+)	\$304,053.00	\$2,273,425.00	\$3,882,741.00	\$1,609,316.00	58.6%
Common School Fund (+)	\$0.00	\$31,832.80	\$65,650.00	\$33,817.20	48.5%
State Forest Revenue (+)	\$0.00	\$10,280.12	\$25,000.00	\$14,719.88	41.1%
Small High School Grant (+)	\$0.00	\$0.00	\$45,000.00	\$45,000.00	0.0%
Restricted Grants in Aid (+)	\$0.00	\$0.00	\$83,000.00	\$83,000.00	0.0%
Sub-total : State Revenue	\$304,053.00	\$2,315,537.92	\$4,101,391.00	\$1,785,853.08	56.5%
Federal Revenue					
Federal Receipt (+)	\$0.00	\$0.00	\$1,591.00	\$1,591.00	0.0%
Federal Forest Fees (+)	\$0.00	\$0.00	\$20,000.00	\$20,000.00	0.0%
Sub-total : Federal Revenue	\$0.00	\$0.00	\$21,591.00	\$21,591.00	0.0%
Beginning Fund Balance					
Beginning Fund Balance (+)	\$0.00	\$1,068,044.42	\$600,000.00	(\$468,044.42)	178.0%
Sub-total : Beginning Fund Balance	\$0.00	\$1,068,044.42	\$600,000.00	(\$468,044.42)	178.0%
Total : INCOME	\$542,096.78	\$6,909,634.29	\$8,284,656.00	\$1,375,021.71	83.4%
NET ADDITION/(DEFICIT)	\$542,096.78	\$6,909,634.29	\$8,284,656.00	\$1,375,021.71	83.4%

End of Report

Central Linn School District 552C

Expenditures Month End For the Period 12/01/2021 through 12/31/2021

Fiscal Year: 2021-2022

Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
EXPENSES							
Instruction							
Elementary K- 6 (+)	\$1,518,162.00	\$112,685.69	\$499,866.59	\$1,018,295.41	\$901,828.95	\$116,466.46	7.7%
High School Programs (+)	\$1,597,687.00	\$123,279.61	\$553,971.78	\$1,043,715.22	\$968,653.97	\$75,061.25	4.7%
Athletics (+)	\$215,563.00	\$3,046.55	\$63,110.19	\$152,452.81	\$99,238.04	\$53,214.77	24.7%
Early Literacy Program (+)	\$0.00	\$8,403.69	\$29,062.62	(\$29,062.62)	\$44,894.94	(\$73,957.56)	0.0%
TAG (+)	\$6,964.00	\$4,155.52	\$5,778.73	\$1,185.27	\$2,069.56	(\$884.29)	-12.7%
Special Education (+)	\$799,710.00	\$57,930.36	\$225,284.13	\$574,425.87	\$400,180.85	\$174,245.02	21.8%
Remediation (+)	\$7,625.00	\$0.00	\$0.00	\$7,625.00	\$0.00	\$7,625.00	100.0%
Alternative Education (+)	\$20,000.00	\$0.00	\$0.00	\$20,000.00	\$0.00	\$20,000.00	100.0%
English Second Language Program (+)	\$140,954.00	\$11,792.36	\$45,493.93	\$95,460.07	\$96,721.73	(\$1,261.66)	-0.9%
Sub-total : Instruction	\$4,306,665.00	\$321,293.78	\$1,422,567.97	\$2,884,097.03	\$2,513,588.04	\$370,508.99	8.6%
Support Services							
Guidance Services (+)	\$71,150.00	\$6,265.47	\$26,608.68	\$44,541.32	\$58,076.13	(\$13,534.81)	-19.0%
Health/ Homeless Liason Services (+)	\$4,500.00	\$450.98	\$450.98	\$4,049.02	\$1,673.61	\$2,375.41	52.8%
Psychological Services (+)	\$0.00	\$0.00	\$358.06	(\$358.06)	\$0.00	(\$358.06)	0.0%
Service Direction (+)	\$9,160.00	\$1,514.24	\$9,119.55	\$40.45	\$0.00	\$40.45	0.4%
Library Services (+)	\$65,689.00	\$5,587.35	\$20,223.62	\$45,465.38	\$33,559.01	\$11,906.37	18.1%
Board of Education Services (+)	\$180,069.00	\$7,827.99	\$61,073.94	\$118,995.06	\$35,610.91	\$83,384.15	46.3%
Executive Administration Services (+)	\$281,329.00	\$44,156.16	\$218,194.10	\$63,134.90	\$75,025.73	(\$11,890.83)	-4.2%
Office of the Principal Services (+)	\$556,378.00	\$45,782.45	\$244,950.53	\$311,427.47	\$292,786.63	\$18,640.84	3.4%
Fiscal Services (+)	\$210,600.00	\$17,278.03	\$103,837.72	\$106,762.28	\$100,945.14	\$5,817.14	2.8%
Operations and Maintenance (+)	\$856,427.00	\$56,716.49	\$405,846.86	\$450,580.14	\$330,147.28	\$120,432.86	14.1%
Student Transportation Services (+)	\$732,032.00	\$46,493.93	\$245,842.63	\$486,189.37	\$290,980.24	\$195,209.13	26.7%
Staff Services (+)	\$7,835.00	\$0.00	\$0.00	\$7,835.00	\$0.00	\$7,835.00	100.0%
Technology Services (+)	\$161,320.00	\$9,827.67	\$87,052.28	\$74,267.72	\$59,588.28	\$14,679.44	9.1%
Retiree Insurance (+)	\$14,500.00	\$791.27	\$4,693.09	\$9,806.91	\$0.00	\$9,806.91	67.6%
Sub-total : Support Services	\$3,150,989.00	\$242,692.03	\$1,428,252.04	\$1,722,736.96	\$1,278,392.96	\$444,344.00	14.1%

Operating Statement with Encumbrance

Central Linn School District 552C

Expenditures Month End For the Period 12/01/2021 through 12/31/2021

Fiscal Year: 2021-2022

Include Pre Encumbrance

	<u>Budget</u>	<u>Range To Date</u>	<u>Year To Date</u>	<u>Balance</u>	<u>Encumbrance</u>	<u>Budget Balance</u>	
Long Term Debt Service							
Bus loans (+)	\$12,736.00	\$0.00	\$10,031.22	\$2,704.78	\$0.00	\$2,704.78	21.2%
Cool Schools Loan (+)	\$59,185.00	\$4,931.65	\$29,589.90	\$29,595.10	\$0.00	\$29,595.10	50.0%
Roof Life Extension (+)	\$86,220.00	\$0.00	\$86,215.12	\$4.88	\$0.00	\$4.88	0.0%
Sub-total : Long Term Debt Service	\$158,141.00	\$4,931.65	\$125,836.24	\$32,304.76	\$0.00	\$32,304.76	20.4%
Interfund Transfers							
Interfund Transfers (+)	\$17,513.00	\$0.00	\$0.00	\$17,513.00	\$0.00	\$17,513.00	100.0%
Sub-total : Interfund Transfers	\$17,513.00	\$0.00	\$0.00	\$17,513.00	\$0.00	\$17,513.00	100.0%
Contingency							
Planned Reserves (+)	\$254,820.00	\$0.00	\$0.00	\$254,820.00	\$0.00	\$254,820.00	100.0%
Sub-total : Contingency	\$254,820.00	\$0.00	\$0.00	\$254,820.00	\$0.00	\$254,820.00	100.0%
Unappropriated Ending Fund Balance							
Unappropriated Ending Fund Balance (+)	\$396,528.00	\$0.00	\$0.00	\$396,528.00	\$0.00	\$396,528.00	100.0%
Sub-total : Unappropriated Ending Fund Balance	\$396,528.00	\$0.00	\$0.00	\$396,528.00	\$0.00	\$396,528.00	100.0%
Total : EXPENSES	\$8,284,656.00	\$568,917.46	\$2,976,656.25	\$5,307,999.75	\$3,791,981.00	\$1,516,018.75	18.3%
NET ADDITION/(DEFICIT)	\$8,284,656.00	\$568,917.46	\$2,976,656.25	\$5,307,999.75	\$3,791,981.00	\$1,516,018.75	18.3%

End of Report

Operating Statement with Encumbrance

**CENTRAL LINN SCHOOL DISTRICT
32433 HWY 228, HALSEY**

**CENTRAL LINN BOARD WORKSESSION
CENTRAL LINN JUNIOR HIGH**

On December 7, 2021, members of the Central Linn School Board met to interview board applicant for Zone 1 and to discuss facilities. The meeting was held in Ms. Adam's room and began at approximately 6:30 p.m.

**Members Present: David Karo, Suzy Parker, Kirt Glenn, Parker Leigh, Tony Isom, Brian Tenbusch
Others Present: Candace Pelt, Celeste Van Cleave, Dena Crowell, Joni Wixom, James Shannon, Heidi Hermansen, Lisa Goracke, Carie Simon, Kacie Wahl, Steve Carothers, Randy Raschein**

David Karo began the meeting by introducing Carie Simon, Zone 1 board applicant. Ms. Simon answered Board Candidate Template interview questions.

Reviewed Board Policy BCE, Board Committees, to discuss goals and outcomes of a facilities committee.

The board then discussed developing a Long Range Facilities Master Plan. The district was broken down into individual sections where group consensus was taken for 'repair or replace'. Areas of consensus to 'replace' consideration were the AG Building, elementary shop, high school greenhouse, high school gym floor, elementary floors and windows, high school classroom floors (asbestos concerns indicated). Areas to 'repair' were the high school blacktop and high school showers/locker rooms. The high school blacktop needs to be repaved; leveled and cracks filled with the installation of a new parking lot. The high school showers/locker rooms need to be redesigned. The group discussed utilizing Relco's existing design plan for restructuring the locker rooms that was a part of a previous facilities discussion. The high school weight room was discussed as to whether to update this location. Asked was whether the weight room is utilized to warrant an update or if it would be considered a waste of money. How many kids have weights class as an elective? How many coaches require their athletes to lift weights? It could quite possibly be a 'if you build it, they will come' project. The topic of updating the weight room needs more consideration.

The meeting adjourned at approximately 8:10 p.m.

Dena Crowell, Board Secretary

Board Chairman, David Karo

Date Approved

Facilities and Operations Committee

The Facilities Planning Committee is developed to create a Long Range Facilities Master Plan to help transform an aging infrastructure and provide more innovative opportunities for all students. This committee was recommended by Superintendent Pelt in January 2022.

Future Meetings and Agendas will be posted on the District Website.

Board Members

David Karo

Tony Isom

Brian Tenbusch

Student Leader Representatives

TBD

Community Members

Steve Caruthers

Randy Raschein

Reed Anderson