

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

905 4th Avenue SE, Albany, Oregon 97321-3199 - 541-812-2600 - www.lblesd.k12.or.us

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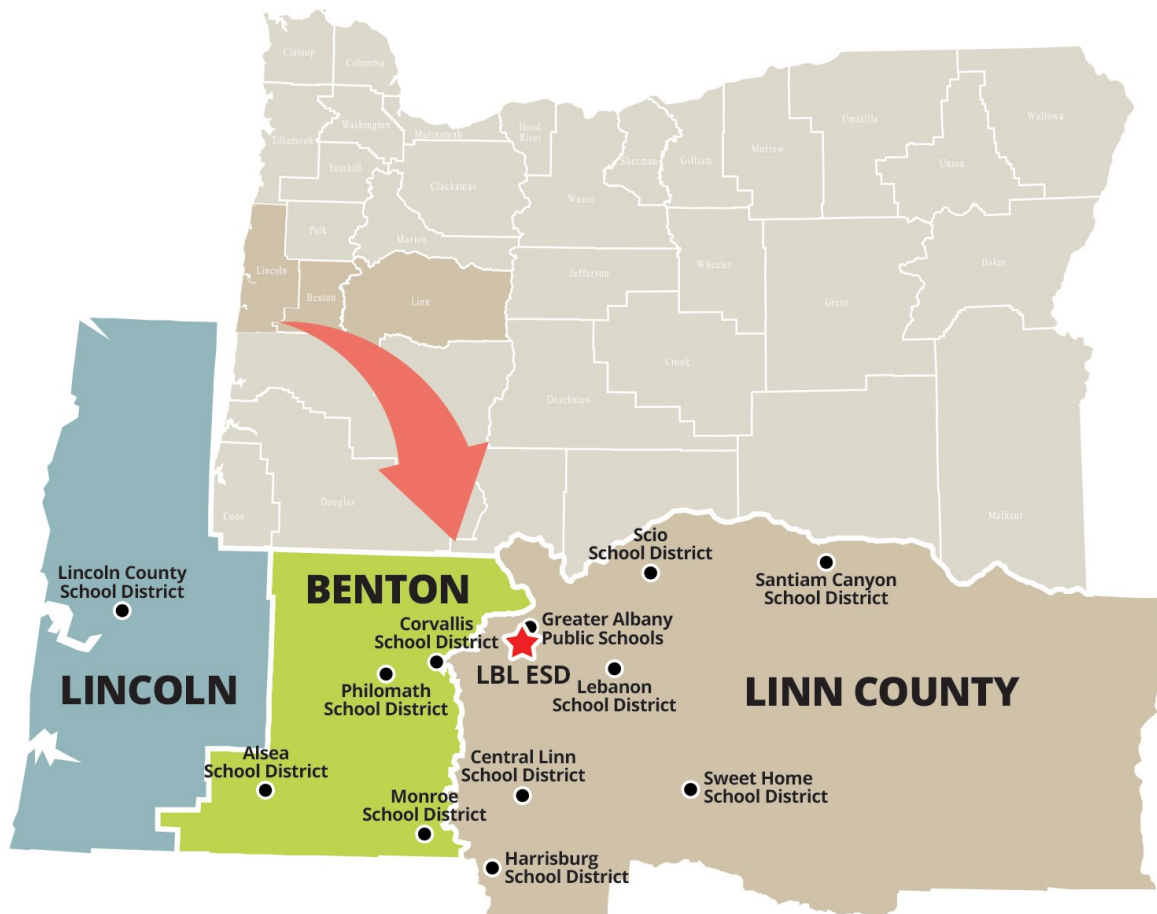
Serving the Counties of Linn, Benton, Lincoln, and Beyond!

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 (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.

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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

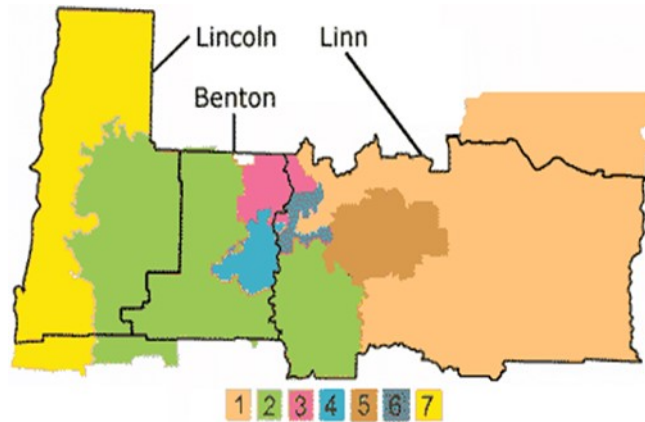


Miriam Cummins
Zone 6
Term Expires: 6/30/2023



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:

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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

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.

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



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

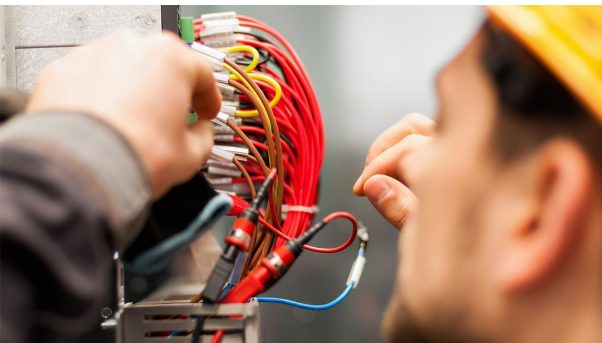
Service: Low Voltage

Program: Technology and Information Services

How It's Funded: Tier 2

Total FTE: 1.0 FTE

Contact: Francisco Zavala



related network consulting services are offered economically and with a clear understanding of district needs and the best time to complete work within a school calendar. As school districts replace older technology equipment, they need to update their existing CAT-3/4/5 cabling with newer CAT-5+ or CAT-6.

Network Management

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

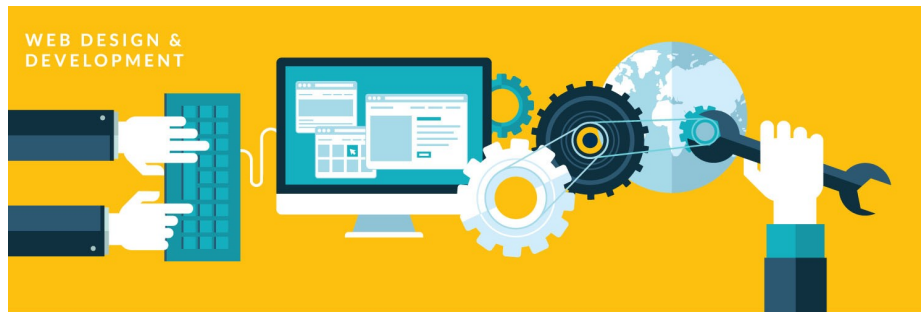
Service: Web Design and Maintenance

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.

A background image of school supplies, including a mesh pencil holder with several pencils, a stack of books, and an apple with a leaf, all rendered in a monochromatic red color scheme.

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.



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

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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

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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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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

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

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



HARRISBURG SCHOOL DISTRICT

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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

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Lebanon, OR 97355

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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

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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

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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

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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

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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

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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

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Superintendent: Lisa Riggs

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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	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