



SCIO SCHOOL DISTRICT 95-C

38875 NW First Avenue
Scio, Oregon 97374

“Youth In Pursuit of Excellence”

**SCIO SCHOOL DISTRICT 95C
SCHOOL BOARD MEETING MINUTES
Scio Middle School Library
38875 NW FIRST AVE., SCIO, OREGON 97374-9502
Thursday, January 15, 2026
6:00 P.M.
In Person/Via Zoom Meeting**

The link to view the meeting:

<https://zoom.us/j/94410360023?pwd=cEg1Ylk2YncyMkkoQTlrM3BFZ1V4Zz09>

Opening 6:00 p.m.

Regular Meeting

REGULAR BOARD MEETING MINUTES

1) CALL TO ORDER/WELCOME

The meeting was called to order by Presiding Chair, Anber Nelson, at 6:00 P.M.; other board members present were Nicole Buganski and Derryl James. Mike Ennis and Hank McDonald were absent. Also, present were Superintendent – Kim Roth, Payroll/Board Secretary- Chelle Mask. Principals Lindsay Alsup, Jacob Alburn and Kyle Braa were present. Student Representatives, , McKenzie Gilkison, Nolan Buganski, Keltes James and Honor Bagnall. Also present were members of the audience (See list attached).

1.1 The flag salute was led by Anber Nelson.

1.2 Audience Introduction/Request (See List Attached)

2) Approval of Consent Agenda

Nicole Buganski made a motion to approve the consent agenda as presented. Deryl James seconded the motion. Motion passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

Centennial Elementary 503-394-3265 • Middle School 503-394-3271
High School 503-394-3276 • District Office 503-394-3261 • Fax 503-394-3920

3) Adjustments to Agenda/Adopt Agenda

Kim Roth has an adjustment to the agenda regarding 5.1 Hires and Retirements.

Nicole Buganski made a motion to accept the adjustments to the agenda. Derryl James seconded the motion. Motion passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

4) Delegation/Visitors

4.1 Spotlight on Education: Centennial Elementary

Lindsay Alsup brought four fifth grade members of their leadership group to show a skit they performed at their last assembly for the character trait, optimism.

4.2 Scio Booster Club:

Casey Tibbs spoke about cushioning the chairs for basketball. They have \$2300 in the bank. Their goal is to offer 2 scholarships for the Casey Childress Memorial Scholarship, 1 for a boy and 1 for a girl. They were \$1000 each and they will be able to offer a little more.

4.3 City of Scio: N/A

4.4 Visitor/Patron Comments:

Jeanie Wooten thanked the kids that came during school to the Historical building back in November. Matt Hirschfelder talked about the band concert that was held at the middle school gym and thanked the board for building up the Middle School/High School Band program. Kim Roth let us know that it is Board Appreciation Month. She presented plaques to Edward DeWilde and Kerri Hyde (not present), thanked the board for all their hard work and time and presented the board with gifts.

5) Items Requiring Board Action

5.1 Staff Changes: Hires and Retirements:

Kim Roth presented to the board the following hires:

Josh Bremner- Middle School- Assistant Boys Basketball Coach

Caitlin Holzouser- Middle School- Head Softball Coach

Damion McClelland- Middle School- Assistant Boys Basketball Coach

Nicole Buganski made a motion to hire the above names. Derryl James seconded the motion. Motion passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.2 2025-27 LBL Local Service Plan

Kim Roth presented to the board the following LBL Service Plan showing the tier 1 and tier 2 services that we are offered. This is updating you all the fall of 2025 plan.



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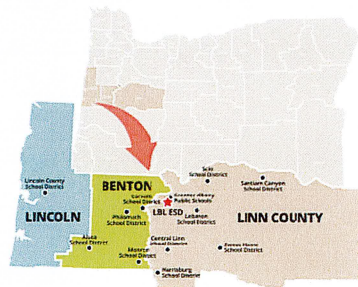
63 District Summary



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

Linn Benton Lincoln Education Service District (LBLESD) serves educational agencies, districts, and schools across the state with high-quality services and programs that are practical, reliable, and economical. LBLESD 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.

LBLESD is one of 18 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) 324.005: 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.



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

Education Service Districts and Oregon Revised Statutes

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

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

An education service district plays a key role in:

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



04

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.



LBLESD Local Service Plan 2025-2027

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Equity Lens

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

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



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



Procedure:

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

1
Who Does It Impact?
Who are the groups affected?
What are the potential impacts on these groups?

3
Whose Voices Are at the Table?
Have we intentionally involved our partners?

2
Who Has the Opportunities and is Included and Who is Not?
Are existing disparities favored or worsened?
Are there unintended consequences?

4
Can We Do About It?
How will we mitigate the negative impacts and address the barriers identified above?

Non-Discrimination: L.E.A. 450 prohibits discrimination and harassment on any basis protected by law, including but not limited to an individual's perceived or actual race, color, religion, sex, sexual orientation, national or ethnic origin, marital status, disability, veterans status, or the protected status of any other person with whom the individual associates.

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LBLESO Local Service Plan 2025 -2027

Meet our BOARD OF DIRECTORS



Bill Hays
Zone 1
Term Expires 6.30.28



Lori Greenfield
Zone 2
Term Expires 6.30.28




Michael Thomson
Zone 3
Term Expires 6.30.28



Denise Hughes-Tafen
Zone 4
Term Expires 6.30.28



Amy Vetter
Zone 5
Term Expires 6.30.27



Miriam Cummins
Zone 6
Term Expires 6.30.27



Eddie Symington
Zone 7
Term Expires 6.30.27

GOALS & BOARD OBJECTIVES

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

Board Performance Objective 2
Continue to enhance collaborative relationships and effective communication with LBLESO employees, school districts, and communities.

Board Performance Objective 3
Prudently and sustainably manage fiscal resources. Maintain a forward looking financial plan and anticipate and accommodate economic changes.

LBLESO Local Service Plan 2025 -2027
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Board Zones

Zone 1 Greater Albany (part), Sweet Home, Sola, Santiam Canyon	Zone 2 Central Linn, Harrisburg, Monroe, Abasa, Pilsbama's, Lincoln Co. Schools (part)	Zone 3 Conallis (North) Greater Albany (part)	Zone 4 Conallis (part)
Zone 5 Lebanon Greater Albany (part)	Zone 6 Greater Albany (part)	Zone 7 Lincoln County (part)	

Budget Committee

Jim Gourley Zone 1 Term Expires: 6/30/27	Sarah Finger McDonald Zone 4 Term Expires: 6/30/2027	Vacant Zone 7 Term Expires: 6/30/2025
Risteen Follett Zone 2 Term Expires: 6/30/2029	Nichole Piland Zone 5 Term Expires: 6/30/2027	Jean Wooten At Large Term Expires: 6/30/2029
Todd Noble Zone 3 Term Expires: 6/30/2029	Ryan Mattingly Zone 6 Term Expires: 6/30/2027	

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Meet our EXECUTIVE TEAM

Jason Hay
Superintendent

Nancy Griffith
Assistant superintendent

Rocco Luere
Executive Financial officer

Kristina Wonderly
Executive Director
Human Resources

Tim Jones
Executive IT officer

Autumn Belloni
Executive Director of
Early Intervention and spEd

Mission

Through services and collaboration with community schools and families, we empower every child with the skills and resources needed for success, fostering innovation and responsiveness in education.

Vision

Enhancing education through collaboration.

Values/Voice Personality

- Children and families first
- Equity, inclusivity, & Honoring differences
- Competency and Expertise
- Kindness, Caring, & Humility
- Trust & Connection
- Teamwork & Collaborative leadership
- Health & balance
- Sustainability

LBLESB Local Service Plan 2025 -2027 09

Education LEADERSHIP TEAM



Katie Dalton
Early Intervention/Early Childhood Special Ed.



Alex Malivanko
Long Term Care and Treatment



Sonya Hart
Special Education and Evaluation Services



Steve Martinelli
Cascade Regional Inclusive Services



Tina Linn
Early Intervention/Early Childhood Special Ed.



Lis Wallace
Strategic Partnerships for Student Success



Kimberly McCutcheon Cross
Early Intervention/Early Childhood Special Ed.

The Education Leadership Council is composed of leaders supporting direct student service providers. Along with the Cabinet, it includes the Directors and Coordinators of Cascade Regional Inclusive Services (CRIS), Early Intervention/Early Childhood Special Education (EIVE/ECSE), Long Term Care and Treatment (LTCT), Special Education and Evaluation Services (SEES), and Strategic Partnerships for Student Success (SPSS).

Enterprise LEADERSHIP TEAM



September Johnson
Human Resources



Jennifer Kessel
Technology and Information Services



Katie Davis
Technology and Information Services



Kayla Stock
E-rate Services



Lisa Schoen
Administrative Services



Nathan Rowland
Marketing and Business Development



Richard Thomas
Technology and Information Services



Sean Yoder
Business Services



Lisa McConnell
Facilities Coordinator

The Enterprise Services Leadership Council is composed of those leaders that are not supporting direct service providers. Along with the Cabinet, it will include the leaders of Administrative Services, Business Services, E-rate Services, Facilities, Human Resources, Marketing and Branding, and Technology and Information Services.

LBL Component School Districts



Alsea 73
P.O. Box B, 501 South 3rd
Street Alsea, OR 97324

Superintendent: Stacy Knudson
<http://alsea.k12.or.us/>
541-647-4305



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

Superintendent: Dr. Robert Heaz
<http://centrallinn.k12.or.us/>
541-509-2813



Corvallis 5093
1555 SW 35th Street
Corvallis, OR 97333

Superintendent: Dr. Ryan Noos
<https://www.csd5093.net/>
541-957-6841



Greater Albany 83
718 Seventh Avenue SW
Albany, OR 97321

Superintendent: Andy Gardner
<https://albany.k12.or.us/>
541-967-6511



Harrisburg #7
P.O. Box 208, 805 LaSalle Street
Harrisburg, OR 97346

Superintendent: Steve Woods
<https://www.harrisburg.k12.or.us/>
541-995-6226



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

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

LBL Component School Districts



Lincoln County 1212
NE Fogarty Street
Newport, OR 97365

Superintendent: Dr. Majalisse Tolan
<https://lincoln.k12.or.us/>
541-265-9211



Monroe 11
305 N 5th Street
Monroe, OR 97356

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



Philomath 173
1620 Applegate Street
Philomath, OR 97370

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



Santiam Canyon 1293
P.O. Box 197, 150
SW Evergreen Street
Mill City, OR 97360

Superintendent: Krista Nieraeth
<http://santiam.k12.or.us/>
503-897-2521



Scio 95
38875 NW First Avenue
Scio, OR 97374

Superintendent: Kim Roth
<https://scio.k12.or.us/>
503-394-3261



Sweet Home 55
1920 Long Street
Sweet Home, OR 97386

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

LBL Planning Calendar for Developing & Approving Resolution Services



September/October

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

October/November

Present VCSA draft resolution Local Service Plan for the next Biennium. Review/revise the Local Service Plan as described under ORS 354.775(2) with input from Superintendents.

November

VCSA Superintendents finalize the Local Service Plan services and agreements resulting in recommendation of the LBL Local Service Plan to the LBL Board of Directors and component school districts.

January

The recommended LBL Local Service Plan will be provided to the LBL Board of Directors for adoption for the Biennium. By statute, the Local Service Plan must be approved by districts each year.

February

After being adopted by the LBL Board of Directors, the Local Service Plan is approved on or before March 1 by resolution of two-thirds of the component school districts representing more than 50% of the students in the LBL region. Adoption by component district boards shall occur before March 1.

March

Notify LBL staff of changes in service requirements as established in the Local Service Plan.

April/May

LBL acquires the necessary staffing, equipment, and technology and other resources to deliver the services required or services are brokered through other sources.

Resolution Services

Enrollment for Year 1 of the 2024-2026 Biennium
Tier 2 funds are allocated based on the average of the last 3 years of actual ADMw. ADMw from the previous three years will be used. This information is provided below.

3 Year Actual ADMw and Allocation of Tier 2 Funds for FY25/26

District	2021-2022 ADMw	2022-2023 ADMw	2023-2024 ADMw	3 Year Average	% of Allocation
Alsea	1,120	613	399	711	1.7%
Central Linn	724	715	705	715	1.7%
Covallis	7,439	7,407	7,243	7,363	17.4%
Greater Albany	10,622	10,596	10,519	10,579	25%
Harrisburg	942	972	1,034	983	2.3%
Lebanon	4,657	4,707	4,678	4,681	11.1%
Lincoln County	6,549	6,489	6,328	6,456	15.2%
Monroe	513	539	539	531	1.3%
Philomath	1,847	1,896	1,981	1,908	4.5%
Santiam Canyon	3,831	3,344	3,502	3,559	8.4%
Solo	2,313	2,025	2,139	2,159	5.1%
Sweet Home	2,603	2,738	2,688	2,676	6.3%
Total	43,161	42,043	41,754	42,319	100%

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



Resolution Service Funding and Allocation

Funding for LBLESD is governed by ORS 344.177, which mandates that at least 90% of resolution funds be spent directly on services or programs for component school districts. The allocation of these funds follows a two-tier system:

Tier 1 Budget

The LBLESD superintendent proposes the annual budget to cover the Tier 1 Services listed in the Local Service Plan. The proposed budget is discussed with the VCSA superintendents, who may request changes to the proposed amounts with the understanding that certain funding decisions may impact service levels. VCSA superintendents ratify total Tier 1 budgetary expenditures with approval requiring a two-thirds vote from districts representing over 50% of the students final ADMs based on the most recently published fiscal year as provided by the Oregon Department of Education. In the absence of a ratified budget, the Tier 1 budget will roll forward from the prior school year, adjusted for inflation. Payroll, software, and travel (mileage) expenses will reflect direct inflationary factors, while all other budgeted expenditures will include a 4.00% inflation adjustment. Any unused Tier 1 funds roll over into Tier 2 for the next school year.

Tier 2 Distributions

Remaining funds are distributed to districts based on their proportionate share of a trailing 3 year ADMs, with a minimum distribution of 1%. This distribution includes unutilized Tier 1 funds from the prior school year. Districts can carry forward unused Tier 2 funds indefinitely.

Estimates of available resolution funding will be provided in April. All funding and distributions are approved and governed by the LBLESD Board of Directors and must be appropriated before spending.

Tier 1 Resolutions Services

Tier 1 includes services that are essential to all districts, ensure equitable access, and/or benefit from economies of scale. The ESD is responsible for managing the service distribution of each program to ensure all 12 districts receive equitable access. Approval to add or remove a Tier 1 service requires a two-thirds majority vote from the districts, representing over 50% of the students, based on the final ADMs from the most recent fiscal year as reported by the Oregon Department of Education.

Tier 1 services are intended as long term commitments to students and staff in all Component Districts, providing the ESD stable funding and operational consistency, allowing for the most efficient and effective delivery of services. While services can be reviewed annually, they are generally approved on a biennial basis. If a service is canceled, any existing long term contracts or commitments made by the ESD to support that service will be covered by the Tier 1 Budget until the ESD can legally and ethically exit those agreements.

Additions to Tier 1 services may be subject to the approval of the LBLESD Board of Directors.



CORE SERVICES

ORS 334.175



Special Education Services



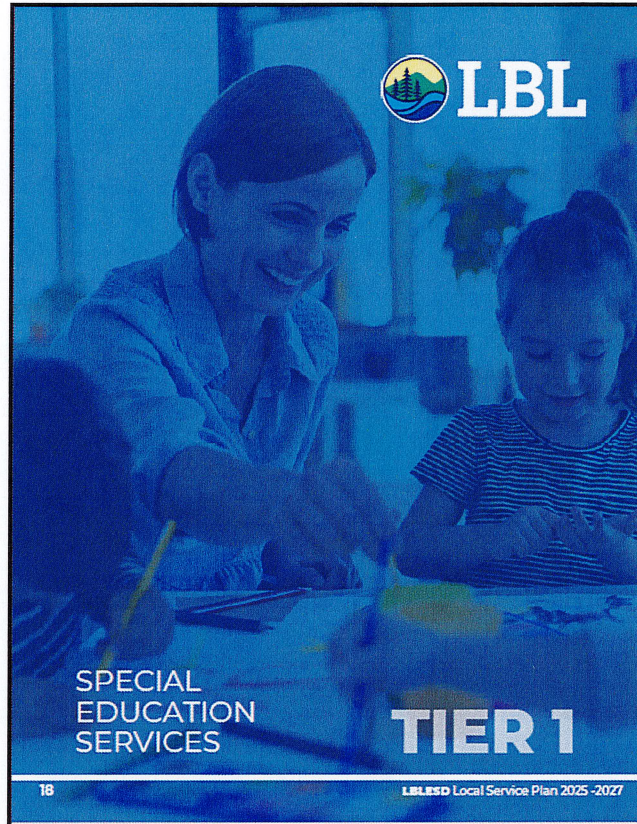
School Improvement Services



Technology Support Services



Administrative Services



FUNDING
TIER 1
SERVICES

Special Education Services



Audiology Screening

PROGRAM
Cascade Regional Inclusive Services

CONTACT
Steve Martineff

PROGRAM INFORMATION

Mass hearing screenings are provided to all kindergarten, 1st, and 2nd grade students who attend public schools in the LBL ESD region through Tier 1 services. In addition, a school team may screen students at any point throughout their education, with input and discussion from both parents and the team.

If a student fails two hearing screenings, the school team may refer the student to an audiologist for further audiology testing. The testing may include otoscopy, acoustic immittance testing, standard air and bone conduction testing, speech audiometry, and otoacoustic emissions.

Audiology booth appointments are available in Albany or Newport for these evaluations.

Enhancing education through collaboration



Augmentative and Alternative Communication (AAC)

PROGRAM
Cascade Regional Inclusive Services

CONTACT
Steve Martineff

PROGRAM INFORMATION

Students who demonstrate significant difficulty in communication and require a specialized system to support their education may be referred to the ESD's Augmentative and Alternative Communication (AAC) Specialists. The goal of these specialized Speech-Language Pathologists (SLPs) is to support school staff in creating communication opportunities for the student throughout the school day.

AAC Specialists are responsible for identifying and trialing various communication platforms from LBL ESD's lending library to help teams determine which system would be most appropriate for the student. Once the district procures the appropriate platform, the AAC specialist will continue to support school-based teams through monthly regional training and coaching.

Services provided by Tier 1 AAC Specialists to eligible students can be billed to Medicaid, provided that a cost-sharing agreement is in place between the district and the ESD.

LBLES D Local Service Plan 2025 -2027

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Special Education Services

FUNDING
TIER 1
SERVICES



Early Childhood Special Education Evaluation

PROGRAM
Early Intervention/Early Childhood Special Education

CONTACT
Tina Linn, Catie Dalton
and Kimberly
McCutcheon-Gross

PROGRAM
INFORMATION

Early Intervention/Early Childhood Special Education (EIECCSE) specialists provide evaluations for students from birth to age five who are suspected of having a developmental delay or disability, including challenges in how they see, hear, talk, think, or move.

Evaluators include developmental specialists, speech-language pathologists, autism specialists and other specialists from the Cascade Regional Inclusive Services program. Families, child care providers, preschool providers, physicians, and community agencies can all refer children to the program for evaluation.

Evaluations for children under the age of three must be completed within 45 calendar days from referral, whereas evaluations for children ages three to entrance to kindergarten must be completed within 60 school days.

Children who are found to be at risk for or have a developmental delay, or are experiencing a disability under a categorical eligibility are provided an individualized Family Service Plan (IFSP). An IFSP is a plan of services individualized for each child and family and includes the child's abilities and needs, services for the child and family, family outcomes related to the child's needs, and goals and objectives reflecting both the child's developmental and special education needs. The services provided to children following eligibility are provided through federal and state grant funds.



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LBLED Local Service Plan 2025 -2027

Special Education Services

FUNDING
TIER 1
SERVICES



Mild/Moderate Occupational Therapy (OT)

PROGRAM
Cascade Regional Inclusive Services

CONTACT
Steve Martineil

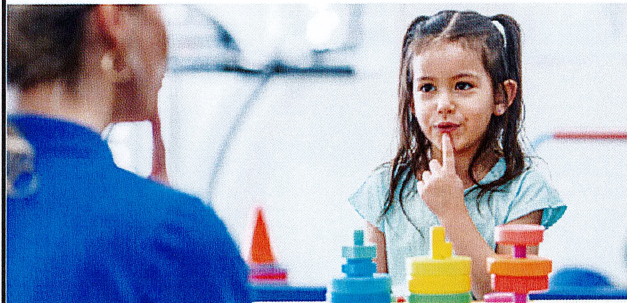
PROGRAM
INFORMATION

Occupational therapy services in the educational setting focus on adaptations and functional skills a child needs to safely access the educational environment and make progress in their areas of specially designed instruction.

Therapists provide evaluation in the area of occupational therapy and support students with mild or moderate OT needs by consulting and collaborating with the student's educational team.

Services provided by the school-based OT are driven by the student's Individual Family Service Plan (IFSP) or Individual Education Program (IEP) and can include a variety of activities and interventions, including direct consultation, coaching, modeling, making adaptations to the environment or tasks, and providing in-service training to staff. Consultation also occurs through attendance at IFSP or IEP team meetings, the implementation of accommodations and providing support for any specialized equipment that the student may need.

Services provided by Tier 1 Occupational Therapists to eligible students are able to be billed to Medicaid if a cost-sharing agreement is in place between the district and the EDD.



LBLED Local Service Plan 2025 -2027

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Special Education Services

FUNDING
TIER 1
SERVICES



Mild/Moderate
Physical Therapy (PT)

PROGRAM
Cascadia Regional
Inclusive Services

CONTACT
Steve Martineff

Physical therapy services in the education setting focus on ensuring safety and accessibility across school environments so students with gross motor challenges can thrive and learn while at school.

Therapists provide evaluation in the area of physical therapy and support students with mild or moderate PT needs by consulting and collaborating with the student's educational team, developing classroom protocols and promoting student self-care.

Services provided by the school-based PT are driven by the student's Individual Family Service Plan (IFSP) or Individual Education Program (IEP) and can include a variety of activities and interventions, including direct consultation, coaching, modeling, making adaptations to the environment or tasks, and providing in-service training to staff. Consultation also occurs through attendance at IFSP or IEP team meetings, the implementation of accommodations and providing support for any specialized equipment that the student may need. Equipment available for short-term loan includes positioning equipment, recreational equipment, and mobility aids.


Services provided by Tier 1 Physical Therapists to eligible students are able to be billed to Medicaid if a cost-sharing agreement is in place between the district and the ESD.



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LBLES D Local Service Plan 2025 -2027

Special Education Services

FUNDING
TIER 1
SERVICES



Severe Disability Services

PROGRAM
Special Education and
Evaluation Services


CONTACT
Sonya Hart

The Severe Disability program provides support to districts through financial compensation, staff development, consultation, and access to materials for students who are experiencing a significant impact from intellectual disabilities. Services are delivered by a program consultant and include several key resources.

These resources include the coordination of lending library purchases and the distribution of a list of available materials. The program also offers technical assistance and materials to support annual district goals for services to students with severe disabilities. Additionally, the consultant conducts monthly district visits to observe programs and provide consultation.

Severe Disabilities consultant staff serve as regional Qualified Trainers for Extended Assessment, offering training and assistance to district Extended Assessment evaluators. Consultants can also provide support on instructional programming for students with moderate to severe intellectual disabilities. This includes access to an extensive lending library that targets the educational needs of these students.

(Additional document linked here will provide further explanation of how I.B.I. transfers funds for this service.)



LBLES D Local Service Plan 2025 -2027
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Special Education Services

FUNDING
TIER 1
SERVICES



Special Education Services

PROGRAM
Special Education and
Evaluation Services
CONTACT
Sonya Hart

PROGRAM
INFORMATION

The Special Education and Evaluation Services (SEES) program offers a broad range of support to students and districts. These services include system development for general education interventions in academics and behavior, evaluations for Special Education Identification, Multi-Tiered Systems of Support (MTSS) consultation and training, and professional development on research-based initiatives. The program also provides guidance on special education law and current practices in evaluation.

In addition to these core services, districts receive support and technical assistance with programming for students with severe disabilities, as well as transition services.

The SEES team is composed of school psychologists, speech-language pathologists/assistants, educational consultants, and Spanish interpreters/translators, all working together to provide comprehensive support to districts and students.



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LBLESB Local Service Plan 2025 -2027

Special Education Services

FUNDING
TIER 1
SERVICES



504 Plans and Students in Private Schools

PROGRAM
Cascade Regional
Inclusive Services
CONTACT
Autumn Belloni

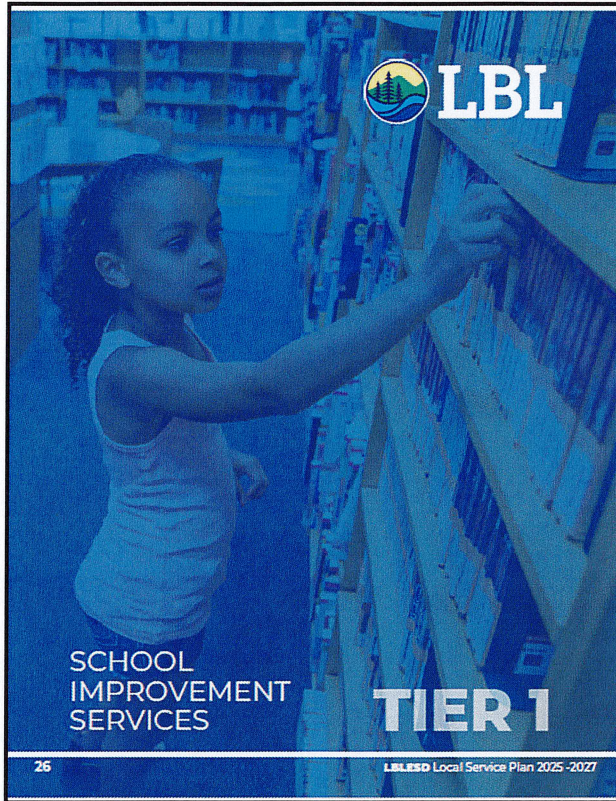
PROGRAM
INFORMATION

Since Section 504 is not funded through special education funding streams, any special education services needed for students on 504 plans will need to be purchased through Tier 2. Similarly, students who attend private schools are not automatically eligible for services from the local ESD. School districts may purchase special education services from the ESD for private school students in their boundaries through Tier 2 if desired.



LBLESB Local Service Plan 2025 -2027

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School Improvement Services

FUNDING
TIER 1
SERVICES



CPI Training

PROGRAM
Strategic Partnerships
for Student Success

CONTACT
Nancy Griffith

Crisis Prevention Institute's one of the five CPIE approved approaches, designed to support students with challenging behavior. CPI's evidence-based training incorporates person-centered and trauma-informed approaches, helping to create an effective impact across the school environment.

CPI includes multiple levels of prevention and intervention strategies for managing escalated behaviors. LBL ESD is providing a region-wide CPI training network, along with implementation coaching support from certified CPI trainers. This network includes training both in districts and at the ESD.

ESD staff manage all aspects of preparation and logistical support for this training network. Districts are responsible for covering the cost of training materials, while the scheduling, coordination, trainer certification, training delivery, and ongoing implementation support for this network are funded through the SEIA grant.

*Pending continued grant fund.



LBLESD Local Service Plan 2025-2027
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FUNDING
TIER 1
SERVICES

School Improvement Services



Home School Registration and Enrollment Management

PROGRAM
Strategic Partnerships for Student Success

CONTACT
Nancy Grimm

PROGRAM INFORMATION

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

Enhancing education through collaboration



SPSS/Student and Family Support Administration

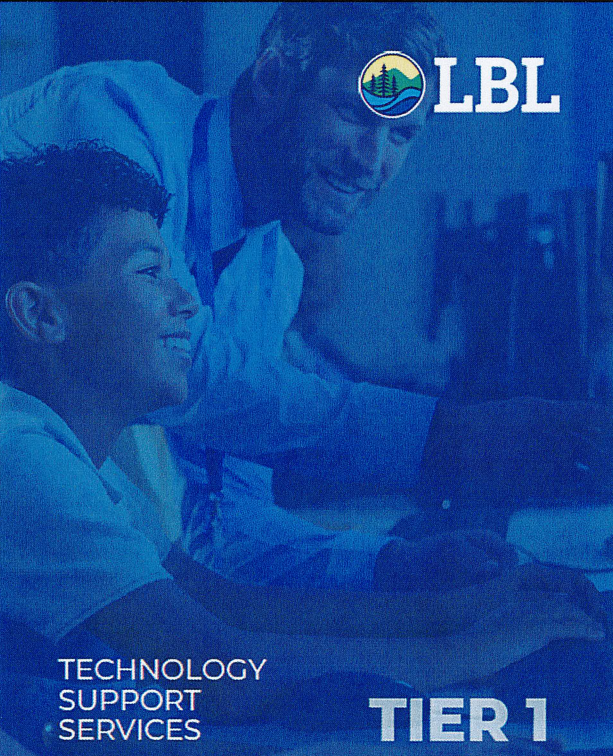
PROGRAM
Strategic Partnerships for Student Success


CONTACT
Nancy Grimm

PROGRAM INFORMATION

This service provides oversight and coordination of student and family support services including behavior consultants, family support liaisons, and home school. Additional services include MAC Survey, crisis response, grant exploration and coordination, and collaboration with youth serving agencies specifically addressing health and social services.

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**TECHNOLOGY
SUPPORT
SERVICES**

TIER 1

LBLESB Local Service Plan 2025 -202729

FUNDING
TIER 1
SERVICES

Technology Support Services



Business Information System Services Support & Ivisions

PROGRAM
Business Services
CONTACT
Docco Lulere

PROGRAM INFORMATION

LBLED offers comprehensive support services for [Tyler Technologies](#) including [Virtual Visits](#), [Business Information Systems](#) including Level 1 help desk assistance, acting as a liaison between Tyler Technologies and districts, hosting, system maintenance and configurations. Designed specifically for schools, Infinite Visions is a true K-12 multi-fund, modified accrual accounting system, both Generally Accepted Accounting Principles (GAAP) and Governmental Accounting Standards Board (GASB) compliant, offering full Microsoft Office integration, drill-down capabilities, expert state reporting, customizable data sorting, and comprehensive reporting. Our staff ensures access to vital business information while managing system updates and troubleshooting issues. The vision modules covered by Tier 1 consist of integrated financial, human resources, payroll, purchasing, warehouse and fixed asset applications.





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LBLED Local Service Plan 2025 -2027

FUNDING
TIER 1
SERVICES

Technology Support Services



Cyber Safety Service

PROGRAM
Technology and Information Services
CONTACT
Tim Jones

PROGRAM INFORMATION

LBLED's comprehensive Cyber Safety services are designed to protect district assets and enhance security. We offer Security Study risk assessments to evaluate vulnerabilities and create targeted mitigation roadmaps, along with Virtual and Regional CISO services that provide strategic guidance and localized support on threat mitigation and policy. Our proactive approach includes internal and external vulnerability scanning to identify potential threats, while [IT employee training programs](#) empower staff to recognize and respond effectively to Cyber Safety risks. Additionally, we provide incident response planning and coordination to ensure a swift and effective reaction to any incidents that may arise.

Enhancing education through collaboration



Desktop Support for Tier 1 LBL Staff

PROGRAM
Technology and Information Services
CONTACT
Tim Jones

PROGRAM INFORMATION

Computer support technicians (desktop support) offer support to LBL Tier 1 Staff who are experiencing problems with their individual desktop computers or software. Assistance is provided to LBL Tier 1 Staff by answering questions and resolving technical problems related to computer equipment and software. They may install or update required hardware and software, and recommend computer products or equipment to improve Tier 1 support productivity.

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Technology Support Services

FUNDING
TIER 1
SERVICES



LBLED manages network services, including overseeing internet access, firewall management, server infrastructure, and web access for Tier One services. By maintaining critical network infrastructure and providing device support, LBLED ensures reliable and secure technology operations for Tier One services.

Network Management

PROGRAM
Technology and
Information Services

CONTACT
Tim Jones

PROGRAM
INFORMATION

Enhancing education through collaboration



Student Information System (SIS) Synergy

PROGRAM
Technology and
Information Services

CONTACT
Jennifer Kessel

PROGRAM
INFORMATION

LBLED provides comprehensive support for the Synergy Student Information System, offering services such as help desk assistance, training, hosting, and system maintenance. LBLED handles system updates, troubleshooting, and customizations like creating new reports or modifying screens.

While LBLED manages these higher-level functions, districts retain significant responsibilities for day-to-day operations. These include managing user accounts and permissions, deciding how to utilize software features, maintaining accurate and timely data entry, providing basic IT support to end users, and training staff on internal processes. This division of responsibilities ensures that districts have control over their data and operational decisions, while benefiting from LBLED's technical expertise and system-wide support. The collaboration between LBLED and districts aims to maximize the effectiveness of the Synergy system in meeting educational and administrative needs.

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LBLED Local Service Plan 2025 -2027



ADMINISTRATIVE
SERVICES

TIER 1

LBLED Local Service Plan 2025 -2027

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Administrative Services

FUNDING
TIER 1
SERVICES



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

Courier Services

PROGRAM
Facilities Services
CONTACT
Lisa McConnell

PROGRAM
INFORMATION



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LBLESD Local Service Plan 2025 -2027

Tier 2 Resolutions Services

Tier 2 services are designed to meet the specific needs of individual districts. While they aim to achieve economies of scale where possible, these services may also be unique to a particular district. Tier 2 services are selected by district superintendents and approved by the ESD superintendent.

Service selections and quantities should be made by May 1 where possible. Once the ESD commits to a district's approved Tier 2 service, that service cannot be canceled prior to the end of the following school year unless the ESD can exit all associated cost obligations. If the total cost of a district's Tier 2 service selections exceeds their funding allocation, the ESD will bill the district for the excess.


Prices for Tier 2 services are standardized where possible, though specific pricing may be necessary based on the nature of the service.

Districts may choose to allocate up to 50% of their annual Tier 2 funds, including carryforward balances, for services not provided by the ESD. These transfers are only allowed for services not currently offered by the ESD. The LBLESD Superintendent may grant limited exceptions to allow transfers involving ESD services where the ESD encounters barriers to providing that service but cannot exceed the total limitation on transfer amounts.



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 **LBL**

SPECIAL EDUCATION SERVICES

TIER 2

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Special Education Services

FUNDING
TIER 2
SERVICES



Purchasing additional AAC time allows districts to utilize AAC Specialists to provide direct instruction to students beyond the Tier 1 evaluation and systems support. It may also provide support to districts with needs larger than their Tier 1 allocation. Districts may also use Tier 2 or fee-for-service AAC Specialists to write funding reports to assist districts/families in obtaining insurance funding for AAC systems (e.g. eye gaze, limited mobility systems, mounting systems, etc.)

Since billing Medicaid for SLP services is not incorporated into the Tier 1 agreement, if a district wishes to bill Medicaid for reimbursement of services that were provided by an AAC specialist or Assistant who is employed by the ESD, a cost-sharing agreement must be put in place through Tier 2.

Augmentative and Alternative Communication Support (AAC)

PROGRAM
Cascade Regional Inclusive Services

CONTACT
Steve Martinelli

PROGRAM INFORMATION

Enhancing education through collaboration



The focus of Autism services provided through the Regional Inclusive Services (RIS) grant is on providing trainings and professional development to build capacity in school-based staff so they can better support students with autism. In addition, the RIS grant includes a limited number of hours that can be used for on-site coaching, attending specific IEP meetings and/or addressing individual students' needs related to autism.

If a district's need for autism support reaches beyond what is provided through the RIS grant, additional Autism Consultant time is available for purchase through this Tier 2 service. Ideas for utilizing Tier 2 Autism Consultant time include providing direct or indirect services to students with autism, on-site partnering with district staff on a more regular basis, training staff to work with individual students in their daily settings, developing and implementing individual data collection systems, classroom diagnostics, restructuring and resetting and/or providing support for students who demonstrate complex behavior needs.

Autism Consultation

PROGRAM
Cascade Regional Inclusive Services

CONTACT
Steve Martinelli

PROGRAM INFORMATION

LBLESB Local Service Plan 2025 -2027

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Special Education Services

FUNDING
TIER 2
SERVICES



Learning Consultants are licensed special education teachers available to provide technical assistance, coaching and support to districts in all areas of special education teaching and case management. Learning Consultants are available to coach and mentor newly or restricted licensed special education teachers, and can help with IEP development, creating manageable classroom systems, designing interventions, and collecting and reviewing data.

Learning Consultants

PROGRAM
Special Education and
Evaluation Services
CONTACT
Sonya Hart

PROGRAM
INFORMATION

Enhancing education through collaboration



Tier 1 OT services are based on a consultation service delivery model and are allocated according to the proportionate size of each district when compared to other component districts. Purchasing additional Occupational Therapy time allows districts to utilize OT support for students beyond the consultation services allotted through Tier 1.

This could include direct or indirect OT services to students who require this level of support in order to access their education. It could also provide OT consultation beyond the district's proportionate share of Tier 1 if the district's OT caseload is larger than its Tier 1 allocation.

Since billing Medicaid for OT services is not incorporated into the Tier 1 agreement, if a district wishes to bill Medicaid for reimbursement of services that were provided by an OT or OT Assistant who is employed by the EDO, a cost-sharing agreement must be put in place through Tier 2.

Occupational Therapy (OT)

PROGRAM
Cascade Regional
Inclusive Services
CONTACT
Steve Martineil

PROGRAM
INFORMATION

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LBLES D Local Service Plan 2025 -2027

Special Education Services

FUNDING
TIER 2
SERVICES



Tier 1 PT services are based on a consultation service delivery model and are allocated according to the proportionate size of each district when compared to other component districts. Purchasing additional Physical Therapy time allows districts to utilize PT support for students beyond the consultation services allotted through Tier 1.

This could include direct or indirect PT services to students who require this level of support in order to access their education. It could also provide PT consultation beyond the district's proportionate share of Tier 1 if the district's PT caseload is larger than its Tier 1 allocation.

Since billing Medicaid for PT services is not incorporated into the Tier 1 agreement, if a district wishes to bill Medicaid for reimbursement of services that were provided by a PT or PT Assistant who is employed by the EDO, a cost-sharing agreement must be put in place through Tier 2.

Physical Therapy (PT)

PROGRAM
Cascade Regional
Inclusive Services
CONTACT
Steve Martineil

PROGRAM
INFORMATION

Enhancing education through collaboration



School psychologists provide evaluation and consultation services to component districts. Typically, they support district staff by assisting with special education evaluations, participating with Multi-Tiered Systems of Support (MTSS) and student assistance teams, and offering consultation in areas such as systems development, academic interventions, and behavioral support for both general education and special education students.

School psychologists bring expertise in student learning development, as well as intervention and support for all learners. They are valuable resources for teams, offering problem-solving assistance and helping to develop behavior plans for students who require additional support.

School Psychologists

PROGRAM
Special Education and
Evaluation Services
CONTACT
Sonya Hart

PROGRAM
INFORMATION

LBLES D Local Service Plan 2025 -2027

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FUNDING
TIER 2
SERVICES

Special Education Services



Interpretation (oral) and translation (written) services in Spanish for school-related activities and meetings related to special education are offered through Tier 1 services.

For school-related activities, meetings, and conferences unrelated to Special Education, districts can purchase additional interpreter/translation time. Districts can expect an exact translation of school-related materials for handout or publishing. Interpreters are available for in-person, virtual, or phone conversations and can assist with scheduling and events. They can provide side-by-side as well as simultaneous interpreting.

Spanish Interpreter and Translation

PROGRAM
Special Education and Evaluation Services

CONTACT
Sonya Hart

PROGRAM INFORMATION



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FUNDING
TIER 2
SERVICES

Special Education Services



Speech Language Pathologists (SLPs) provide speech and language services through Tier 2 as a direct service for districts to address students with a speech/language need. Services include improving communication skills for students coping with difficulties in learning to listen, speak, read and/or write.

SLPs may case manage students who are identified as eligible for Speech/Language Impairment (SLI) and serve on intervention teams to help determine appropriate next steps for students who may have speech and/or language difficulties. SLPs may work with students under all disability categories and provide services such as specially designed instruction, related services, and/or consultation. These services may include articulation, receptive language, expressive language, social language, fluency, and voice.

With a cost-sharing agreement in place between the District and I.B.I. ESD, a Tier 2 SLP may be eligible to bill for Medicaid reimbursement.

Speech Language Pathologists (SLP)

PROGRAM
Special Education and Evaluation Services

CONTACT
Sonya Hart

PROGRAM INFORMATION

Enhancing education through collaboration



Speech-Language Pathology Assistants (SLPAs) provide speech and language services through Tier 2 as a direct service to address the needs of students with a speech/language disability. The SLPs, working under the direct supervision of a qualified I.B.I. or District supervising SLP, can serve students in all disability categories. This team may provide services under specially designed instruction (SDI), related services, and/or consultation.

With an agreement between the District and I.B.I. ESD, a Tier 2 SLPa may be eligible to bill for Medicaid reimbursement.


Speech Language Pathologist Assistants (SLPA)

PROGRAM
Special Education and Evaluation Services

CONTACT
Sonya Hart

PROGRAM INFORMATION

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 **LBL**

**SCHOOL
IMPROVEMENT
SERVICES**

TIER 2

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School Improvement Services

FUNDING
TIER 2
SERVICES



Behavior Consultation Services

PROGRAM
Strategic Partnerships for Student Success

CONTACT
Nancy Griffith

PROGRAM INFORMATION

Behavior consultants work closely with teachers and administrators to provide behavioral intervention for students in the classroom. Behavior consultants collaborate with educators to complete Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs). They provide specific student strategies to help students learn new behavior skills and coaching for staff on classroom structures and systems to support students in using prosocial behavior and emotional regulation. Behavior consultants can provide support for level 1 and level 2 student behavioral safety assessments and sexual incident response advisory teams. They also provide nonviolent crisis intervention training to teach educators best practices for managing difficult situations involving unsafe behavior. [LBL LBSB Behavior Consultation Services Overview](#)

Enhancing education through collaboration



Family Support Services

PROGRAM
Strategic Partnerships for Student Success


CONTACT
Nancy Griffith

PROGRAM INFORMATION

Family Support Liaisons partner with students, families and school staff to provide support for accessing health and social services, navigating social service systems, and eliminating barriers. Family support liaisons offer a range of services that include, but are not limited to, accessing physical and mental health resources, case coordination, positive youth development opportunities, and education engagement. They also actively collaborate with local and regional youth serving agencies to coordinate an array of support services for the student and their family. [LBL LBSB Family Support Services Overview](#)

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**TECHNOLOGY
SUPPORT
SERVICES**

TIER 2

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Technology Support Services

FUNDING
TIER 2
SERVICES




Additional SIS Synergy Modules

#EUCSDE
Technology and Information Services

CONTACT
Jennifer Kessel

PROGRAM INFORMATION




At LBL ESD, we offer a range of additional Synergy modules available for purchase, designed to elevate the educational experience and streamline district operations. Our dedicated team provides end-to-end implementation, configuration, support, and training for each module, ensuring that you maximize the potential of your investment.

Explore our diverse offerings, including:

- **Assessment:** Streamline student assessments with powerful tools that simplify data collection and analysis.
- **Athletics:** Manage athletic programs efficiently, from scheduling to tracking student participation.
- **GradeCams:** Enhance grading processes with intuitive scanning and grading solutions.
- **INSPICE - Test Item Bank:** Access a comprehensive library of test items for effective assessment design.
- **Learning Management System (LMS):** Foster engaging online learning experiences for students and teachers.
- **Mastery Test Item Banks:** Choose from specialized banks for Math, ELA, Science, and Social Studies, ensuring comprehensive coverage of core subjects.
- **Video Conferencing:** Facilitate real-time communication and collaboration among educators and students.


With LBLESD's expertise in implementation and ongoing support, your district can seamlessly integrate these modules into your existing Synergy platform, enhancing functionality and improving educational outcomes. Let us help you take your district's capabilities to the next level.



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Technology Support Services

FUNDING
TIER 2
SERVICES



Data Integrations


PROGRAM
Technology and Information Services

CONTACT
Jennifer Kessel

PROGRAM INFORMATION

At LBLED, our Data Integration Services empower districts to seamlessly connect LBLED-hosted applications with a wide array of third-party vendors, transforming how they manage and utilize information. Our dedicated team provides end-to-end support, guiding you through every step of the integration process—from initial configuration and implementation to ongoing monitoring of data transmissions for utmost accuracy and reliability.

By choosing our services, districts can significantly enhance operational efficiency, ensuring that all systems work together in perfect harmony. This streamlined integration not only saves valuable time but also delivers timely access to crucial information, enabling informed decision-making and improved outcomes. Experience the difference with LBLED's Data Integration Services and watch your data work harder for you.



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LBLED Local Service Plan 2025 -2027

Technology Support Services

FUNDING
TIER 2
SERVICES



Engineering Support

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

PROGRAM INFORMATION

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

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

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


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



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Technology Support Services

FUNDING
TIER 2
SERVICES



Infinite Visions Add Ons


PROGRAM
Business Services

CONTACT
Rocco Lutere

PROGRAM INFORMATION

The Vision modules covered by Tier 1 consist of integrated financial, human resources, payroll, purchasing, warehouse, and fixed asset applications. Districts can purchase any other IV modules through Tier 2.

Enhancing education through collaboration



Internet Access

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

PROGRAM INFORMATION

Our Internet Access (IAP) Service provides districts with dependable, high-speed internet connectivity, ensuring uninterrupted access to vital online resources. Safeguarded by a state-of-the-art, high-availability firewall pair, our device prioritizes security without compromising performance.

All necessary network devices and infrastructure are securely housed and meticulously maintained within the I.B.L. data center facility, equipped with cutting-edge cooling systems and emergency power capabilities. This unwavering commitment to security and reliability means that districts can confidently depend on consistent internet access to support their educational initiatives and enhance learning experiences. Elevate your district's connectivity and unlock limitless potential with I.B.L. ESO's Internet Access Service.

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LBLED Local Service Plan 2025 -2027

Technology Support Services

FUNDING
TIER 2
SERVICES



Power School Sped Records Management

PROGRAM
Technology and Information Services

CONTACT
Jennifer Kessel

PROGRAM INFORMATION

I.B.L. proudly offers a powerful, web-based Special Education Management System designed to empower educators in efficiently documenting every aspect of the special education process. Our system encompasses the entire journey—from pre-referral and referral to eligibility determination, Individual Education Program (IEP) development, progress reporting for parents, and IEP revisions.

In addition, it features essential tools such as private school Individualized Service Plan (ISP) forms and data tracking sheets, ensuring that all necessary documentation is easily accessible. With PowerSchool's extensive suite of reports, districts can effortlessly manage administrative and state reporting requirements, streamlining the process and saving valuable time.

Our system seamlessly integrates with your district's existing student information system, enabling specified data to flow smoothly between both platforms. Experience enhanced collaboration and improved outcomes for students with our Special Education Management System—your partner in fostering educational success.

Enhancing education through collaboration



Web Design and Maintenance

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

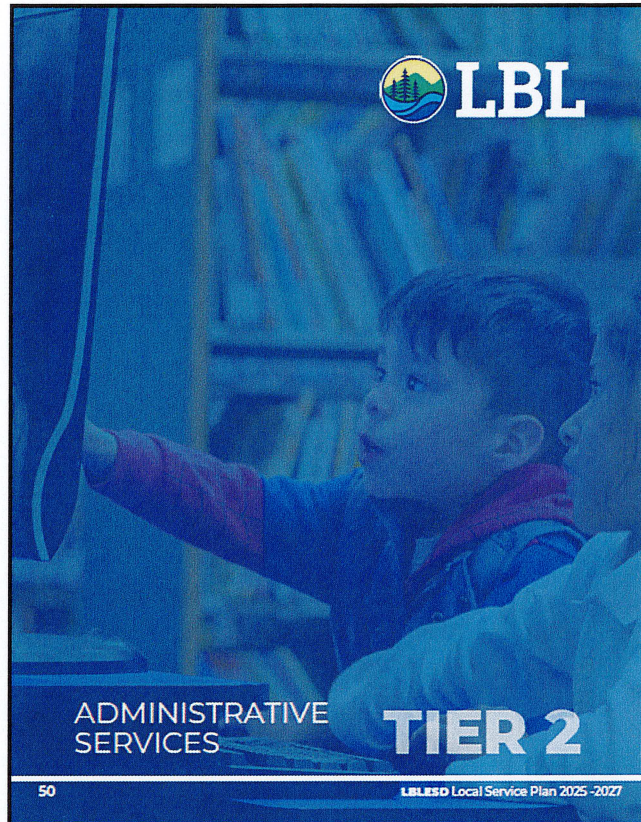
PROGRAM INFORMATION

I.B.L. provides innovative website development, hosting, and management solutions tailored to meet all of your district's web-related needs. Our websites feature responsive design, ensuring that content is optimized for any device, from desktops to smartphones. We prioritize accessibility, crafting websites and content that reach the widest audience while fully complying with state and federal web accessibility requirements.

With I.B.L.'s social media integration, districts can effortlessly share content across multiple platforms, including Facebook and Twitter, maximizing reach while saving valuable time. Additionally, we offer a user-friendly mobile app that allows parents, students, and staff to quickly access important website information, news, and resources. The app also enables push notifications, facilitating instant communication from school district officials—available for both Android and Apple devices.

Transform your district's online engagement and communication with I.B.L.'s web solutions, designed to enhance connectivity and keep your community informed.

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FUNDING
TIER 2
SERVICES

Administrative Services



Business Administration Services

PROGRAM
Business Services

CONTACT
Rocco Lutere

PROGRAM INFORMATION

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

Enhancing education through collaboration



E-rate Services

PROGRAM
Technology and Information Services

CONTACT
Tim Jones

PROGRAM INFORMATION

At IBL, we provide dedicated support for districts navigating the complexities of the E-rate Program, ensuring a seamless application process and full compliance with all program regulations. Our comprehensive services cover the entire lifecycle of the E-rate application—from the initial submission to meticulous funding tracking—designed to help you secure the maximum funding possible.

With our in-depth expertise, we empower schools and libraries to obtain vital funding for high-speed internet and telecommunications. We also keep you informed about the latest updates and changes to program rules, ensuring that you never miss an opportunity for financial support. Partner with IBL and unlock the funding potential your district needs to enhance connectivity and enrich educational experiences.

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Administrative Services

FUNDING

TIER 2

SERVICES



Creative Services

PROGRAM
Business Services

CONTACT
Nathan Rouzaud

PROGRAM INFORMATION

I.Bi. Creative Services provides innovative design, branding, and fundraising solutions that help districts, schools, and ESD programs communicate their stories, strengthen their identities, and generate meaningful community support.

Through this integrated service, I.Bi. ESD offers professional print and digital design, brand development, and fundraising campaign creation, all tailored to the unique needs of educational organizations.

Beyond creative design, I.Bi. Creative Services leads mission-driven fundraising initiatives such as school spirit merchandise, community campaigns, and educational themed products.

By combining creativity, strategy, and purpose, I.Bi. Creative Services helps schools and communities build pride, raise funds, and share their stories through high-quality, meaningful design.

Enhancing education through collaboration



Special Education Administration Services


PROGRAM
Special Education and Evaluation Services

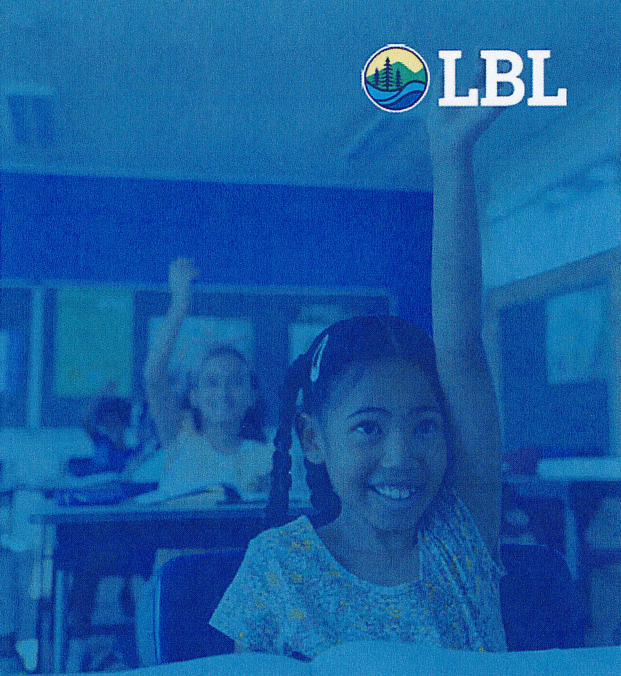
CONTACT
Autumn Belloni

PROGRAM INFORMATION

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.

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LBLESD Local Service Plan 2025 -2027





OTHER GRANTS & CONTRACTS

GRANTS

LBLESD Local Service Plan 2025 -2027
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Grants and Contracts

FUNDING GRANTS



EI/ECSE Grant

PROGRAM
Early Intervention/Early
Childhood Special Education

CONTACT
Autumn Belloni

PROGRAM
REGISTRATION

Early Intervention/Early Childhood Special Education (EI/ECSE) services are provided through a grant awarded by the Oregon Department of Education to support eligible children, birth to five years old. These services are delivered by a team of professionals, including developmental specialists, speech-language pathologists, inclusion specialists, instructional assistants, and regional staff.

EI/ECSE staff work closely with families and young children who have developmental delays or disabilities, offering consultation and instruction in a variety of settings through an Individualized Family Service Plan (IFSP). The primary focus of Oregon's EI program is to build the family's capacity to support the special needs of their young child.

EI services are available for children from birth to three years who have developmental delays in areas such as cognitive, physical, communication, self-help, or social skills. Services are also provided to children with medically diagnosed conditions that are likely to result in developmental delays later in life. Most EI interventions are offered within the child's natural environment—integrating into everyday routines, activities, and places.

For children aged three to kindergarten entry, ECSE services are available for those who qualify due to a developmental delay or categorical disability. Children in ECSE typically have disabilities that significantly affect their developmental progress and their ability to access education. These services are provided in community preschools, childcare facilities, and structured classrooms, and are tailored to each child's unique special education needs.

The focus of the ECSE program is to teach the child the necessary skills to address developmental delays, prepare them for school, and incorporate intervention strategies into their daily routines.

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LBLESD Local Service Plan 2025 -2027

Grants and Contracts

FUNDING GRANTS



Regional Inclusive Services Grant

**Cascade Regional
Inclusive Services**

CONTACT
Autumn Belloni

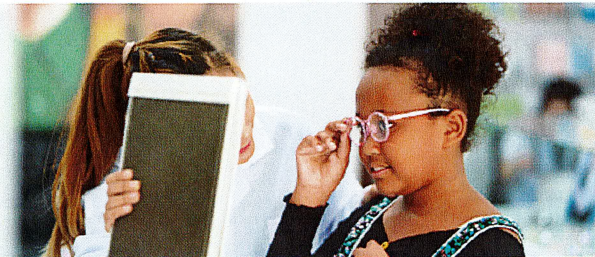
PROGRAM
REGISTRATION

Regional Inclusive Services are funded through a grant awarded by the Oregon Department of Education. This grant enables LBLESD to collaborate with local school districts, Early Intervention, Early Childhood Special Education (EI/ECSE) programs, families, and community agencies to provide specialized educational support for children with low-incidence disabilities.

These disabilities include autism, deaf/hard of hearing, deafblindness/visual impairment, orthopedic impairment, and traumatic brain injury. These conditions occur at such a low rate in the general population that it would be challenging for individual districts to provide the full range of services these students require.

While the primary responsibility for each child always remains with the local school district, Regional Inclusive Services offer a range of support for students who meet eligibility criteria. The specific services provided by Regional Inclusive Services staff vary depending on the disability category and are governed by the terms of the grant itself.

Services provided may include Specially Designed Instruction, Related Services, Supports to School Personnel, and/or Accommodations/Modifications. These services are implemented for each individual child or student in various settings through an Individualized Family Service Plan (IFSP) for children ages birth through 5, or an Individualized Education Program (IEP) for students in kindergarten through age 21.



LBLESD Local Service Plan 2025 -2027

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Grants and Contracts

FUNDING
GRANTS



Long Term Care and Treatment Grant

PROGRAM
Long Term Care and Treatment

CONTACT
Nancy Griffith

PROGRAM INFORMATION

The Long Term Care and Treatment (LTCT) contract from the Oregon Department of Education (ODE) funds educational services for children and youth in residential and day treatment facilities across several specialized schools. These programs serve students with significant emotional and behavioral needs in collaboration with mental health providers.

Farm Home School

Located at the Trillium Family Services Corvallis Campus, this school serves middle to high school students in both residential and day treatment, focusing on mental health services provided by Trillium Family Services.

Wake Robin School

This program operates on the same campus as the The Farm Home School, offering transitional educational services through ODE. It serves K-12 students, with Trillium providing mental health care and LBI ESD delivering educational support.

Old Mill Center Classroom

Based at the Old Mill Center for Children and Families in Corvallis, this day treatment program offers education primarily to younger students (K-2), with mental health services from Old Mill.

Each program aims to support students academically while addressing complex emotional and behavioral challenges through specialized education and treatment partnerships.



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LBLED Local Service Plan 2025 -2027

Grants and Contracts

FUNDING
GRANTS



Capacity Building Implementation Support Services

PROGRAM
Strategic Partnerships for Student Success

CONTACT
Nancy Griffith

PROGRAM INFORMATION

These support services are coordinated through the Strategic Partnerships for Student Success Program. Our team of implementation coaches focus on building capacity with districts for equitable systems to better meet the instructional and social, emotional and behavioral (SEB) health needs of their students, staff and families. We collaborate with educators to build their instructional and SEB practices and systems through the use of data and strategies integral to improvement science. We also coach educators to transform instructional and SEB knowledge into practices to implement with students, staff and families.

Our Capacity Building Implementation Support Services include:

- Facilitating needs assessment focusing on implementation readiness, progress monitoring and program evaluation for existing and/or new instructional and SEB systems and practices.
- Leveraging partnerships with local, regional, state and national organizations to communicate the latest information in regard to instructional and SEB curriculum, initiatives and grants, and professional development.
- Sharing critical information updates on the latest research and trends related to evidence-based or field-tested practices and programs for instructional and SEB systems including easy-to-implement strategies to share with school leaders and staff.
- Convening collaboration and learning opportunities for school and district staff to support the ongoing implementation of instructional and SEB systems.
- Training and coaching district and school leaders through professional learning opportunities with customized follow-up support to guide the implementation process of instructional and SEB systems.
- Providing implementation technical assistance for existing and/or new instructional and SEB systems in schools and districts as well as supporting adaptations to these systems to implement in a variety of learning environments.

Each biennium the SPSS Program and ESD leadership will collaborate with district Superintendents to complete a needs assessment process that is informed by regional district data related to their State-registered Program Plans. This process includes convening an advisory workgroup of Superintendents and SPSS coaching staff to review regional data, assess current needs, prioritize focus areas, and recommend an array of best-practice strategies that can be used to support the implementation of instructional or SEB systems and practices. This information will inform the ESD's Statewide Education Initiatives Account Grant (SEIA) application along with the sourcing of other regional or state opportunities to help fund and/or deliver these capacity building implementation support services. [Link to current SEIA Grant Plan.](#)

LBLED Local Service Plan 2025 -2027

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Grants and Contracts

FUNDING GRANTS



The Statewide Education Initiatives Account Grant (SEIA) from ODE

PROGRAM
Strategic Partnerships
for Student Success

CONTACT
Nancy Griffith

PROGRAM INFORMATION

The Statewide Education Initiatives Account Grant (SEIA) provides support to districts in the implementation of their Student Investment Account (SIA)-integrated Program plans. Our Student Success Integration Liaisons work directly with districts to assist in the development and implementation of these plans. They also collaborate closely with the Oregon Department of Education (ODE) to ensure districts have the necessary information and support to complete the required reporting for their plans.

In addition, the Improvement & Engagement Liaisons support district and school teams with the implementation of the High School Success and Every Day Matters initiative requirements. These liaisons play a key role in guiding districts and schools to meet the goals of these initiatives.

All of the liaisons provide coaching and technical assistance to district and school leaders, focusing on best practices for data-driven decision-making and continuous improvement processes.

Enhancing education through collaboration



School Safety and Prevention Systems Grant (SSPS) from ODE

PROGRAM
Strategic Partnerships
for Student Success

CONTACT
Nancy Griffith

PROGRAM INFORMATION

The Strategic Partnerships for Student Success Program is creating a coordinated regional Behavioral Safety Framework. This framework focuses on the development of services and support for safety assessment processes (BOSTAT/SIRC), suicide prevention, intervention, and postvention plans (Ad's Act), bullying and harassment prevention, and crisis response protocols within districts.

This work is funded by the School Safety and Prevention Systems Grant from the Oregon Department of Education (ODE). It includes expanded opportunities for training, technical assistance, and coaching provided by Education Service District (ESD) staff and regional/state partners in these critical areas of behavioral safety.

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LBLESB Local Service Plan 2025 -2027

Grants and Contracts

FUNDING GRANTS



Grow Your Own Grant (GYO) from the EAC

PROGRAM
Strategic Partnerships
for Student Success

CONTACT
Nancy Griffith

PROGRAM INFORMATION

The EAC Grow Your Own (GYO) Grant is funded by the Educator Advancement Council (EAC) and coordinated through the Strategic Partnerships for Student Success Program. This grant supports both new and existing GYO initiatives within our twelve districts.

The vision for this project is to combine direct support for educator recruitment with the creation of a regional collaborative structure. This two-pronged approach includes a Regional GYO Navigator and the Regional GYO Work Group.

Funding will be provided to support educators in high-need areas, as identified through the work group's data-driven process. The Regional GYO Work Group has developed and is now implementing a plan to distribute scholarships and reduce barriers to obtaining licensure for educators.

Enhancing education through collaboration



Instructional Mentor Program Collaboration with WREN

PROGRAM
Strategic Partnerships
for Student Success

CONTACT
Nancy Griffith

PROGRAM INFORMATION

The Instructional Mentor Program Collaboration is funded through a combination of funds from the ESD's SEIA Grant and WREN (Western Regional Educators Network), and it is coordinated through the Strategic Partnerships for Student Success Program.

The goal of the Instructional Mentor Program is to provide the tools, resources, and training necessary to support mentors at the highest level, ensuring they are equipped to help their mentees successfully launch their careers. The collaborative nature of this program allows mentors to gain professional knowledge not only through training and resources but also through the expertise of other mentors in the region. A key focus of the program is supporting the social and emotional well-being of educators at its core.

In response to feedback from both mentors and new teachers, and with the goal of helping novice educators grow in their professional practices, this program also offers ongoing professional development. This includes training on behavior management, as well as strategies for creating a positive classroom climate, establishing routines, and implementing effective structures.

LBLESB Local Service Plan 2025 -2027

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Grants and Contracts

FUNDING GRANTS



Family Support Fund Grants

PROGRAM
Strategic Partnerships
for Student Success

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

The Family Support Fund Grants are coordinated through the Strategic Partnerships for Student Success Program. Over the years, LBLEDSD has partnered with local, regional, and state organizations to secure funding resources that meet the needs of the students and families they serve.

The urgent needs of these students and families require access to an agile and flexible funding source, providing ECD-based staff members with an efficient and effective way to address those needs in a timely manner. Each support person works diligently to explore other funding options before utilizing these ECD-specific resources.

These funding streams are not intended to replace or supplant funds traditionally provided through other sources. However, when needs are inadequately funded or when the timing is urgent, these funds may be used to address gaps in support.

Enhancing education through collaboration



IHN-CCO Agile Fund Grant

PROGRAM
Strategic Partnerships
for Student Success

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

This grant flows through the IHN-CCO System of Care from the Oregon Health Authority. It is delivered through a partnership with LBLEDSD and the regional System of Care Executive Council. These funds are designed to meet immediate and urgent needs of the students and family supported through our local system of care. Students and families actively engaged with ECD-delivered Family or Behavioral Supports in a school district can be eligible to receive these funds.

Grants and Contracts

FUNDING GRANTS



Integrated Community Partner Grant

PROGRAM
Strategic Partnerships
for Student Success

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

The Integrated Community Partner grant funding is managed by Jackson Street Youth Services. This grant provides an annual discount on the cost of contracting Family Support Services through the ECD for school districts with an emphasis on small rural districts. Family support liaisons assist students who are experiencing challenges to their success at home, school and in the community. The family support liaisons work closely with the family, school, health care providers and social service agencies to locate and access resources, organize support, develop skills and remove barriers so that children can come to school ready to learn.

Enhancing education through collaboration



Juvenile Crime Prevention Grant

PROGRAM
Strategic Partnerships
for Student Success

CONTACT
Nancy Griffith

PROGRAM
INFORMATION

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

Grants and Contracts

FUNDING
GRANTS



The MAC-Medicaid Support Services are coordinated through the Strategic Partnerships for Student Success Program. With support from the Oregon Health Authority (OHA), LBL provides training and support to districts to complete the Medicaid Administrative Claiming survey three times a year. LBL interfaces with OHA to generate cost pools, process match payments and resolve questions. LBL staff also participate in the Medicaid Administrative Claiming process. Funds generated are used to support the Medicaid-MAC Specialist that delivers this support service to districts.

Medicaid Billing Support Services

PROGRAM
Strategic Partnerships
for Student Success

PROGRAM
IM-GENERATION

CONTACT
Nancy Griffith
Liz Wallace



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LBLESB Local Service Plan 2025 -2027



DISTRICT SUMMARY

LBLESB Local Service Plan 2025 -2027

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Nicole Buganski makes a motion to accept the LBL 2025-2027 Local Service Plan. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.4 Enrollment Projections

Kim Roth presented the enrollment projections for next year as informational only. What is important about this is that you want to be as close as you can due to the state using these projections for your school funding payment. Derryl asked how we get the upcoming kindergarten numbers. Kim states that she looks at the birth rate for Scio and went back to see if there are trends.

5.5 Inter-District Transfers/Proposed Enrollment

Kim Roth Presented the totals of inter-district transfers. Kim asked if the board is interested in changing any of the enrollment caps.

	Current Enrollment as of 01/06/2016	2016-17 Approved Space	Inter District Transfers IN as of 01/06/2016	Inter District Transfers OUT as of 01/06/2016
kg		50	5	3
1	37	55	13	1
2	47	55	16	2
3	44	55	11	3
4	52	55	11	2
5	50	55	13	2
6	53	60	8	2
7	52	60	12	2
8	48	60	12	0
9	55	60	13	2
10	57	60	9	4
11	59	60	6	2
12	52	60	13	0
	606		142	25

Nicole Buganski made a motion to reapprove the caps for the 26/27 school year. Derryl James seconded the motion. Motion passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.6 Sample of Board Policy – Fiscal Policies

Kim Roth discussed the following policy sample. It is being presented to let you know that we are interested in having a policy similar to this and just want the board to be thinking about it. This type of policy is also helpful when going for bonds.

Corvallis School District 509J

Code: DA
Adopted: 7/12/99
Readopted: 12/19/07; 2/07/11; 6/17/13;
10/11/18

Fiscal Policies

1. General Fund Ending Fund Balance

The Corvallis School District 509J School Board works to ensure that the district delivers the best educational program available within the constraint of well-managed resources. To offer such a program the Board recognizes the importance of a budget that delivers sustainable levels of instruction, staffing, number of instructional days and maintenance of facilities.

The State of Oregon has a volatile tax structure which results in unstable levels of school funding. This instability can cause a significant variance in the level of programs school districts are able to financially support. Until such time that the state creates a stable funding system that will see Oregon schools through recessionary periods, the Board directs the superintendent to propose a budget that will allow for sustainability over a five-year period.

The Board recognizes its responsibility to establish an ending fund balance in an amount sufficient to:

- a. Allow the district to deliver a sustainable level of programs through anticipated recessionary periods;
- b. Protect the district from unnecessary borrowing in order to meet cash-flow needs;
- c. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
- d. Meet the uncertainties of state and federal funding; and
- e. Help ensure a district credit rating that would qualify the district for lower interest costs and greater marketability of bonds that may be necessary in the construction and renovation of school facilities.

Consequently, the Board directs the superintendent to include in the annual proposed budget designations to ensure an ending fund balance as follows:

- a. Appropriated Contingency Reserve of two and a half percent (2.5%) of the General Fund total resources net of the beginning fund balance;
- b. Appropriated Rainy Day Reserve of five percent (5.0%) of the General Fund total resources net of beginning fund balance;
- c. Unappropriated Ending Fund Balance of five percent (5.0%) of the General Fund total resources net of the beginning fund balance; and
- d. Targeted Reserves Ending Fund Balance as may be allocated and designated for specified purposes such as a reserve to offset future PERS employer contribution rate increases, a reserve to offset a 50/50 biennial State School Fund allocation, or a reserve for equipment replacements.

2. Use and Replenishment of Reserves

Fiscal Policies - DA
1-3

- a. Appropriated Contingency Reserve may be used for unanticipated expenditures or for emergencies.
- b. Appropriated Rainy Day Reserve funds may be used to address adverse economic conditions which negatively affect the district's revenues and ability to meet the needs of students.
- c. Unappropriated Ending Fund Balance is unavailable for expenditures as not appropriated.
- d. Targeted Reserves Ending Fund Balance may be used for specified purposes as designated.

In the event the Board authorizes use of reserves, the superintendent shall propose a plan to restore budget sustainability and replenish reserves within three years of use. At least fifty percent (50%) of unanticipated revenues, exclusive of State School Fund grant or other non-General Fund revenue, shall be dedicated to replenish reserves to target levels.

3. Notice of Shortfall

Should the projected ending fund balance for the current and ensuing fiscal year fall below target levels, the superintendent will notify the Board and propose a corrective plan of action to prevent or limit any further erosion of the fund balance, including measures to increase balances to target levels if possible. The plan will be submitted to the Board for consideration and action.

4. Definition of a Balanced Budget

The budget should be structurally balanced, where recurring revenues equal or exceed recurring expenditures. The annual proposed budget presentation will identify how recurring revenues are aligned with or not aligned with recurring expenditures.

5. One-Time Nonrecurring Revenues

One-time resources should be used for one-time expenditures that will not create a continuing obligation for the district or an unsustainable level of expenditures and should not be expended before revenues are received.

6. Financial Reports

The Board will receive regular financial reports that include estimates of expenditures for the district's various funds in comparison to budget appropriations, actual receipts in comparison to budget estimates and provide an update on the district's overall financial condition. Reports will keep the Board informed of significant changes impacting the district's overall financial condition due to changes such as state funding, demographics or other key factors. Supplementary reports will be furnished as needed or upon request by the Board or superintendent.

7. Revenue Forecasting

All revenue forecasts shall be based on conservative assumptions, though reflective of the latest best information available. Revenue estimates shall be made through an objective, analytical process. The district will not include revenue in budget preparation that cannot be verified with documentation of its source and amount. Key assumptions will be presented in the budget document.

Fiscal Policies - DA
2-3

8. Year End Budget Surplus

To encourage responsible expenditure of budgets, fifty percent (50%) of unused budget appropriations for the General Fund will be made available to schools or departments in the following year, or an alternative rate as recommended by the superintendent in the proposed budget document and as adopted by the Board. The Board believes that the current budget allocations should benefit primarily current year students.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

Fiscal Policies - DA
3-3

5.7 Board Policies: Third Reading

Kim Roth presented to the Board the following board policies:

5.7.1. IIBGA-AR Electronic Communications System

Derryl James made a motion to adopt the above- board policy. Nicole Buganski seconded the motion. Motion Passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.8. Board Policies: Second Reading

5.8.1 JGAB- Use of Restraint or Seclusion

Nicole Buganski made a motion to accept the above- board policy. Derryl James Seconded the motion. Motion Passed

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.8.2. JGBA- AR- Use of Restraint or Seclusion

Nicole Buganski made a motion to accept the above-board policy. Derryl James seconded the motion. Motion Passed

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.9. Board Policies: First Reading

5.9.1. ACB- Every Student Belongs

Nicole Buganski made a motion to move to a second board reading. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.9.2. ACB-AR -Every Student Belongs

Derryl James makes a motion to move to a second board reading. Nicole Buganski seconded the motion. Motion Passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.9.3. IGBAF- Special Education – IEP**

Nicole Buganski made a motion to accept the changes first and final on- board policy. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.9.4. IGBAF-AR -Special Education- Individual Education Program (IEP)**

Derryl James made a motion to accept the above- board policy first and final. Nicole Buganski seconded the motion. Motion Passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.9.5. IGBAG - Special Education - Procedural Safeguards**

Nicole Buganski made a motion to accept first and final the above- board policy. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.9.6. IGBAG- AR - Special Education - Procedural Safeguards**

Nicole Buganski made a motion to accept the changes first and final on above-board policy. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.9.7. JFE- Pregnant and Parenting Students

Nicole Buganski made a motion to accept the changes first and final on the above – board policy. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

5.9.8. JFE-AR-Individualized Plan for Pregnant and/ or Parenting Students

Nicole Buganski made a motion to accept first and final the above-board policy. Derryl James seconded the motion. Motion Passed.

James – Yes Ennis – Absent Buganski – Yes McDonald – Absent Nelson – Yes

6) Board Reports

6.1 Superintendent’s Report

Kim Roth introduced District Accountant to present the following Financial Report:

BOARD FINANCIALS
For the Month of December 2026

- REPORTS**
 REVENUE REPORT
 EXPENDITURE REPORT
 YEAR-TO-DATE NET POSITION REPORT
 CASH BALANCE REPORT
 CASH BALANCE TRENDDING
 MOVING AVERAGE CASH BALANCE
 LOIP INTEREST YIELDS
 LOIP INTEREST YIELD TRENDDING

REVENUE REPORT				
	100-General Fund	200-Special Revenue	400-Capital Projects	TOTAL
CURRENT PERIOD- December 2026				
Tax Receipts	500,206	-	-	500,206
State School Fund	2,318,160	-	19,530	2,337,690
State and Local Sources	-	-	-	-
Federal Sources	-	-	-	-
Charges for Services	-	3,501	-	3,501
Medicaid	40,353	-	-	40,353
Earnings on Investments	-	-	-	-
Other Sources	-	-	-	-
Indirect Charges	-	-	-	-
TOTAL	2,759,560	3,551	19,530	2,782,641
CURRENT YEAR-TO-DATE July 2025 through December 2026				
Tax Receipts	1,652,137	-	-	1,652,137
State School Fund	15,543,018	4,550	132,115	15,679,663
State and Local Sources	-	442,105	1,451,296	1,893,501
Federal Sources	-	108,299	-	108,299
Charges for Services	5,510	18,272	-	23,782
Medicaid	-	-	-	-
Earnings on Investments	79,055	154,897	-	233,952
Other Sources	191,849	87,365	24,265	303,569
Indirect Charges	7,502	-	-	7,502
TOTAL	17,479,071	811,386	1,607,726	19,898,184
ANNUAL BUDGET				
Tax Receipts	1,757,517	-	-	1,757,517
State School Fund	28,054,958	-	528,385	28,583,343
State and Local Sources	-	1,819,981	4,938,940	6,758,921
Federal Sources	26,000	852,961	-	878,961
Charges for Services	10,360	50,195	-	60,555
Medicaid	12,000	-	-	12,000
Earnings on Investments	180,000	510,000	-	690,000
Other Sources	152,400	322,911	122,170	597,481
Indirect Charges	69,502	-	-	69,502
TOTAL	30,162,737	3,414,747	5,589,495	39,166,979

EXPENDITURE REPORT				
	100-General Fund	200-Special Revenue	400-Capital Projects	TOTAL
CURRENT PERIOD - December 2026				
Salaries & Wages	(352,332)	(84,993)	-	(437,325)
Associated Payroll Costs	(217,539)	(47,343)	-	(264,881)
Services & Fees	(1,468,796)	(9,885)	-	(1,478,681)
Supplies & Materials	(14,081)	(26,868)	-	(40,949)
Facility & Utility	(29,358)	-	-	(29,358)
Travel	(4,749)	-	-	(4,749)
Other Expenditures	-	-	-	-
Equipment	-	-	-	-
OPERATING EXPENSES	(2,124,852)	(168,309)	-	(2,293,161)
CAPITAL	-	-	(245,498)	(245,498)
Transfer	-	-	-	-
Transit	-	-	-	-
TRANSFERS & TRAVEL	-	-	-	-
TOTAL EXPENDITURES	(2,124,852)	(168,309)	(245,498)	(2,538,659)
CURRENT YEAR-TO-DATE - July 2025 through December 2026				
Salaries & Wages	(1,357,050)	(355,945)	-	(1,712,995)
Associated Payroll Costs	(1,079,113)	(220,400)	-	(1,299,513)
Services & Fees	(9,563,922)	(26,041)	-	(9,590,963)
Supplies & Materials	(189,962)	(244,122)	-	(434,074)
Facility & Utility	(196,327)	(3,000)	(397)	(199,724)
Travel	(15,502)	(10,931)	-	(26,433)
Other Expenditures	(207,000)	(1,207,502)	-	(1,414,502)
Equipment	-	-	-	-
OPERATING EXPENSES	(13,506,956)	(2,066,252)	(397)	(15,573,505)
CAPITAL	-	-	(2,863,193)	(2,863,193)
Transfer	(547,544)	272,584	360,000	85,000
Transit	(65,000)	-	-	(65,000)
TRANSFERS & TRAVEL	(612,544)	272,584	360,000	-
TOTAL EXPENDITURES	(14,119,500)	(1,793,668)	(2,503,193)	(18,216,361)
ANNUAL BUDGET				
Salaries & Wages	(4,772,432)	(1,237,083)	-	(6,009,515)
Associated Payroll Costs	(2,896,969)	(1,170,000)	-	(4,067,029)
Services & Fees	(20,408,157)	(508,832)	(50,250)	(20,967,100)
Supplies & Materials	(327,706)	(1,111,426)	-	(1,439,132)
Facility & Utility	(362,755)	(3,700)	-	(366,455)
Travel	(55,215)	(79,540)	-	(134,755)
Other Expenditures	(266,787)	(2,051,619)	-	(2,318,406)
Equipment	(18,748)	(193,370)	(88,856)	(292,974)
OPERATING EXPENSES	(29,568,769)	(6,136,532)	(131,096)	(35,836,397)
CAPITAL	(16,000)	(61,000)	(8,144,855)	(8,221,855)
Transfer	(600,584)	387,584	383,000	80,000
Transit	(65,000)	-	-	(65,000)
TRANSFERS & TRAVEL	(775,584)	387,584	383,000	(1,005,000)
TOTAL EXPENDITURES	(30,354,353)	(5,748,948)	251,934	(35,851,367)

YEAR-TO-DATE NET POSITION REPORT					
	100-General Fund	200-Special Revenue	400-Capital Project	TOTAL	
Revenue	17,479,071	811,381	1,627,726	19,918,178	
Operating Expenses	(13,506,956)	(2,066,252)	(397)	(15,573,505)	
Transfers & Transits	(612,544)	272,584	360,000	-	
OPERATING SURPLUS/(DEFICIT)	3,349,537	(561,280)	1,967,329	4,326,586	
BEEGINING BALANCE	-	-	-	-	
Surplus/(Deficit)	3,349,537	(561,280)	1,967,329	4,326,586	
Other Adjustments	-	-	-	-	
ENDING BALANCE	3,349,537	(561,280)	1,967,329	4,326,586	
CASH BALANCE REPORT					
As of December 2026					
	Beginning Balance	Deposits	Withdrawals	Interest	Ending Balance
CURRENT PERIOD - December 2026					
LGP	10,406,936	2,738,557	(2,209,000)	40,283	10,976,496
UG Bank	882,759	2,268,022	(1,188,255)	122	1,964,647
TOTAL	11,289,695	5,006,579	(3,397,255)	40,515	12,941,114
CURRENT YEAR-TO-DATE - July 2025 through December 2026					
LGP	9,503,000	19,132,586	(19,202,661)	233,542	10,976,496
UG Bank	469,937	10,613,181	(9,115,806)	365	1,964,647
TOTAL	10,969,936	29,745,767	(27,408,467)	233,897	12,941,114

Kimberlee Roth

Centennial Seismic Recommendation from ZCS

● **Recommendation**

Shift the Centennial Elementary seismic retrofit from Summer 2026 to Summer 2027.

● **Schedule and Risk**

Current timeline does not provide adequate time for design, permitting, and construction, particularly with added scope. Completing the work within a single summer in 2026 presents elevated schedule and cost risk.

● **Cost Efficiency**

Construction over two summers is possible but would increase costs due to duplicate mobilization and extended general conditions. A single, well-planned summer is the most cost-effective approach.

● **Early Contractor Involvement**

Moving to 2027 allows early contractor engagement for investigations, constructability input, and detailed phasing. Design, permitting, and early procurement can occur in advance of construction.

● **Flexibility and Outcomes**

Provides flexibility to extend the 2027 construction window if needed. Reduces schedule compression, improves safety, and increases cost certainty. Improves the likelihood of completing the retrofit without impacting the start of the school year.

Scio Teacher Mentorship

January is a natural reset and a time to rebuild momentum, refocus learning, and re establish routines after disruptions to the school year. The mentorship will focus on several mini check-ins to help re-engage students, make thoughtful mid year adjustments, and support a purposeful restart so teachers enter the second half of the year with clarity, confidence, and direction.

Enrollment

Enrollment	Budgeted	10/25	11/3	12/1	1/26	2/26	3/26	4/26	5/26	6/26
Centennial Elementary	X	285	283	283	283					
Scio Middle School	X	162	160	159	155					
Scio High School	X	225	222	223	221					

Scio School District	672	672	665	665	659					
Lourdes Charter School	38	30	29	29	27					
Willamette Connections Academy	1,507	1,326	1,358	1,377	1356					
All Five Schools	2,217	2,028	2,052	2,071	2042					

6.1.1 Centennial Elementary School

EDUCATION HIGHLIGHTS

- 12/17 – Winter Music Concert and Art Show
- 1/5 – Teacher Inservice
 - Staff meeting held to kick off the new year, focusing on reconnecting, aligning priorities, and setting intentions for the second half of the school year.
 - Teachers were provided dedicated time following the meeting to prepare, reset classrooms, and plan for student success.
 - Administrators and counselors met to finalize edits to the Panorama 3-12 student survey/k-2 teacher survey, a research-based tool that gathers student feedback on social-emotional learning, school climate, and sense of belonging to help guide targeted supports and decision-making.
- 1/7 Rules Rodeo Winter Refresher
 - Schoolwide reteaching focused on Recess and Cafeteria expectations to reinforce safe, respectful, and consistent behaviors.
- 1/9- Re-Scheduled Xmas- Winter Celebration/ Mew Year’s Parties

PROFESSIONAL DEVELOPMENT

- 1/7 - LINDSAY ATTENDED LITERACY LEADERS COMMUNITY OF PRACTICE #2 SESSION - FOCUSED ON SHARING THE PROCESSES AND CONTENT OF OUR LITERACY CONTINUOUS IMPROVEMENT PLANS, AND HAD COLLABORATIVE CONVERSATIONS ABOUT BUILDING THE CAPACITY OF OUR INSTRUCTIONAL LEADERSHIP TEAMS
- 1/13 - NEW PRINCIPALS ACADEMY

UPCOMING EVENTS

- Mon, Jan. 19 – NO SCHOOL (Martin Luther King Jr. Day)
- Wed, Jan. 21 – Parent Club Meeting, 6:00 pm (Centennial Library)
- Thurs, Jan. 22 – End of 1st Semester
- Fri, Jan. 23 – NO SCHOOL (Grading Day)
- Fri., Jan 30 - SOARR Award Assembly - Accountability

6.1.2 Scio Middle School

Education Highlights

● Student Leadership

- Continued daily duties of announcements, flag salute, and flag duty

● **Students of the Month:** Awarded to students who exhibit strong academic and behavior in the classroom and extracurricular. The Bucket Award goes to a student who we recognize is displaying effort and improvement.

- 6th Grade: Emma Hartley & Alora Hickey
- 7th Grade: Lincoln Traeger
- 8th Grade: Memphis Meyer
- Bucket Award: Brayden Tegen-Skelton

● **Winter Celebration Day** came and went; this continues to be a great day at our school!

● **Band Concert** - We had our first band concert of the school year earlier this week!

● **End of Q2 (and the Semester)** - 01/22; new schedules and some classes beginning on 01/26.

Professional Development

● **Certified Inservice** - 01/05 - Next step for ENVoY strategies

Athletic Update

● Boys Basketball is beginning - lots of participation

6.1.3 Scio High School

School Highlights

- The cedar tree in front of the district office has been milled. The wood will be used to build raised garden beds for native plants.
- The project will support small ecosystems and be completed with the Environmental Science class.
- November/December students of the month:
 - Aniyah Klindtworth
 - Tiffany Wilson
 - Easton Lovejoy
 - Jacoby Baker

Professional Development

- Additional Reporting Trainings
- Student Success Systems

Athletic Update

- Winter Sport in full swing

Student Representatives:

- Extra Curricular Reports

6.1.4. Student Representatives

McKenzie Gilkison Report Below:

FFA:

We had our winter banquet on December 13th. There were a lot of members that got their Greenland and chapter degrees. We also hosted our chapter creed competition, and we had 7 freshmen compete. The top two individuals, Emma Hendricks and Sadie Holbert will move on to the district level. We completed in ritual and job interview today. Scio placed third as a team. Faith and Cheyenne Smith competed in job interview. On February 5th we have LDE Day here in Scio, where student will compete in speaking competitions.

Forestry:

They have an upcoming competition, the Oregon Logging Conference on February 20th. Members are excited to compete in crosscut, power buck, chocker set, and hose lay.

Nolan Buganski Report Below:

Leadership:

There is not much going on right now. They are trying to prepare for next semester. The main things going on are:

- Little things to tidy up the school
- Winter formal- is their main priority right now. They booked a DJ and are getting a rough outline of what the dance will look like so students aren't just standing around. They are trying their best to increase socialization and participation in school events and remind kids that it is supposed to be fun.

Art:

Nothing new to report from art for now.

Derryl James talked about his family coming home after watching Brycen making a basket at the last second winning the game. He was sorry he missed it. Kyle discusses that if you can't go watch the games that it is available on Hudl.

7) Board Comments/Information/Discussion Items

7.1 Board Development Work Session:

Derryl and Anber talked about the board operation agreement, superintendent/ board operating agreement and the board communication plan, so everyone works as a cohesive

unit. The board received a scholarship to pay for a OSBA representative to give them one on one training.

Anber was asking what dates worked best for the board for our spring retreat. The board cannot do 4/13-4/14. Would 4/28/26, 4/29/26 work? Will follow up with Hank and Mike.

7.2 Board Comments:

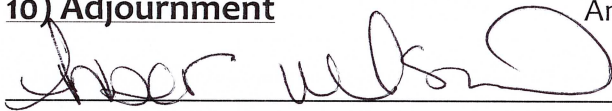
Derryl and Anber state they already made their comments.

8) Announcements/Date of Importance

- 8.1 Regular Board Meeting, Thursday, February 19, 2026, at 6:00 p.m. at Scio Middle School Library
- 8.2. January 19, 2026, Holiday- No School
- 8.3. January 23, 2026, Grading Day
- 8.4 Teacher In-service Day Monday, February 16, 2026

10) Adjournment

Anber Nelson adjourns the meeting at 7:24 p.m.



2-19-26

Presiding Chair

Date Board Approved



Board Secretary