



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

Public Comment Information

The Springfield Public Schools Board of Directors desires to hear from the community they serve and sets aside 20 minutes for oral public comment during their regular business meetings.

Members of the community are invited to provide public comment, in-person, virtually, or via written submissions.

Oral Comments – In-person, or virtually:

To sign up to speak to the school board during their regularly scheduled business meeting please send your request to public.comment@springfield.k12.or.us. Clearly label the subject line as: “Oral Public Comment Request” and include *full name, address, phone number, agenda item or topic*. Submissions will be collected the Thursday before the meeting date, once public meeting notice has been made, and will remain open until 12:00 pm on the day of the meeting.

Oral public comment is limited to 3 minutes per person and is scheduled for 20 minutes on the agenda. Due to time limitations not all speakers may be selected to provide oral comment during the board meeting.

Written Comment:

To submit written public comment, send your materials to public.comment@springfield.k12.or.us by 12:00 pm the day of the meeting. Clearly label the subject line as “Written Public Comment”. All written comments submitted by the 12:00 pm deadline on the day of the meeting will be provided to the board for their review and posted to the district website by 4:00 pm on the day of the board meeting.



BOARD OF EDUCATION
February 14, 2022
Administration Building Board Room
640 A Street
Springfield, OR 97477

[En español](#)

5:30 pm Executive Session (non-public)

The Board will meet in Executive Session (non-public) pursuant to ORS 192.600(2)(b) to consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing and ORS 192.600(2)(f) to consider information or records exempt by law from public inspection.

7:00 pm Board Meeting, Board Room

Streaming Meeting URL:

<http://www.vimeo.com/SpringfieldPS>

AGENDA		TAB
1.	Call Meeting to Order	Board Chair Naomi Raven
2.	Approval of the Agenda	Chair Raven
3.	Classified Employees Appreciation Week Proclamation	Chair Raven
4.	Presentations	
	A. School Presentation: Gateways High School	Principal Lesa
	B. Student Board Representative Communication	Chair Raven
5.	Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)	
6.	Action Items	
	A. Approve Consent Agenda	
	1. January 10, 2022 Board Meeting Minutes	1
	2. January 24, 2022 Board Work Session Minutes	2
	3. Financial Statement	Brett Yancey 3
	4. Personnel Report, Resolution #21-22.025	Dustin Reese 4
	5. Inter-District Student Transfers, Res. #21-22.026	David Collins 5
	B. Adopt Board Policy BDDH, Resolution #21-22.027	Jenna McCulley 6
	C. Approve 2021-2023 Lane ESD Local Service Plan, Year Two, Resolution #21-22.028	Superintendent Hamilton 7
	D. Superintendent and Board Working Agreements, Resolution #21-22.029	Chair Raven 8
	E. Personnel Action	Chair Raven
7.	Information/Reports	
	A. Graduation Rates	David Collins/Mindy LeRoux
	B. Superintendent Communication	Superintendent Hamilton
	C. Board Communication	Chair Raven
	• Board Committee Reports	
8.	Next Meetings: February 28, 2022, Time TBD Board Work Session March 14, 2022, 7:00pm Board Meeting March 17, 2022, 6:00pm Board/Budget Work Session	
9.	The Board will meet in Executive Session (non-public) pursuant to ORS 192.600(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.	
10.	Adjournment	Chair Raven

Springfield Public Schools is an equal opportunity educator and employer.

Persons having questions about or requests for special needs, accommodations or language translation services at Board Meetings should contact the Office of the Superintendent; 640 A Street, Springfield, OR 97477; Phone: (541) 726-3201. Contact should be made 72 hours in advance of the event.



CONSEJO DE EDUCACIÓN
14 de febrero 2022
Sala del Consejo de Administración
640 A Street
Springfield, OR 97477

5:30 pm Sesión Ejecutiva (no pública)

La Junta se reunirá en Sesión Ejecutiva (no pública) de conformidad con la norma ORS 192.600(2)(b) para considerar el despido o disciplinario de, o para escuchar quejas o cargos presentados contra un funcionario público, empleado, miembro del personal o agente que no solicite una audiencia abierta y ORS 192.600(2)(f) para considerar información o registros exentos por ley de la inspección pública.

7:00 pm Reunión del Consejo, Sala del Consejo

Junta Transmitida a través de:
<http://www.vimeo.com/SpringfieldPS>

AGENDA	TAB
1. Declarar Abierta la Sesión	Presidenta del Consejo Naomi Raven
2. Aprobar la Agenda	Presidenta Raven
3. Proclamación de la Semana de Agradecimiento a los Empleados Clasificados	Presidenta Raven
4. Presentaciones	
A. Presentación de Escuela: Secundaria Gateways	Directora Lesa
B. Comunicación de los Representantes de la Junta de Alumnos	Presidenta Raven
5. Comentarios Públicos (Tres (3) minutos cada uno; tiempo máximo de 20 minutos. Los ponentes no podrán ceder su tiempo a otros ponentes).	
6. Medidas a Tomar	
A. Aprobar la Agenda de Consentimiento	
5. 10 de enero 2022 Actas de la Reunión de la Junta Directiva	1
6. 24 de enero 2022 Actas de la Sesión de Trabajo de la Junta	2
7. Informe Financiero	Brett Yancey 3
8. Informe sobre el Personal, Resolución #21-22.025	Dustin Reese 4
5. Traslados de Estudiantes Entre Distritos, Res. #21-22.026	David Collins
B. Adoptar la Póliza del Consejo BDDH, Resolución #21-22.027	Jenna McCulley 5
C. Aprobar Servicios Locales 2021-2023 del Plan de Lane ESD, Año Dos, Resolución #21-22.028	Superintendente Hamilton 6
D. Acuerdos de Trabajo entre el Superintendente y la Junta Directiva, Resolución #21-22.029	Presidenta Raven 7
E. Acción de Personal	Presidenta Raaven
7. Información/Reportes	
A. Tasas de Graduación	David Collins
B. Comunicación del Superintendente	Superintendente Hamilton
C. Comunicación del Consejo	Presidenta Raven
• Informes de los Comités del Consejo	
8. Próximas Reuniones: 28 de febrero 2022, (hora por determinar) Sesión de Trabajo de la Junta Directiva	
14 de marzo 2022, 7:00pm Reunión del Consejo	
17 de marzo 2022, 6:00pm Sesión de Trabajo del Consejo/Presupuesto	
9. El Consejo se reunirá en Sesión Ejecutiva (no pública) de acuerdo con ORS 192.600(2)(d) para llevar a cabo las deliberaciones con las personas designadas por el cuerpo directivo para llevar a cabo las negociaciones laborales.	
10. Aplazamiento	Presidenta Raven

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BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on January 10, 2022.

1. CALL MEETING TO ORDER AND FLAG SALUTE

Board Chair Naomi Raven called the Springfield Board of Education meeting to order at 7:00 p.m. and led the Pledge of Allegiance.

Attendance

Board Members attending the meeting included Board Chair Naomi Raven, Board Vice Chair Emilio Hernandez, Jonathan Light, Todd Mann and Kelly Mason.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Judy Bowden, Marilyn Williams, Brett Yancey, Rachel Rich, Jessica Lemley, Colleen Hunter, Sammy Alcantar, Janery Valladolid, Johanis Tadeo, Jorge Peralta, Carlos Sequeira, Vanessa Truett, Skyleigh McKibben, Wyatt Tiller, Chemen Clearwaters, Nicki Gorham, José da Silva, Sarah Chandler, Meili Ward, Amy Bernatz, Katie Keeler, Chris Reiersgaard, Andy Price, Peter Raven, Jim Crist, Lesa Haley, Allyssa Kent, Kirsten LaShot, Janet Conklin, Heather Murray, Becky Willis, Brandi Starck, Laura Cherry, Dustin Cherry, Desmond Scott, Lucas Paugh, Jeff Mather, Josh Donaldson, Karri Thiele, Jeff Fuller, Jonathan Gault, Dustin Reese, Ame Beard, Jenna McCulley, Whitney McKinley, Mindy LeRoux, Brian Megert, Judy Bowden and Marlene Hockema, minutes recorder.

2. APPROVAL OF THE AGENDA

Chair Raven called for a motion to approve the agenda as presented.

MOTION: Mr. Mann moved and seconded by Dr. Hernandez that the agenda be approved as presented.

MOTION: Mr. Light asked that the agenda be amended to include a preliminary oral report from the district leadership team on what they have learned from the staff listening sessions with a board discussion to follow. Ms. Mason seconded the motion.

Chair Raven opened the floor for discussion regarding Mr. Light's motion and asked specifically for the reasoning behind the motion. Mr. Light said that in light of transparency and open governance, he wanted to bring this important topic forward for discussion.

Mr. Mann added that he is also very interested in hearing from district leadership regarding these meetings, but also acknowledged that the information is still very preliminary and it might be better to wait until all the data has been collected. He added there are no actions in front of the board regarding this topic. He wondered if it might be more prudent to wait and have the report that could present actionable items for the board.

Chair Raven reviewed the process for requesting items be added to the agenda. She also added that at this point not all staff have been interviewed and that it seems inappropriate to share a report when not all staff have been interviewed. She added that the time spent at board meetings should be focused on our students and actionable items that affect student outcomes.

AMENDED MOTION: Mr. Mann moved and seconded by Mr. Light to amend the motion made by Mr. Light to have the district leadership share a preliminary oral report on the ongoing processes for staff listening sessions, narrowing the scope to the process only and not allowing for discussion at this time.

Discussion: Chair Raven cautioned that the board needs to honor the process the district is using to interview all staff who work with all our students every day.

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the motion to have the district leadership share a preliminary oral report on the ongoing processes for staff listening sessions, narrowing the scope to the process only and not allowing for discussion at this time: Dr. Hernandez – Yes, Mr. Light – Yes, Mr. Mann – Yes, Ms. Mason – Yes, and Chair Raven – No.

Motion passed 4:1

ORIGINAL MOTION:

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the motion that the agenda be amended to include a preliminary oral report from the district leadership team focused on process only for the listening sessions with no discussion to follow. Dr. Hernandez – No Mr. Light – Yes, Mr. Mann – Yes, Ms. Mason – Yes, and Chair Raven – No.

Motion passed 3:2

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the motion in favor of approving the January 10, 2022 agenda as amended: Dr. Hernandez – yes, Mr. Light - Yes, Mr. Mann – Yes, Ms. Mason – Yes, and Chair Raven – Yes.

Motion passed 5:0.

3. SCHOOL BOARD RECOGNITION MONTH PROCLAMATION

Superintendent Todd Hamilton read the following proclamation:

WHEREAS, school boards create a vision for what students should know and be able to do;

WHEREAS, school boards establish clear standards for student performance;

WHEREAS, school boards ensure that student assessments are tied to established standards;

WHEREAS, school boards are accountable to the community for operating schools that support student achievement;

WHEREAS, school boards align school district resources to ensure that students meet standards;

WHEREAS, school boards create a climate that supports the philosophy that all children can learn at high levels;

WHEREAS, school boards build collaborative relationships based on trust, teamwork and shared accountability; and

WHEREAS, school boards are committed to continuous education and training on issues related to student achievement;

NOW, THEREFORE, we hereby declare our appreciation to the members of the *Springfield Public Schools Board of Education* and proclaim the month of January to be School Board Recognition Month.

January 10, 2022

2 of 8

We urge all citizens to join us in recognizing the dedication and hard work of local school board members in preparing today's students for tomorrow's world.

Dated this 10th day of January 2022.

4. PRESENTATIONS

A. School Presentation: Centennial Elementary School

Centennial Elementary Principal Marilyn Williams shared her belief that Centennial Elementary is the “best school ever.” Current programs are:

- Supporting growth for all students
- Full time Physical Education teacher
- Music program
- Library inclusion of books of diversity
- Social/emotional learning, everyday
- Blue Jay Way: Safe, Respectful, Responsible
- Kindness Grant
- Health and Safety (classrooms, cafeteria, outside)
- Family Resource Coordinator
- Personalized learning opportunities
- WIN – What I Need

B. Student Board Representative Communication

Thurston High School’s Board Representative Wyatt Tiller shared the school is striving for more discipline with the support of the administration. He added that the sports program is strong and it was good to be back in the classroom.

Springfield High School’s Board Representative Desmond Scott shared the school had a successful leadership conference on December 13, 2021 and would be planning a Valentine’s Day activity. They, too, have had a successful winter sports program and are prepping for semester finals.

A3’s School Board Representative Skyleigh McKibben shared that the school art program is flourishing with school walls displaying student art; noticeable improvement has been made in student art throughout the school year.

5. PUBLIC COMMENT

Chair Raven read the following statement concerning public comment:

This is the portion of our agenda for public comment. The board continues to accept public comment via email. Public comment received via email for this evening has been reviewed by the Board and has also been posted on the District’s website. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person. Those wishing to make public comments must complete a “request to speak” form. Audience members who wish to make public comments must state their name and address for the record.

We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called.

The Board will not hear comments regarding any school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires that complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A compliment involving a staff member should be sent to the superintendent, who will forward it to the employee, their supervisor and the Board.

Speakers are reminded that their public comments will be limited to three (3) minutes.

Rachel Rich, a former Springfield District 19 teacher with grandchildren in Springfield schools, stated that there had not been an item on recent agendas for other business. Also, she has not seen the topic of student behavior addressed while there is an unprecedented number of incidents, and reports that one-third of student enrollment accomplishes no schooling.

Jessie Lemley expressed a concern regarding the inequality of COVID-19 unvaccinated staff versus COVID-19 vaccinated staff and its purpose. She added that due to staff shortages students are being taught by unskilled staff.

Colleen Hunter, former Springfield school teacher, expressed her dissatisfaction with the new policies regarding public speaking and encouraged parents to go online to Opt Out of student testing.

Johanis Tadeo added his disapproval of the changes to the public speaking policies stating the online sign up processes are too difficult for some and unavailable to others. In addition, he would like to see more advocating in other languages.

Sammy Alcantar and Janery Valladolid lamented changes to the public speaking sign up process and asked that it not be changed.

Jorge Peralta asked that there be no change to the public sign in process and stated having an interpreter at board meetings would be advantageous.

Chair Raven called a five minute recess from 8:15 p.m. to 8:20 p.m.

6. ACTION ITEMS

A. Consent Agenda

- 1. November 15, 2021 Board Meeting Minutes**
- 2. December 14, 2021 Board Meeting Minutes**
- 3. Financial Report**
- 4. Personnel Action, Resolution #21-22.022**

MOTION: Dr. Hernandez moved, Mr. Light seconded the motion to approve the Consent Agenda.

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they supported the motion favor of approving the Consent Agenda: Dr. Hernandez – Yes, Mr. Light – Yes, Mr. Mann – Yes, Ms. Mason – Yes, and Chair Raven – Yes.

Motion passed, 5:0.

B. Adopt Board Policy, Resolution #21-22.023

From time to time, changes in laws or operating practice require changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives drafts that are used to craft policy for Springfield Public Schools.

The below nine policies have been updated to reflect legislative changes and were brought to the board for review in a first reading on November 15, 2021, and discussed at the board meeting on December 13, 2021.

Staff have incorporated the amendments that were shared with the superintendent and the below policies are now submitted to the board for approval and adoption.

Jenna McCulley recommended that the Board of Directors approve the following board policies as updated:

- AC Nondiscrimination
- ACB Every Student Belongs
- BBAA Individual Board Member's Authority and Responsibility
- BD/BDA Board Meetings
- BDDH Public Comment at Board Meetings
- GBA Equal Employment Opportunity
- IB Freedom of Expression
- IGBI Bilingual Education
- IKFB Graduation Exercises

MOTION: Mr. Light moved, Ms. Mason seconded the motion to approve these board policies as updated.

Chair Raven asked if there was any discussion. Mr. Light responded that he would recommend that policies BDDH and IKFB be pulled for further discussion. Chair Raven responded that those policies were discussed in both November 2021 and December 2021 for clarity and final draft. After a time of discussion Superintendent Hamilton suggested BDDH be pulled from adoption for further review in a work session with an Oregon School Boards Association representative to facilitate the conversation.

MOTION: Dr. Hernandez moved, Ms. Mason seconded the motion to remove BDDH from the packet of policies put forward for later adoption and approve all the other policies as presented.

Chair Raven called for a roll call vote. Chair Raven asked each Board member to indicate if they were in favor of the motion to approve the board policies as updated, with the exception of Policy BDDH which would be reviewed at a later meeting. Dr. Hernandez – Yes, Mr. Light – Yes, Mr. Mann – Yes, Ms. Mason – Yes, and Chair Raven – No.

Motion passed 4:1

MOTION: Mr. Light moved, Mr. Mann seconded the motion to remove IKFB graduation exercises/dress uniforms from the packet of policies put forward for adoption.

Chair Raven asked if there was any discussion. Mr. Light indicated he would like to see WLA (Willamette Leadership Academy) be allowed to wear their uniforms at graduation. Dr. Hernandez agreed that students would take pride in wearing uniforms and they had worked diligently achieve graduation.

Chair Raven called for a roll call vote. Chair Raven asked each Board member to indicate if they were in favor of the motion to set aside policy BDDH and approve the other policies as presented for adoption: Dr. Hernandez – No, Mr. Light – No, Mr. Mann – Yes, Ms. Mason – No, and Chair Raven – No.

Motion failed 3:2.

ORIGINAL MOTION:

Chair Raven called for a roll call vote and asked each Board member if they were in favor of the motion to adopt the policies that had been presented for adoption, excluding policy BDDH: Dr. Hernandez – Yes, Mr. Light – Yes, Mr. Mann – Yes, Ms. Mason – Yes, and Chair Raven – Yes.

Motion passed 5:0.

C. Declaration of Emergency Waterville Elementary School Food Mitigation and Repairs, Resolution #21-22.024

Brett Yancey CEO presented an update on the status of the flooding of Walterville Elementary School which took place January 6, 2022.

- 3”-6” water on floors
- Insurance claim started
- McKenzie Fire Department helped with pumping
- 50% of building impacted including wings and offices
- Sandbag dam in place
- Category 3 contamination, which includes
- 20% moisture 18” up walls
- Discard materials, HAZMAT testing, disinfecting
- Drying - 2 weeks
- Mitigation - 2 months
- Restoration – 2 months
- Replacement – TBD

Classes were cancelled January 6, 2022 thru January 10, 2022. Students would use comprehensive distance learning for a short time followed by a move to Mohawk Elementary School. Nutrition staff will continue to provide meals at Walterville Elementary School because the kitchen was unaffected by the flood waters.

MOTION: Dr. Hernandez moved, Mr. Mann seconded the motion to approve Walterville Elementary School Flood Mitigation and Repairs, Resolution #21-22.024.

Chair Raven asked if there was any discussion.

Mr. Light questioned if parents had been surveyed as to online schooling and the move to Mohawk Elementary to which Mr. Yancey responded not all have been reached but the feedback has been positive and families will continue to receive regular updates. Mr. Yancey added that the flooding took place on school district property and plans are being made to build up a berm to prevent a reoccurrence. After viewing photos of the school library Mr. Yancey was asked if books could be saved and responded in the affirmative.

Chair Raven called for a roll call vote. Ms. Raven asked each Board member to indicate if they were in favor of the motion to approve the Walterville Elementary School Flood Mitigation and Repairs resolution #21-22.024: Dr. Hernandez – Yes, Mr. Light – Yes, Mr. Mann – Yes, Ms. Mason – Yes, and Chair Raven – Yes.

Motion passed, 5:0.

7. DISCUSSION

A. 2021-2023 Lane ESD Local Service Plan Year Two

January 10, 2022

6 of 8

Superintendent Hamilton introduced Lane ESD Assistant Superintendent Carlos Sequeira and Lane ESD Board Member Vanessa Truett who shared updates on the 2021-2023 Lane ESD Service Plan, Year Two:

- Special Ed, Tech, Administration
- CTE programs and certification
- New tech support position
- “Promise” Program
- Career learning
- Student success

Chair Raven asked for discussion or questions. There was no discussion. Chair Raven thanked Mr. Sequeira and Ms. Truett for attending the meeting this evening and sharing their report.

8. INFORMATION/REPORTS

A. District Leadership Report

Superintendent Hamilton shared updates on the following:

- Preliminary report of processes
- Processes – leadership and licensed staff
- Classified staff will be included in the near future
- Exit interview – put “a stay” interview in process with Human Resources Director
- Conversation with custodians to prepare for snow and/or storm conditions
- Process with early career teachers

B. Superintendent Communication

Superintendent Hamilton commented that the schools were ready for snow and the road crews had previously made a run on an icy morning. In addition, the State and Federal agencies are continuously reporting COVID-19 rates; LCPH (Lane County Public Health) announced 1/10/2022 that there would be a quarantine update and guidelines with a layered approach: masks, 6’ distancing, vaccines and boosters.

C. Board Communication

Vice Chair Hernandez shared that due to the late hour, he would not be sharing any updates.

Mr. Light shared he would still be interested in board listening sessions.

Mr. Mann shared that he would not be sharing a report either due to the late hour.

Ms. Mason shared that she would not be sharing a report either due to the late hour.

Chair Raven stated she has been attending board chair cafes presented by the Oregon School Boards Association. She also shared that due to the current community spread of COVID, the State of the City report for the City of Springfield had been moved to a virtual event on January 13, 2022.

9. NEXT MEETING

The Board will meet on January 24, 2022 (TBD) for a Work Session, February 10, 2022 at 6:00 p.m. for a Budget/Board Work Session and February 14, 2022 at 7:00 p.m. for a Business Meeting.

Chair Raven thanked everyone for attending.

At 10:06 Chair Raven stated that there would be a five-minute recess while the Board moved into Executive Session. The Board Meeting would be adjourned immediately following the Executive Session.

10. The Board will meet in Executive Session (non-public) pursuant to ORS 192.600(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.

11. ADJOURNMENT

With no other business, Chair Raven adjourned the meeting at 10:37 p.m.

(Minutes recorded by Marlene Hockema)

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on January 24, 2022.

1. CALL MEETING TO ORDER

Board Chair Naomi Raven called the Springfield Board of Education Work Session to order at 5:01 p.m. and led the Pledge of Allegiance.

Attendance

Board Members attending the meeting included Board Chair Naomi Raven, Jonathan Light, Kelly Mason and Todd Mann. Vice Chair Emilio Hernandez was excused due to illness.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Reese, Jenna McCulley, Whitney McKinley, Pat Best, Mindy LeRoux, Joyce Johnson, Colleen Hunter, Kimberlee Pelster, Judy Bowden, Vincent Adams and Marlene Hockema, minutes recorder. There were also community members who joined the meeting by viewing the live stream broadcast.

2. A CULTURE OF BELONGING: RESISTING OTHERING, HONORING DIGNITY AND PROMOTING EQUITY

Equity and Inclusion Coordinator Taylor Madden shared an overhead presentation of goals addressing diversity: develop a common understanding, begin establishing brave spaces, explore the concept, and reinforce the district's vision statement, *Every Student, Every Day*. Mr. Madden explained the differences between a safe space and a brave space with a safe space representing an area free of bias, threats. A brave space describing an area that would allow engagement. He followed that definition with the reading of, *An Invitation to Brave Space* by Mickey Scott Bey Jones. Additionally, he proceeded to explain the difference between equity (every student having what they need), and inclusion (providing deliberate practices). Throughout the presentation the board spent moments in small groups addressing personal reflections from their experiences. These included: personal belonging experiences, othering experiences and those of dignity. Mr. Madden clarified the differences between belonging and othering (belonging=the extent of appreciation, value and acceptance with othering=narrowing who qualifies as normal). Mr. Madden proposed that the solution to belong versus othering would be dignity (an innate, equal worth of each human, transcending differences) and quoted Dr. Donna Hicks' statement, "respect must be earned."

He then included remarks by John H. Powell pointing out that sometimes there would be a gap between growth steps that would be too great for an individual to achieve causing them to pull away. Mr. Madden reviewed a chart of the Ten Essential Elements of Dignity followed by a small group discussion on that topic culminating in a group discussion of dignity violations (i.e. assumptions, name mispronunciation, incorrect pronoun use, color blindness). The presentation concluded with Mr. Madden reiterating that while the district's vision statement is, *Every Student*, it should be interpreted and practiced as, *Every Single One*.

The Board took a five-minute recess beginning at 6:03pm and reconvened at 6:08pm.

3. OSBA WORKSHOP, POLICY BDDH

Vincent Adams from the Oregon School Boards Association reviewed policies and their interpretation regarding Public Comment at Board Meetings honing in on whether the public should be represented at board work sessions. He indicated that public meetings needed to be open to the public. He stated that the law required four days of notification to the public prior to a regular meeting, 24 hours for a special meeting, less than 24 hours for an emergency meeting. In addition, he pointed out the need to be available and accessible to the public via mail, email, online and in person, stating that a personal appearance at board meetings would be intimidating for some individuals. Mr. Adams went on to advise the board that public participation is for the benefit of the board, not the public.

The board reviewed Version 2 of board policy BDDH, Public Comment at Board Meetings, addressing each proposed change and its merit, or lack of. After extended discussion and round robins by the board, changes to the proposal were handed off to Superintendent Hamilton to incorporate in the next revision.

Further board discussion focused on providing translators for public comment versus translators for all meetings. It was determined that 48 hours would not be an optimal time to make translator arrangements and agreed that 72 hours would be appropriate. While the board would like to be as accommodating as possible, it currently provides translation for Spanish only.

4. NEXT MEETING

The next Board/Budget Committee Work Session will take place on Thursday, February 10, 2022 beginning at 6:00pm. The next Business meeting will be held on Monday, February 14, 2022 beginning at 7:00pm.

5. ADJOURNMENT

With no further business, Chair Raven adjourned the Work Session at 7:52 p.m.

(Minutes recorded by Marlene Hockema)

**SPRINGFIELD PUBLIC SCHOOLS
2021-2022 Revenue/Expenditure Forecast
As of January 31, 2022
Please see attached report**

REVENUES:

- Both current year and prior year tax collections are projected for 100% collection. To date there has been no current year tax revenue received, however the first tax payment is anticipated to be collected in November. This report is based on the information received through the Lane County Tax and Assessment office.
- The District's most significant portion of revenue is the District's scheduled Basic School Support payments through the Oregon Department of Education. The District projects to receive approximately \$77.8 million for the current year based on 2021-22 projected enrollment and the allocation designated by the Oregon Department of Education. Due to the decline in anticipated enrollment it is anticipated that the State School Fund will be decreased, however with a state-wide enrollment decline the decreased revenue is not as drastic as it would be in typical years. As we continue to navigate the current COVID environment, we will continue working to further refine these estimates.
- The District is anticipating receiving approximately \$300,000 in County School Funds. To date the District has not received anticipated funds.
- The District is anticipated receiving approximately \$1.05 million in Common School Funds. To date the District has received \$1,213,248 of the funds, which is greater than originally budgeted.

EXPENDITURES:

- Projected salary expenditures are based upon actual staff allocations adopted during the budgeting process and actual ability to hire and staff vacant positions. This anticipated expenditure is estimated using actual and projected data (per previous year-end estimates). At this point in the year, and based on projections through the end of the year it is projected that the District will expend approximately 96% of the adopted budget for salaries.
- Benefit amounts are based upon projected staffing expenditures and are directly tied to the salary assumptions, with the exception of PERS expenditures. The District participated in the recent offering of a PERS pension bond and the decreased rates were in effect on September 1, 2021. With the updated salary projections and the decreased PERS rate, It is projected this combined decrease in benefit expenditures will total approximately \$8.2 million, or 18.5% of the adopted budget in this area.

- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends. This assumption may be revised if comprehensive distance learning continues throughout a majority of the year.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2021-2022 adopted budget.
- Fund transfers allocated during the 2021-22 budget process include \$1.5 million (Co-Curricular Fund) and \$471,516 (Debt Service Fund).

Additional Notes: For the 2021-2022 budget year the current estimate of ending fund balance is \$17,118,170. Included in this number is the audited ending fund balance from the 2020-2021 fiscal year (\$17,331,150). As with previous years, this is an estimate and accounts for the reductions/adjustments & assumptions made throughout the current year operating budget.

Submitted by:

Brett M. Yancey
Chief Operations Officer

SPRINGFIELD SCHOOL DISTRICT 19
2021-2022 REVENUE/EXPENDITURE FORECAST
as of
1/31/22

	BUDGET	ACTUAL through 01/31/22	ESTIMATED from 01/31/22 to year end	PROJECTED 2018-2019	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	28,491,016	26,706,672	1,784,344	28,491,016	100.00%
Property taxes - prior years	350,000	180,675	169,325	350,000	100.00%
Other local sources	744,000	305,180	438,820	744,000	100.00%
Lane ESD Apportionment	2,288,083	408,476	1,879,607	2,288,083	100.00%
County School Fund	300,000	0	300,000	300,000	100.00%
State School Fund	78,508,305	51,782,485	26,003,934	77,786,419	99.08%
Federal Forest Fees	400,000	0	400,000	400,000	100.00%
Common School Fund	1,051,611	1,213,248	0	1,213,248	115.37%
Total revenues	112,133,015	80,596,736	30,976,030	111,572,766	99.50%
Beginning fund balance	16,600,000	17,331,150	0	17,331,150	104.40%
Total Beginning fund balance	16,600,000	17,331,150	0	17,331,150	104.40%
Total resources	128,733,015	97,927,886	30,976,030	128,903,916	100.13%
EXPENDITURES:					
Personal services	64,070,714	27,525,442	34,006,209	61,531,651	96.04%
Employee benefits	41,255,410	15,275,373	18,312,820	33,588,193	81.42%
Purchased services	9,940,860	4,138,708	5,305,109	9,443,817	95.00%
Supplies & materials	3,483,633	1,820,404	1,668,782	3,489,186	100.16%
Capital outlay	682,700	52,296	612,236	664,532	97.34%
Other objects	1,096,851	1,024,391	72,460	1,096,851	100.00%
Fund transfers	1,971,516	1,971,516	0	1,971,516	100.00%
Total expenditures	122,501,684	51,808,129	59,977,617	111,785,746	91.25%
Unappropriated	5,231,331	0	0	0	-
Contingency	1,000,000	0	0	0	0.00%
Total appropriations	128,733,015	51,808,129	59,977,617	111,785,746	86.84%
Total resources		97,927,886	30,976,030	128,903,916	
Total appropriations		51,808,129	59,977,617	111,785,746	
Ending fund balance		46,119,756	(29,001,586)	17,118,170	
Less: contingency			0	0	
Net fund balance		46,119,756	(29,001,586)	17,118,170	

RESOLUTION #21-22.025

DATE: FEBRUARY 14, 2022

PERSONNEL ACTION

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires, resignations and leave of absence. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board. Dustin Reese is available for questions.

RECOMMENDATION:

It is recommended the Board of Directors approve the personnel action for licensed employees as reflected in this resolution and any addendum presented along with this resolution. Categories include:

- New Hires
- Resignations
- Leave of Absence

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	ARNOLD, LYNDSEY	TEMPORARY	FT	01/31/2022	TEMPORARY REHIRE
2	BROCK, CAROLYN	TEMPORARY	FT	01/26/2022	TEMPORARY NEW HIRE
3	BURKE, NOAH	TEMPORARY	FT	01/26/2022	TEMPORARY NEW HIRE
4	CHAPMAN, MATTHEW	TEMPORARY	FT	01/06/2022	TEMPORARY NEW HIRE
5	CLINE, EMMA	TEMPORARY	FT	01/24/2022	TEMPORARY NEW HIRE
6	DAVIS, XAVIER	TEMPORARY	PT	01/03/2022	TEMPORARY NEW HIRE
7	DIJKSTRA, MICHELE	TEMPORARY	FT	02/04/2022	TEMPORARY NEW HIRE
8	FARNHAM, OLIVIA	TEMPORARY	FT	02/03/2022	TRANSFER FROM CLASSIFIED TO TEMPORARY TEACHER
9	GROVES, PATRICIA	TEMPORARY	FT	02/07/2022	TRANSFER FROM CLASSIFIED TO TEMPORARY TEACHER
10	KAJIKAWA, MICHELLE	TEMPORARY	FT	01/31/2022	TEMPORARY NEW HIRE
11	LANDER, LINDSAY	TEMPORARY	FT	01/31/2022	TEMPORARY NEW HIRE
12	MARTORANO, CRYSTAL	TEMPORARY	FT	02/03/2022	TRANSFER FROM CLASSIFIED TO TEMPORARY TEACHER
13	STEPHENS, SAMANTHA	TEMPORARY	FT	01/31/2022	TEMPORARY NEW HIRE
14	WILSON, RAYNEE	TEMPORARY	FT	02/03/2022	TEMPORARY NEW HIRE

	RESIGNATIONS				
15	796824	CONTRACT	FT	01/28/2022	RESIGNED
16	2430916	TEMPORARY	FT	01/25/2022	TERMINATED
17	2088916	TEMPORARY	FT	03/18/2022	RESIGNED
18	2430705	TEMPORARY	FT	01/17/2022	RESIGNED
19	2431939	TEMPORARY	PT	02/04/2022	RESIGNED
20	1258389	CONTRACT	FT	01/28/2022	RESIGNED
21	2297647	PROBATIONARY 2	FT	02/03/2022	RESIGNED
	LEAVE OF ABSENCE				
22	395129	CONTRACT ADMINISTRATOR	FT	02/14/2022	CHANGE FROM FULL TIME TO PART TIME LEAVE OF ABSENCE

INTER-DISTRICT STUDENT TRANSFERS

RELEVANT DATA:

With the sunset of Open Enrollment on July 1, 2019, ORS 339.133(5)(a)(A) indicates district school boards must make the determination whether to limit the number of students whom consent is given by an annual date established by the board.

The district may determine the number of transfer spaces available, indicate any enrollment limits by school and /or grade level; and admission criteria or priorities that will be applied. Additionally, the District may also declare the number of Inter-District requests they will release to leave.

In order to maintain consistent guidelines surrounding student transfers, the district attempts to align Within-District Transfer guidelines with those for students that reside outside district boundaries.

Identifying student transfers assists the district in determining staffing for the 2022-23 school year.

Students entering grades Kindergarten through 11th grades for the coming year are eligible to request transfers. Returning seniors may also apply.

Transfer students granted approval are allowed to continue through the highest grade of that level. However, students changing school levels, i.e., elementary to middle or middle to high school, must reapply for the coming year.

Inter-District Transfer student guidelines require the approval of both the resident and receiving districts. Students approved to finish a school year are notified to reapply through High Priority should they wish to request to attend a school outside their resident boundary school.

RECOMMENDATION:

It is recommended the Board approve new transfer requests that do not exceed desired building capacity or projected grade level ratios for the 2022-2023 school year. It is recommended the Board release all students wishing to leave the District.

SUBMITTED BY:

David Collins
Assistant Superintendent

BOARD POLICY FOR APPROVAL

RELEVANT DATA:

From time to time, changes in laws or operating practice require changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives drafts that are used to craft policy for Springfield Public Schools.

The below policy has been updated to reflect legislative changes. It was brought to the board for review in a first reading on November 15, 2021, and the Board conducted a work session to further revise the policy on January 24, 2022.

The policy is now submitted for board approval and adoption.

RECOMMENDATION:

It is recommended that the Board of directors approve the following board policy as updated:

- BDDH Public Comment at Board Meetings

Submitted by:

Jenna McCulley
Community Engagement Officer

RECOMMENDED BY:

Todd Hamilton
Superintendent

Springfield School District 19

Code:
Adopted:

BDDH

Public Comment at Board Meetings (Version 2)

{HB 2560 (2021) goes into effect on January 1, 2022, and requires that districts provide the same opportunity for public comment to those attending virtually as is provided to those attending in person. We recommend that districts review current public comment practices and adopt policy language that meets the law and the desired district practice.}

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites the district's community members to attend Board meetings to become acquainted with the programs and operations of the district. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The While the Board may conduct a meeting without public comment, the Board practice is to allow public comment when practicable at regular meetings. The Board may choose to hear public comment at work sessions.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting ~~assistance~~, aids, or accommodations, translation services, or other assistance are encouraged to notify the district as soon as practicable or at least two business days 72 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA – Board Meetings.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will submit their name electronically as outlined on the district website prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda, however, speakers who indicate a desire to speak on a topic on the agenda may be given preference if the number of requests to speak exceeds the allotted agenda time.

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the district, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or ~~extend-modify~~ the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.
6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date.

~~The Board will not hear public comment at Board work sessions.~~

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or electronically as outlined on the district website. Materials or comments submitted as outlined on the district website for public comment by 12:00 pm on the day of the Board meeting will be provided to the Board before the Board meeting, but will not be read at the Board meeting. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the ~~designated~~ Public Comment portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. Any association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, ~~a~~ the employee's supervisor and the Board.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

[ORS 332.107](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

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

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).

**Lane Education Service District
2021-23 Local Service Plan - Year Two
Component District Board Action**

As required by ORS 334.175, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolution and core service offerings available to component school districts.

The 2021-23 Local Service Plan - Year Two was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on January 5, 2021.

The Local Service Plan contains all services mandated by law. Local Service Plan services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies.

The Board of Directors of the Springfield School District #19 has completed their annual review of the Lane ESD 2021-23 Local Service Plan - Year Two which includes services for:

- Students with Special Needs
- Instruction, Equity and Partnerships (School Improvement)
- Technology
- Administrative and Support
- Custom Services

The Lane ESD 2021-23 Local Service Plan provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

BE IT RESOLVED that the Board of Directors of Springfield School District #19 hereby authorizes the approval of the Lane ESD 2021-23 Local Service Plan - Year Two and requests the Lane ESD to provide the services described during the 2022-23 (year two) fiscal year in accordance with ORS 334.175.

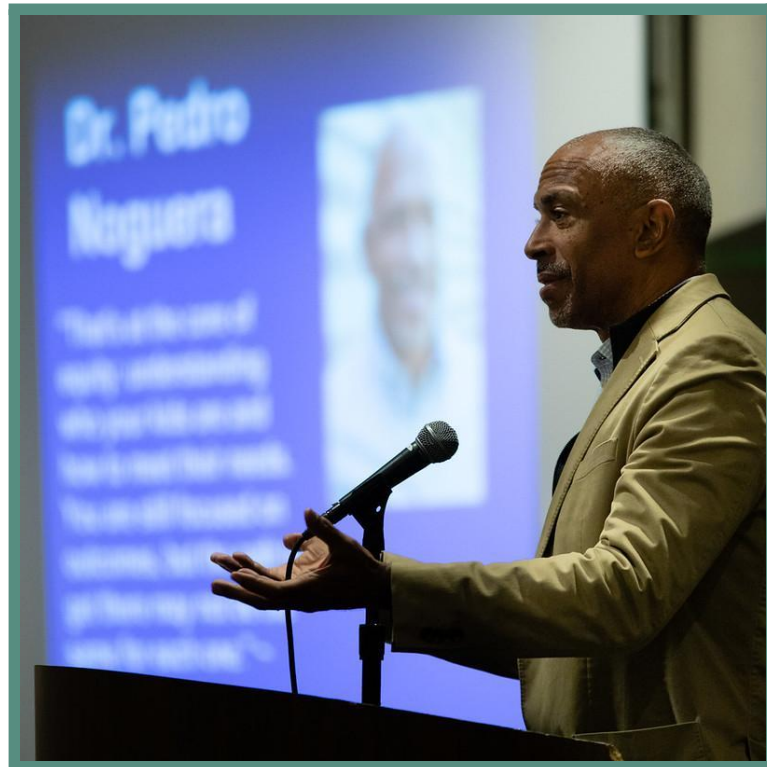
This resolution adopted this 14th day of February, 2022.

Naomi Raven, Board Chair
Springfield School District #19



*Shaping the future:
Supporting excellence in education*

Local Service Plan 2021-23 Year Two



Lane Education Service District
1200 Highway 99 North
Eugene, OR 97402
Phone: (541)461-8200
Fax: (541)461-8298



Purpose

*Shaping the Future -
Supporting Excellence in
Education*

Values

Equity – We support a respectful work environment and access to educational service to all students

Commitment – To districts, student and employee success

Leadership – that is informed, responsive, visionary, proactive and planful

Collaboration – actively engaged with our partners to achieve success

Integrity—approach our work with ethical actions, making and keeping commitments, courage and humility

*Strategic Plan
5 Bold Steps*

*Creating and Implementing Innovative
Initiatives that Directly Impact or
Influence Student Success*

Supporting Best Instructional Practices

*Modeling and Promoting Equitable Practice
for All*

*Leadership – Leveraging Education and
Community Partners*

Strong Student Centered Advocacy

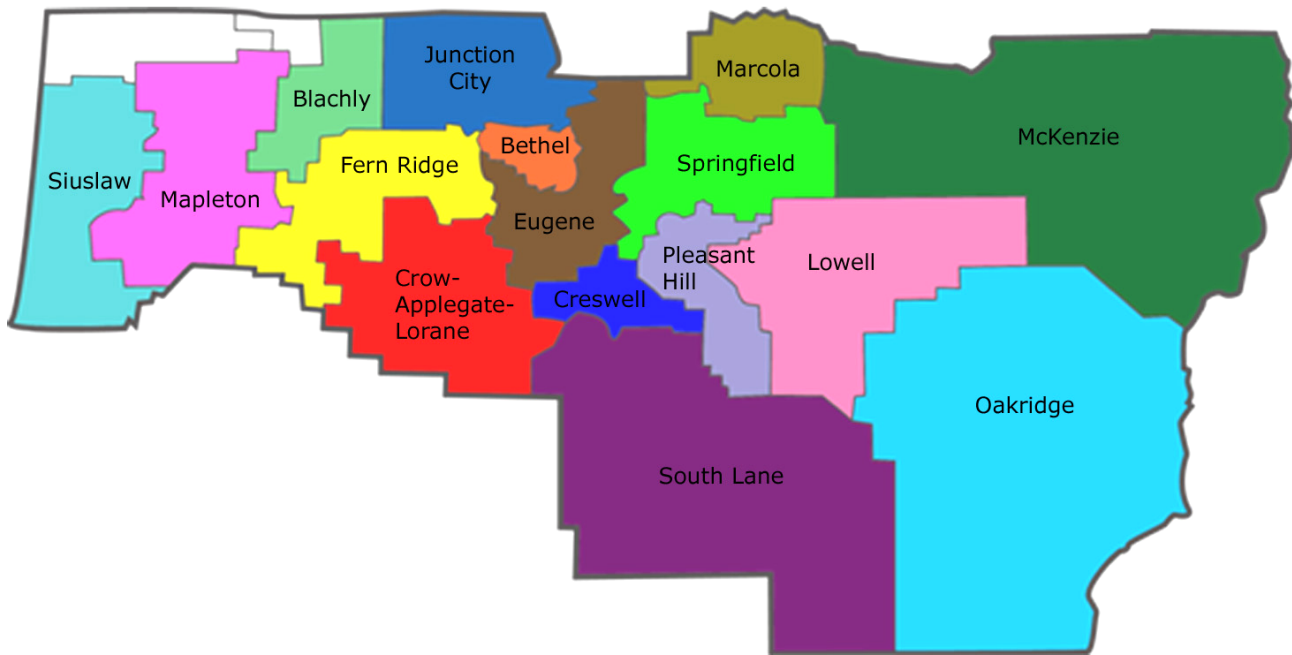


Component Districts	6
Core Services and Funding Formula/Allocation Model	7
Process for Selecting Lane ESD Menu Services & Service Levels	9
Menu Services – Decision Making	11
Service Flexibility	12
Menu of Services	13
Programs Included in 10% Administrative Revenue	15
Federal & State Mandates for Oregon ESDs	16
Services to Children with Special Needs	17
Services to Children with Special Needs	18
Services to Children with Special Needs	19
2021-23 Grant and Contract Services	23
Services in School Improvement	24
Services in School Improvement	26
2021-23 Grant and Contract Services	29
Technology Services	31
2021-23 Grant and Contract Services	32
Administrative Services	33
2021-23 Grant and Contract Services	34



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Component Districts



Bethel, #52

Superintendent – Kraig Sproles

Blachly, #90

Superintendent – Adam Watkins

Creswell, #40

Superintendent – Mike Johnson

Crow-Applegate-Lorane, # 66

Superintendent – Heidi Brown

Eugene, #4J

Superintendent – Cydney Vandercar

Fern Ridge, #28J

Superintendent – Gary Carpenter

Junction City, #69

Superintendent – Troy Stoops

Lowell, #71

Superintendent – Johnie Matthews

Mapleton, #32

Superintendent – Jodi O'Mara

Marcola, #79J

Superintendent – Terry Augustadt

McKenzie, #68

Superintendent – Lane Tompkins

Oakridge, #76

Superintendent – Reta Doland

Pleasant Hill, #1

Superintendent – Scott Linenberger

Siuslaw, #97J

Superintendent – Andy Grzeskowiak

South Lane, #45J

Superintendent – Yvonne Curtis

Springfield, #19

Superintendent – Todd Hamilton



Core Services and Funding Formula/Allocation Model

Lane ESD's Core Services and Funding Formula/Allocation Model provides the basis for allocating Lane ESD's resolution funds for Core Services and distribution of funds to districts. ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be spent on administrative services.

2021-23 (Year one) Local Service Plan

As provided for in ORS 334.177 districts notified the ESD of the intention to withdraw funds by November 1, 2020, as well as the percentage of funds to be withdrawn. Lane County districts have been asked to select a percentage range rather than identifying an exact percentage. No district requested more than 50% of available transit funds.

Because current ADMw numbers are not available during the development or implementation of the 2021-23 (Year Two) Local Service Plan, the most recent ADM figures, as provided by ODE, are used for the Core Services and Funding Formula/Allocation Model.

Withdrawal of Transit Funds

Districts electing to withdraw transit funds in excess of 50% will be assessed a fee on services ordered from the ESD as follows:

51%-80%	10% service fee
81%-100%	15% service fee

The 2021-23 Local Service Plan provides three categories of service:

Core Services

Core Services are funded prior to the allocation of district Flex Funds and do not require districts to use their Flex Funds. Technology, General Education, Connected Lane County support, Innovation Project Funds and the Life Skills Cost Pool are currently designated Core Services.

Core Services are designed so that essential services are available to all districts. Core Services will not necessarily meet all of any individual district's needs. Districts are strongly encouraged to take advantage of Core Services. Core Services provide stability and flexibility in meeting county-wide needs where the level of supports may vary from district to district and from year-to-year; generally the true value of the service is realized over time.

Menu Services

These are services available from a "menu of services" that provides districts with the option to select or order available services. The cost of the services is covered by Flex Funds allocated to districts or district funds.

Custom Services



These are services that are developed for an individual district or group of districts based on a specific need. These services may include the assignment of a specific amount of FTE or the provision of a service (e.g. payroll/business services, professional development, technology technician/engineer). Districts order the amount of service desired to meet their needs. Districts are assessed the full cost of the service and may use Flex Funds or district funds to pay for these services.

Changes for 2021-23 (Year two) Local Service Plan include the following:

Core Services and Funding Formula/Allocation Model

1. Erate support to districts.
2. Communication supports on a fee-for-use basis.

2021-23 Local Service Plan

The Superintendents' Council agreed to a two-year Local Service Plan framework, with the intent of aligning with Oregon's K-12 biennium funding structure. Alignment of the Local Service Plan with the two-year fiscal cycle provides stability and opportunity for long-range planning. Lane ESD programs can focus more strategically on implementation of services that support district long-range goals, while maintaining the ability to assess and make program adjustments to meet emerging needs. The Superintendents' Council will annually review and make service and program recommendations. As required, Lane ESD and component districts will follow the formal annual approval process for the Local Service Plan.

Withdrawal from Lane ESD

In 2013 amendments to ORS 260.432 and 334.105 expanded the option for component school districts to withdraw from local ESD's state-wide beginning in 2014-15.

To support partnerships within Lane County, Lane ESD's goal is to continue to collaborate and partner with any school district that may withdraw from the ESD. Districts that withdraw from services will:

- Be invited to attend job-alike meetings, including: Superintendents' Council, Special Education Directors, Lane County Technology Advisory Committee, Curriculum Leaders meetings, and any other meetings that are supportive of services and programs county-wide
- Continue as a member of the Life Skills Consortium and other consortium/collaborative program services
- Continue as a member of consortium grants, CTE/Perkins, and Title program collaborations
- Continue to participate in county-wide school improvement efforts
- Be able to purchase ESD menu and custom services

Potential Changes in Funding

The 2021-23 Local Service Plan continues to provide districts with the flexibility to access Core



Services and annually select the amount of services needed to meet individual districts needs and the option to develop unique services where feasible. Should there be reductions to Lane ESD's revenue as a result of legislative action which reduces the funding ratio for ESD's or the overall K-12 budget allocation, there will be a proportionate reduction in Flex Funds available to districts. The ESD will use the March estimate from ODE as the basis for the Flex Fund Allocation.

When overall economic conditions result in the reduction to Lane ESD's formula revenue, Lane ESD will make every attempt to respond with corresponding expenditure reductions or otherwise offset the revenue loss in a manner that minimizes further impact to component districts.

Grant funding is also used to support Lane ESD and component district programs and services. Lane ESD has been successful in securing a number of grants and Innovation grants. The availability of such grants to support future endeavors is uncertain.

Services funded via contracts or grants are not subject to the 90% expenditure requirement.

Process for Selecting Lane ESD Menu Services & Service Levels

Districts select the specific Lane ESD services and service levels from the service menu by mid-March of each year. Requests for services are placed using the Lane ESD Service Order Form. Districts' available funds and the costs for services are listed on the Lane ESD Service Order Form.

Core Service - Decision Making

Specific services and associated funding levels included in Core Services are agreed upon by the Lane County Superintendents' Council.

District Feedback

Lane ESD routinely surveys key district contacts to understand use of current services, assess the quality of services, suggestions for improvement, and interest in new services. The most recent survey of districts was completed in October 2018 and generally affirmed a high level of satisfaction as well as specific areas for follow up or improvement.

Additionally, the ESD periodically will conduct an in depth service review focusing on one particular service area or program. Service reviews are completed by a committee who works with the ESD to identify the scope of the review and makes recommendations to the Superintendents' Council.

Changing Services Included in Core Services

Core Services change or evolve based on recommendation of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases the proposed change is analyzed and approved by the Superintendents' Council.

Timelines

Proposals that require significant change, such as the establishment of new programs, expansion of specialized services, or increase in fiscal resources allocated to Core Services,



should be presented as early as possible, and no later than the Superintendents' Council meeting in October. This timeline allows the Superintendents' Council time to determine if the proposal should move forward to formal feasibility assessment by the ESD. The Superintendents' Council may establish a subcommittee to review feasibility information and make final recommendations regarding proposals. Subcommittee recommendations and feasibility assessment will be presented to the full Superintendents' Council.

Exceptions to the timeline are made for proposals that do not require additional fiscal resources or re-staffing, as long as the proposal is supported by the Superintendents' Council.

Approved proposals that involve more complex changes (hiring of specialized staff, implementation of new programs) may be implemented either as a pilot or as a general change to Core Services.

When changes are implemented as a pilot, a subcommittee of superintendents will be asked to assist in the development of criteria to use in assessing the pilot and recommendations on whether changes should be incorporated into the Core Services. If a pilot is successful, but is not approved to be included in Core Services it may be offered as a service menu item or custom service.

Innovation/Projects

Proposals for Innovation/Projects may be developed by the Lane County Curriculum Leaders, Lane County Technology Advisory Committee (LCTAC), Special Education Directors, Lane ESD Leadership, or the Superintendents' Council.

Innovation/Project proposals should focus on priorities identified by the Superintendents' Council. It is recommended that proposals outline the specific outcomes for the project, the time frame for implementation, and budget requirements. Lane ESD administrators and component district staff will assist with feasibility aspects of the proposal.

Proposals for accessing Innovation Funds are approved annually by the Superintendents' Council prior to March 30 to provide adequate planning time and effective implementation of the project in the next school year.

For 2021-23, the Superintendents' Council approved the use of Innovation/Projects Funds available from the Local Service Plan to fund Research for Better Teaching (RBT) licensing and trainer of trainer licensing. Funding was also set aside for targeted professional development as determined by the Superintendents' Council which includes specific criteria and application process.

Student Behavior Assistance Fund

In the past few years a critical need has emerged to address the needs of students with intense behaviors. The Student Behavior Assistance Fund is created to provide resources to address this problem through enhancing prevention, connecting students and families to appropriate health providers, and other methods to improve student behavior and reduce the number of intense behavioral incidents that schools are experiencing. We believe the most immediate need is for proper training of school staff so that they are able to de-escalate students and effectively handle situations "in the moment."



High Cost Pool

The High Cost Pool will be funded at a level decided upon by the Superintendents' Council, based on the final State School Fund amount. Access to the High Cost Pool is based on disproportionate Special Education enrollment for districts excluding Eugene 4J, Springfield, and Bethel.

Connected Lane County

Superintendents contribute funding towards the activities and infrastructure of Connected Lane County. This commitment is renewed annually.

Promise Programs

Promise Programs will be funded at a level decided by the Superintendents' Council, based on the State School Fund amount.

Menu Services – Decision Making

Adding Services to the Menu

A Menu Service offering may change or evolve based on recommendations of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases, the proposed change is analyzed and approved by the Superintendents' Council.

Timelines

Proposed changes that require establishment of new programs, expansion of specialist services, or an increase in fiscal resources allocated to Core Services should be presented no later than the Superintendents' Council meeting in October so that the Superintendents' Council can determine if the proposal should move forward to formal feasibility assessment by Lane ESD. Timelines for completing the feasibility assessment will be set jointly by the ESD and the Superintendents' Council.

Proposals that come forward later in the planning process and that do not require complex program development and are supported by the Superintendents' Council will be placed on the menu if there is feasible interest to cover the costs of the service. **The following services are menu options: nursing, communication (PIO), legal.**

In some cases, proposals may be implemented as a pilot as described below.

Elimination of Service

There may be instances where specific services are discontinued if component districts' orders and associated fiscal support are not adequate to continue the service. The decision to eliminate a service will be made by Lane ESD in consultation with component district superintendents, taking into consideration the implications for the impacted districts and the ESD's fiscal and personnel constraints.



Establishing Pilot/Custom Services

There may be instances where services are added if there is sufficient district interest and associated fiscal resources to cover start up and implementation costs. Districts that have an identified need not currently available on the service menu may request that the ESD develop a custom service to meet the district's unique need. The district and the ESD will identify the nature and scope of the service. This information is used to estimate costs of providing the service. If the district and ESD agree that it is feasible and cost effective to establish the service, it will be implemented either as a pilot or on-going service.

If implemented as a pilot, the ESD and district will establish criteria for assessing the results of the pilot. All Lane County superintendents will be informed regarding new custom services offerings and options for participating, as well as information gleaned from the pilot(s).

Previous custom/pilot services included: Network Engineer service, Technology Technician. Twelve custom/pilot services proposals for 2021-23 are being explored to determine feasibility and will be reviewed by the Superintendents' Council.

Service Flexibility

Offerings on the "Menu of Services" are available to all component districts.

Service Implications

A flexible Menu of Services is key to ensuring the Lane ESD Local Service Plan continues to meet the needs of component districts.

The level of annual flexibility is dependent upon numerous factors and considerations for both the districts and Lane ESD.

For example, some services require a significant investment of resources on the part of the ESD and districts to develop a viable infrastructure and sustainable staffing. As a result, starting, ending or significantly changing these services require more analysis and review.

There are other services, however, that can be more flexible from year to year, making annual adjustments in services and service levels easier to accomplish.



Menu of Services

Current Menu

Below is the Menu of Services for 2021-23. The Menu of Services includes Core Services provided to all districts without the need to order and services that are offered based on district selection. Core Services are indicated by an asterisk (*).

The Menu of Services below does not include services provided via grants or services ESD's are mandated to provide.

2021-23 Menu of Services
Services to Students with Special Needs Life Skills ESD and Consortium Placements Lane School (Special School) Behavior Disorder Placements Behavior/Autism Spectrum Disorder Consortium Placements Behavior Disorders – Teacher or Consultant MLK Jr. Education Center School Psychologist Services Speech & Language Pathologist Augmentative Communication Sign Language Interpretation Services Direction Service Custom Services
School Improvement Services General Education* Career & Technical Education Connected Lane County Tragedy Response Attendance Advocacy/Truancy Librarian Services Courier Services Regional Promise Program/Dual College and High School Credit Courses Home School Custom Services
Technology Services Infrastructural Technology Services* Learn 360 eRate Support Services Custom Services
Administrative ServicesBusiness Services Substitute Teacher List Subscription Communication Support Services Custom Services



Funding Sources

A brief explanation of the various funding sources and parameters for the services provided within this Local Service Plan is below.

State School Fund (SSF) Revenue

Lane ESD's primary revenue source for services to districts is the State School Fund (SSF). Lane ESD's share of SSF is based on the overall allocation of SSFs to all Lane County Districts. ESDs receive 4.5% of the total SSF allocated for their region.

The percentages and formulas for SSF allocations for districts and Oregon ESDs are set by the Oregon Legislature and are subject to change. Changes in ESD funding allocations have a direct impact on Lane ESD's Core and Flex Fund Model allocations to component districts, and will impact services and service levels.

ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be expended on administrative services.

The 10% administrative services allocation is an essential component to providing services to districts. The cost of facilities, accounting, human resources, technology, and general administrative overhead (insurance, legal fees, etc.) are paid for with these funds. Home School services and grant development services are also included in the 10% administrative services allocation.

Menu of Services Funding

Items on the Menu of Services are available to all districts based on their annual selection. The cost of services ordered from the menu are charged to the district's Flex Fund allocation and/or invoiced to the district if in excess of available Flex Funds.

Other Services

Lane ESD also provides services by way of contracts with component districts or other public or private entities.

Grants

Lane ESD actively seeks grant funding to enhance services to districts and further ESD and component district priorities.



Programs Included in 10% Administrative Revenue

Home Schooling

Oregon ESD's are mandated to provide Home School services. Lane ESD is responsible for accepting notification from parents or guardians who intend to educate their children at home. Lane ESD serves as a primary information resource to parents, students, schools, and districts.

Lane ESD is responsible for:

- monitoring compliance with home school notification and testing requirements;
- monitoring academic progress requirements;
- providing detailed reports to districts including compliance and testing information.

Grant Development

Lane ESD recognizes the importance of outside funding in shaping the future of education in Lane County. Lane ESD employs a grant writer to support acquisition of grant resources to enhance services in alignment with ESD and component district priorities.



Federal & State Mandates for Oregon ESDs

Lane ESD's services align with the services prescribed for every Oregon Education Service District in ORS 334.175(2) as follows:

Services to Children with Special Needs

Programs for children with special needs, including but not limited to:

- Special Education
- At-risk Students
- Professional development for employees who provide those services

School Improvement Services

School Improvement Services for component school districts, including but not limited to:

- Meeting the requirements of state and federal law
- Services designed to allow the ESD to participate in and facilitate a review of state and federal standards related to the provision of a quality education
- Support and facilitate continuous improvement planning
- Support for school-wide behavior and climate issues
- Professional Technical education
- Professional development for employees who provide those services

Technology Services

Technology Support for component school districts and the individual technology plans of those districts, including but not limited to:

- Technology infrastructure services
- Data services and distance learning
- Professional development for employees who provide those services.

Administrative Support Services

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 ODE and component districts
- Registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035

Other Services

Other Services that ESDs are required to provide by state or federal law, including but not limited to:

- Compulsory Attendance required under ORS 339.005 to 339.090.

Performance Measures

In addition to providing these "core" services, Lane ESD's services must also be equitable, cost effective, of high quality and meet local district needs. Services must also be evaluated using the following performance measures:

- Improving student learning
- Enhancing the quality of education for all students
- Providing quality professional development for district staff
- Providing districts and their students equitable access to resources
- Maximizing operational efficiencies and providing economies of scale



Services to Children with Special Needs

Life Skills Consortium Services

Service Description

Lane ESD's and district-operated Life Skills programs form a consortium to serve students with moderate, severe, and profound intellectual disabilities as part of a continuum of services. Classrooms for students in kindergarten through grade 12 are located in a number of elementary, middle and high schools throughout Lane County. Students ages 19-21 are served in "Transition Classrooms".

The Life Skills Consortium includes all sixteen districts, with Bethel, Eugene, Junction City, Springfield and Lane ESD as service providers. The Life Skills Consortium Agreement describes the common unit cost determined annually, resident and serving district responsibilities, the process for resolution of concerns, and Lane ESD's responsibility for the coordination of placements.

Kindergarten to Grade 12

- Highly individualized instruction in functional academics, daily living skills, and social/communication skills
- Inclusion support
- Secondary students also receive instruction in vocational skills and community accessibility.

Intensive Services Class

- This classroom serves secondary students whose support needs require environmental modifications that may not be feasible on a general education campus.

Transition Classes

- Students learn independent living skills to help transition to adulthood.
- Students explore community options such as public transportation, leisure and recreation, and employment opportunities.

Goals

- Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.
- Implement evidence-based practices in the education of students with moderate, severe and profound intellectual disabilities to improve student learning.
- Enable component districts and the students they serve to have equitable access to resources in Special Education.
- Maximize operational and fiscal efficiencies for component districts in the area of Special Education.

Budget

The annual budget allocation for this service is based on the districts' annual service orders for the service.

Services to Children with Special Needs

Behavior Disorder Services

Service Description Lane ESD assists districts in meeting the federal requirement to provide a continuum of services for students with the most challenging behaviors.

Lane School

Lane School is a structured behavior and academic program designed for students in kindergarten through grade 8 who experience significant behavioral, social, and academic difficulties.

Lane School is located at the Lane ESD Westmoreland Campus. Services are designed to help students gain the skills needed to be successful in their home school. Students are referred by their resident district and typically attend Lane School for approximately 18 months before transitioning back to their home school.

Goals

- Assist component districts in meeting the requirements of IDEA and Rules.
- Implement evidence-based practices in the education of student disabilities to improve student learning.
- Assist districts with targeted interventions addressing the needs of behavioral/emotional disabilities.
- Enable component districts and the students they serve to have e in Special Education.
- Maximize operational and fiscal efficiencies for component districts in the area of Special Education.



Budget

- The annual budget allocation for this service is based on the districts' annual service orders for the service.



Services to Children with Special Needs

Behavior Disorder –Consultants

Service Description Behavior Disorder Consultants provide in-service training/consultation to districts for behavior/classroom management, and strategies for working with students identified as having emotional/behavioral disabilities.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.
 - Improve student learning in special education and in at-risk youth by providing consultation to district personnel and provide professional development to component district employees in the area of special education services to at-risk youth.
 - Enable component school districts and the students they serve to have equitable access to resources in special education.
 - Maximize operational and fiscal efficiencies for component school districts in the area of special education and services to at-risk youth.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.

Martin Luther King, Jr. Education Center

Service Description Martin Luther King, Jr. Education Center is a collaboration between Lane ESD and the Department of Youth Services (DYS) to provide educational services to adjudicated youth in middle and high school. The program is located at the Serbu Juvenile Justice Center. The program is funded by district-paid tuition for students enrolled in Credit Recovery and GED services and is augmented by DYS Juvenile Crime Prevention funds, Juvenile Accountability Block Grant funds and Video Lottery which funds Job Skills/Life Skills services.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.
 - Enable component school districts and the students they serve to have equitable access to resources targeting at risk youth.
 - Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.

Budget The annual budget allocation for this service is based on anticipated student enrollment.



Services to Children with Special Needs

School Psychology Services

Service Description	<p>School psychologists are utilized in a variety of ways based on the needs of component districts. School Psychology services might include:</p> <ul style="list-style-type: none">• Psycho-educational assessments provided to assist districts in determining student eligibility for special education.• Development and monitoring of student behavior support plans.• Consultation with school staff and parents on behavioral and educational concerns.• Service coordination assistance to district staff, parents and other professionals to ensure student success.
Goals	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of state and federal laws for IDEA.• Enhance the quality of education provided to special education and at-risk students by providing timely and comprehensive psycho-educational evaluations that assist districts in determining eligibility for Special Education Services.• Improve student learning in special education for at-risk youth by providing consultation to district personnel.• Provide professional development to component district employees in the area of special education and at-risk youth.• Enable component school districts and the students they serve to have equitable access to resources in special education.• Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Services to Children with Special Needs

Speech Services

Service Description	Speech Services are offered to support districts in assessing and providing Individualized Education Plan (IEP) related services to identified students.
Goals	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education.• Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education.• Enable component school districts and the students they serve to have equitable access to resources in special education.• Maximize operational and fiscal efficiencies for component school districts in the area of special education.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

Augmentative Communication

Service Description	Augmentative Communication Services are designed to work in partnership with school speech and language therapists and other team members. Augmentative Communication Specialists assist in identifying, evaluating and providing intervention for students with severe communication disorders who would benefit from augmentative communication. Augmentative communication includes all forms of communication, other than oral speech, that are used to express needs, wants and ideas.
Goals	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education.• Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education.• Enable component school districts and the students they serve to have equitable access to resources in special education.• Maximize operational and fiscal efficiencies for component school districts in the area of special education.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.



Services to Children with Special Needs

Sign Language Interpreting Service

Service Description Sign Language Interpretation services are offered to support districts in providing Individualized Education Plan (IEP) supports to students, and ADA related services to students, staff, and families.

Goal

- Assist component school districts in meeting the requirements of state and federal laws for IDEA and provide equitable communication access for students who are deaf and hard of hearing or who have other identified auditory processing disorders.
- Assist component school districts in meeting the requirements of state and federal laws under ADA by providing sign language interpretation for employees and families as needed.
- Enable component school districts and the students they serve to have equitable access to resources in special education.
- Maximize operational and fiscal efficiencies for component school districts in the area of special education.
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Budget The annual budget allocation for this service is based on the districts' annual service orders for this service.

Direction Service

Service Description Direction Service, a local non-profit agency, provides information and referral services to parents and districts regarding specialized services available in Lane County for students and families of students with disabilities. Direction Service also acts as a mediator between districts and parents of children with disabilities and focuses on collaborative dispute resolution. Lane ESD contracts with Direction Service on behalf of subscribing component districts.

Goal

- Provide districts and parents of students with special needs access to cost effective referral and mediation services.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.



2021-23 Grant and Contract Services

Early Intervention/Early Childhood Special Education

Lane ESD sub-contracts with the University of Oregon (EC Cares) to provide administration and coordination of services to all eligible preschool children with disabilities and their families in the service area.

Lane Regional Program

Lane Regional Low Incidence Program provides Special Education services for children who have low-incidence disabilities, including; Visual Impairments, Hearing Impairments, Deaf/Blindness, Severe Orthopedic Impairment, Autism Spectrum Disorder and Traumatic Brain Injury.

State Hospital

Lane ESD provides educational services to 18-21 year old students who are hospitalized for either short-term or long-term care.

Juvenile Detention Education Program

Lane ESD provides educational services to youth in the Serbu Juvenile Detention Center.

Phoenix Treatment Program

Lane ESD provides educational services to youth in the Phoenix Treatment Program at Serbu Juvenile Detention Center.

System Performance Review & Improvement (SPR&I)

SPR&I sub grant awards assist with annual performance data collection and reporting for special education.

Extended Assessment

Supports training and professional development around the statewide assessment of students with disabilities.

IDEA Enhancement

Supporting enhancement of activities for students with disabilities in the areas of Response to Intervention (RTI), Positive Behavior Support (PBS), expanded SPR&I, and determination issues.

Employment Support Facilitator

The position supports the implementation of Youth Transition Programs (YTP) designed to meet the needs of students enrolled in the Life Skills Transition program. The Employment Support Facilitator coordinates with the Vocational Rehabilitation (VR) office, Oregon Developmental Disability Services (ODDS), and local County Service Coordinators to provide services to eligible students.



Services in School Improvement

Service Description

Instruction

General Education/Instruction Services include leadership and professional development to assist districts in implementing research-based instructional practices that address content standards to ensure a quality education for all students. Component districts have prioritized supporting and improving instruction. Since 2014 Lane ESD and component districts have invested in implementing a strong instructional framework that is supported by 1) the Research for Better Teaching/Studying Skillful Teacher trainings for classroom teachers and administrators and 2) content and standards-based professional development. In addition for 2016-18, the Superintendents' Council has identified a priority for integrating culturally sustaining instructional practices in all content areas, including supporting districts in developing awareness and basic understanding of the continuum of equitable education practices in schools.

Content specialists provide professional development, consultation, and coaching to teachers in curriculum, instruction, and assessment. Lane ESD has content specialists in the areas of English Language Arts, Math, Science, and Career Technical Education.

Services support the implementation of evidence-based practices within all programs to eliminate opportunity and achievement gaps for all underserved or historically underserved students and build upon the assets of each student and family.

Professional Development

Content specialists coordinate and provide professional development for district staff county-wide at Lane ESD or at the district or classroom level. Professional development is intended to improve high quality instruction, and includes the alignment of content standards and instructional strategies, student data analysis and the use of performance based assessments.

Consultation/Coaching

Content specialists and staff work with districts to review and adopt curriculum materials, analyze achievement and discipline/attendance data, review evidence-based practices, model and plan implementation strategies.

Learning Resources

Lane ESD provides an array of materials for Lane County public school educators, including over 200 hands-on educational models and kits and textbooks for review. Support is provided for textbook review and curriculum adoption.

Equity

While Lane ESD is focused on identifying and addressing barriers to equity and access for all students, many equity issues exist in our schools, community, and college/university. Lane ESD and component districts are committed to improving educational outcomes for culturally and linguistically diverse students, students navigating poverty, and students with disabilities. This requires strong collaborative efforts and determination from the ESD and partner organizations to develop and invest in initiatives across Lane County which will systematically eliminate opportunity gaps, improve and expand access to services and supports, and build upon the assets of each student and family.

Lane ESD is a member of the Equity and Community Consortium (representatives from 13 Eugene/Springfield area public agencies collaborating on equity and human rights issues). Lane ESD collaborates with equity and community organizations such as NAACP, Blacks In Government (BIG), Centro Latino Americano and Connected Lane County member organizations to strengthen, expand and integrate our efforts to address equity issues in our community. Collaborative efforts may include active participation in grants, initiatives, and community-based activities.



Current priorities are using culturally sustaining instructional practices for the implementation of professional development and supporting the development and enhancement of teacher pathways programs for diverse students interested in the field of education.

Partnerships

Lane ESD is active in state-wide, regional and community partnership to further the identified instructional improvement goals of component districts. Lane ESD is a member of the ODE-OAESD Program Cabinet whose goal is to support effective communication and implementation of ODE initiatives. In addition Lane ESD serves as the backbone organization for the Regional Achievement Collaborative (Connected Lane County) and the STEM Hub (Lane STEM).

The ESD regularly submits grants on behalf of a consortium of districts, including community and business partners.

Goals

The goals of the School Improvement service area align with Lane ESD's Strategic Plan, specifically:

- Create and implement innovative initiatives that directly influence student success
- Supporting best instructional practices
- Modeling and promoting equitable practice for all

Budget

For 2021-23 School Improvement Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.

Services in School Improvement

Career & Technical Education

Service Description

Career and Technical Education (CTE) staff provides leadership and services to districts for students to enhance 21st century technical skills, career exploration, and successful transition to work or extended schooling.

LESD Specialists and staff provides technical assistance to instructors, counselors, and administrators on:

- innovative curriculum;
- employment preparation;
- alignment with secondary graduation requirements;
- services to reduce duplication given limited resources.



Partnerships with Colleges & Districts

CTE Specialists and staff facilitate partnerships between area colleges and districts to address alternative learning options for students to obtain college and/or high school credit.

Career Counseling and Guidance

Staff works to enhance community and college partnerships for career exploration, workplace readiness, and technical skill development.

Goals

- Provide professional development to instructors on Career and Technical Education program design, curriculum and assessment.
- Facilitate high school and post-secondary partnerships to support student transitions to college and career opportunities.
- Develop business and community partnerships at local, regional and national levels to enhance learning opportunities for students.
- Connect Career and Technical Education programs with businesses through sponsoring and coordinating regional events that provide students with career-related experiences.

Budget

The annual budget allocation for this service is based on the districts' annual service orders for the service.



Connected Lane County

Service Description Connected Lane County (RAC) is the evolution of an early collaborative called the Education Partnership established in 2010. The Education Partnership was an outcome of a long-held goal of Lane Community College President Mary Spilde and was initially based on the Mid-Valley Partnership sponsored by Oregon State University. This Lane County K-16 coalition was made up of the superintendents and presidents of local school districts, Lane CC, and UO. The initial purpose of the coalition was to share information increase cooperation and support Lane County students in their education transition by: identifying shared strengths, issues, and concerns across education institutions; addressing barriers to equity and accessibility for all students; exploring opportunities for cooperation; discovering resources to benefit partners; and utilizing the resources and inspiration of Lane CC and the UO to support aspirations for higher education for all Lane County students.

Connected Lane County partners share information, increase cooperation, and aid students in their education transitions by identifying shared strengths, issues and concerns; identifying and addressing systemic barriers that harm equity and accessibility for all students; exploring opportunities for cooperation; and identifying resources that can benefit partners such as grants, donations, knowledge and experience.

- Goals**
- Increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community, and business partner organizations.
 - Create pathways for all students to enter kindergarten ready to learn and be prepared for higher education or careers.
 - Build programs and work utilizing an equity lens that ensures cultural appropriateness.

Budget For 2021-23 funding to support CLC includes partner dues, Oregon Department of Education/Chief Education Office Regional Achievement Collaboratives grants, and Superintendents' Council Core Services funding.

Tragedy Response

Service Description Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts.

- Goals**
- Provide districts with cost effective training.
 - Maximize operational efficiencies for component school districts in maintaining a county-wide Tragedy Responses Network.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.

Librarian Services

Service Description Lane ESDs Librarian supports districts in meeting Division 22 standards regarding library and media services.

- Goals**
- Provide training to classified staff assigned to school libraries
 - Assist with culling library collections and selecting materials
 - Assist districts in meeting Division 22 standards.



Budget

The annual budget allocation for this service is based on the districts' annual service orders for the service.

Attendance/Tuancy and Advocacy Services

Service

Description

Lane ESD provides truancy officers and advocates to assist parents and districts in returning truant students to the classroom. Assistance is also provided in referring persistent truancy cases to Lane County Juvenile Court, Services to Children and Families, or citations for failure to maintain a child in school.

This is a state mandated service to districts with less than 1,000 students.

Lane ESD also coordinates the work of Conference Officers on behalf of local districts.

Goals

- Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding mandatory school attendance.
- Improve student learning and enhance quality education by supporting district efforts to maintain student attendance and recapture ADM funding.
- Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.

Budget

Attendance/Tuancy Services are fee-based.

Lane ESD Student Success Act Comprehensive Support Plan¹

Service

Description

The 2020 Lane ESD Student Investment Act (SIA) Plan is designed to support districts in meeting students' mental or behavioral health needs, and increasing academic achievement for students, including reducing academic disparities for students navigating poverty, homelessness, and/or foster care, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, and students who are English language learners.

Lane ESD will engage districts in quarterly continuous improvement self-monitoring routines, helping to align the outcomes, strategies, and activities of the Student Investment Account, Continuous Improvement Plan, High School Success Plan, and Career Technical Education.

Additionally, Lane ESD will host programming that empowers youth, families, and community members representative of the four focal groups to inform county and district initiatives; establish and support networked learning communities to support academic success, social emotional well-being, community engagement, district capacity, and overall school and community climate; and partner with districts to provide educators and administrators high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.

1. See appendix



2021-23 Grant and Contract Services

Carl Perkins Consortium Services

Lane ESD manages and supports quality Career Technical Education programs and services. Programs of Study articulate with Lane Community College Career Pathways and are based on industry needs. All districts with CTE Programs of Study are included.

Advanced Manufacturing and Construction

This grant provides support for a regional advisory committee and industry connections to strengthen the quality of CTE Programs of Study. This grant also sponsors the Construction Utility Career Day.

Apprenticeship Trades Academy

Through this grant, Lane ESD is able to provide opportunities for students to experience pre-apprenticeships using local Training Centers.

Connected Lane County/Regional Achievement Collaborative

Lane ESD serves as the fiscal agent on behalf of Connected Lane County/Regional Achievement Collaborative, which was selected as one of 11 regional partnerships across the state of Oregon to receive Regional Achievement Collaborative grants. Connected Lane County was chosen based on the depth of its partnerships, commitment to the success of students from prenatal to age 22 (P-22), and the potential for implementing innovating and effective projects. Because of the depth and breadth of partnerships already developed since educational partners in Lane County partners first came together to work on K-12/higher education outcomes in 2010. Previously, Connected Lane County/RAC was chosen by the OEIB to serve as a mentor and leader to other Regional Achievement Collaboratives.

Lane African American Black Student Success

The African American/Black Student Success Program improves academic outcomes for African American/Black students to achieve a vision of an equitable education system in Lane County. The project promotes regular and consistent school attendance, provides students access to culturally responsive teaching and learning supports which contribute to their academic success from early learning to post-secondary, provides rigorous skill enhancement and leadership advocacy programs, and provides students and their families support in navigating educational processes and opportunities.

Lane Regional Promise

The overarching purpose of Lane Regional Promise is to foster a college going and career culture that guarantees well-designed opportunities for students to earn credit in college level courses and meaningful career exploration experiences that will set them on a path to a successful post-secondary future.

Lane STEM (Hub)

Lane County education, business and community partners submitted a STEM Hub grant proposal to the Oregon Department of Education in December 2015. Lane STEM (Hub) received a 16-month planning grant award in February 2016 and in December 2016 received a program grant award. Lane ESD serves as the backbone organization for the Lane County STEM Hub. Lane STEM coordinates, promotes and supports STEM education in Lane County by integrating science, technology, engineering, and math in the classroom and beyond. The STEM Hub provides teachers in Lane County with connections to STEM professionals (engineers, scientists, technicians, and analysts) and offers resources for Lane County educators, industry professionals, families, and community members. The vision of Lane STEM is to 1) ignite student interest in, and fuel preparation for, STEM careers; 2) create a STEM-literate citizenry well-positioned to make sound decisions and participate in community STEM-related discourse; 3) foster a diversity of confident educators and students applying and innovating with STEM concepts.

Migrant Education – Title IC



Lane ESD coordinates a regional Migrant Education Program consortium serving Lane and Douglas counties including 29 school districts. MEP services provide supplemental instruction, community outreach and parent involvement for eligible MEP students including summer school and pre-school.

Multi-Tiered System of Supports (MTSS) Regional Coaching

The focus of the Oregon Multi-Tiered System of Supports (MTSS) project is the implementation of a cohesive evidence-based professional development and coaching network to support the implementation of MTSS for academics and behavior. Through integrated supports, Oregon has a statewide network of high quality coaches, and is increasing the number of districts implementing MTSS with fidelity, ultimately increasing student outcomes for students with disabilities.

English Language Learners – Title III

ELL services include technical assistance and training on ESL curriculum alignment and integrating English Language Proficiency standards into the regular curriculum.

Curriculum Directors and Rural School Network

This network is composed of district and building administrators from all 16 component districts. A major component of this network is creating differentiated ways for districts to collaborate with each other and share resources and best practices. This work is based on the Oregon Equity Lens, and other State-led initiatives including but not limited to the Student Success Act.

Western Regional Educator Network (WREN)

The Western REN is an educator-led, improvement-focused network that elevates and embraces teachers' voice by emphasizing the Equity Lens to interrupt historical patterns of inequities and support educators through every stage of their career from recruitment through retirement by creating more inclusive and empowering school cultures. In 2017, Oregon Legislature passed [Senate Bill 182](#) which created the [Educator Advancement Council \(EAC\)](#), an innovative public/nonprofit partnership designed to support public educators. Through this bill, the EAC was charged with the task of creating local educator networks. These ten networks or "Regional Educator Networks" (REN) are designed to create a seamless system through three major vehicles: teacher voice, an equity lens, and a continuous improvement model.

Our Regional Educator Network (Region C), called the Western Regional Educator Network (WREN), encompasses twenty-eight school districts spanning the Lane ESD and Linn-Benton-Lincoln ESD Region.

Youth Transition Program

The Youth Transition Program is a collaboration between the Vocational Rehabilitation Division, Oregon Department of Education, University of Oregon, Lane County school districts, and Career Learning. The program serves students on Individual Education Plans (IEPs), providing assistance with academic, vocational, independent living and personal-social skills so students can experience success in the workforce.

Grow Your Own Education Pathways Program

The Lane County Equity Consortium (LCEC) is a collaborative partnership between the Lane ESD Component Districts (Bethel SD, Eugene 4J, and Springfield SD) and local Education Preparation Programs (Lane Community College, UO, Pacific University, and Bushnell University). These organizations are working together to transform teacher preparation by designing a single pipeline capable of producing effective, culturally and linguistically diverse teachers. The program addresses four distinct areas including recruitment-selection, clinical practice, hiring-placement, and induction supports centered on building culturally responsive affinity groups. Through this funding, we are expanding the current pathways program by adding new partners, strategies, and activities that had not previously been made possible due to funding constraints that will ensure degree completion for our teacher candidates. These efforts will help pursue our goals of diversifying the K-12 education workforce throughout Lane County.



Technology Services

Infrastructural Technology

Service Description

Lane ESD offers component districts a variety of technology services to support student learning and staff productivity. In small districts technology supports focus on escalated response needs and interaction with contracted service providers; in large districts services are project-based with a specified allocation of service hours, augmenting district technology expertise. Lane ESD technology offerings include:

- Managed network connectivity, including CIPA compliant filtering, and intrusion protection;
- Coordination and engineering support to district initiatives, including securing new implementations;
- Hosted services, e.g. email, web, and library services;
- Professional development to district technology support staff;
- Network engineering and support in the design of districts' infrastructures, with an emphasis on securing infrastructure;
- Assistance in the writing, coordination, and implementation of grant activities related to technology infrastructures, including assistance with the filing of eRate;
- Internship hiring and placement for college students into an education technology environment;
- E-rate support to districts through the Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, to help ensure that schools and libraries obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services.

Lane ESD assists districts in applying for and tracking E-rate funding while making sure each district stays in compliance with program rules. Our goal is to help school districts maximize each dollar and get the most out of the E-rate program and any technological funding stream available to the districts.

Goals

- Enhance the current network infrastructure to support scalable instructional needs of the component districts, including systems for the effective utilization of network resources in a secure manner.
- Develop internal component district technology infrastructures to support robust long-range instructional needs, and to ensure staff and student usability, and security.

Budget

2021-23 Technology Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.



Technology Services

2021-23 Grant and Contract Services

<p>LCC Contract</p>

<p>LESD Technology functions as the Internet Service Provision (ISP) and remote campus connectivity for Lane Community College (LCC). LEED and LCC began a recurring contract in 2005-06 that provides needed services to LCC and entrepreneurial funding to serve Lane County districts. Lane County districts have benefited from the LCC relationship and revenue in the following ways:</p>

- | |
|---|
| <ul style="list-style-type: none">• Network core upgrade purchases (e.g. costly core routing systems, firewall)• Common wide area network across 14 districts and all LCC sites simplifying instructional access• Funding for development and "proof of concept" endeavors in direct support to districts |
|---|



Administrative Services

Business Services

Service Description	<p>Lane ESD's Business Office can provide services to districts on either a short term or annual basis. Services include:</p> <ul style="list-style-type: none">• Payroll• Accounts Payable• Budget Preparation• Audit preparation• Financial reporting and management for grants• Monthly financial reports to Boards• Financial reporting to the Oregon Department of Education• Communication Support Services
Goals	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding local budget law and investments, IRS payroll and accounts payable regulations and Generally Accepted Accounting Principles.• Improve student learning and enhancing quality education by providing accurate budget information to allow the districts to maximize the use of available funds for instructional services.• Provide professional development opportunities at the bi-monthly meeting of the Lane County Business Officials.• Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Administrative Services

Courier Services

Service Description Lane ESD's courier services provides an efficient and secure method of moving materials between the ESD, districts and other public agencies.

- Weekly delivery services to subscribing districts, supporting both inter- and intra-district mail and instructional materials delivery for component districts
- Secure and confidential delivery of Student Records, including Special Education records
- Pick-up and delivery of instructional materials provided by Lane ESD to component districts including Media Materials (science kits, models, etc.), and audience response systems
- Movement of specialized equipment for special education classrooms
- Customized services to Eugene and Springfield Schools Districts to interface with district courier.

Goals

- Provide cost-effective, timely, accurate and courteous courier services to all component school districts.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.

Substitute Teacher List Subscription

Service Description Lane ESD's Substitute Teacher Registration subscription provides an efficient method of ensuring that substitute teachers have completed required background checks and annual training requirements.

Goals

- Provision of annual application process to register new teacher substitutes
- Provision and monitoring of annual training requirements
- Completion of annual "intent to return" and usual and customary break periods notice
- Verification of valid teacher licensure

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.

Administrative Services

2021-23 Grant and Contract Services

Inter-Library Courier

Lane ESD provides pick-up and delivery of interlibrary loan materials to the Lane County Libraries consortium.

Substitute Teacher List Subscription

Lane ESD Substitute Teacher List subscription services to private and alternative schools.

ODOT Teens Driving Safely Grant

Supports increasing the number of trained driver education instructors and increasing course offerings in Lane County.

State Farm Grant

Supports access to ODOT approved Driver Education courses.





Local Service Plan

2021-23

Appendix

1. Student Investment Account

	Student Investment Account	Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Lane County districts engage in quarterly continuous improvement self-monitoring routines (SIA, CIP, HSS, CTE alignment).		X	X		
Outcome	Youth, families, and community members representative of the four focal groups are empowered to inform district continuous improvement planning and implementation.	X	X	X	X	X
Outcome	Networked Learning communities can be linked with positive changes in academic success, social emotional well being, community engagement, district capacity, and overall school and community climate.	X	X	X	X	X
Outcome	District educators and administrators have access to high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.	X	X	X	X	X
Strategy #1	Embed Foundations of Culturally Responsive Pedagogy content across professional learning for all content areas.					
Strategy #2	Amplify youth, Black/African American, Latinx, Native American, and South Pacific Asian voices in Lane County through coordination of Youth Equity Council and connection to local cultural organizations.					
Strategy #3	Host networked learning communities that use diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process.					
Strategy #4	Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies.					
Strategy #5	Support recruitment and preparation of diverse teacher candidates through certification and hiring processes.					



Local Service Plan

2021-23

						YEAR 1 BUDGETED COST	PROJECTED 3-YEAR COST		
Strategy 1	Embed Foundations of Culturally Responsive Pedagogy content across professional learning for all content areas.					\$ 155,300.00	\$ -		
Strategy 2	Amplify youth, Black/African American, Latinx, Native American, and South Pacific Asian voices in Lane County through coordination of Youth Equity Council and connection to local cultural organizations.					\$ 155,300.00	\$ -		
Strategy 3	Host networked learning communities that use diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process.					\$ 524,500.00	\$ -		
Strategy 4	Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies.					\$ 150,100.00	\$ -		
Strategy 5	Support recruitment and preparation of diverse teacher candidates through certification and hiring processes.					\$ 95,000.00	\$ -		
#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire 1.0 Data Coordinator to support quantitative and qualtiative evaluation of continuous improvement process and activity implementation	S3				\$ 98,100.00			HIGH
2	ODS/Oregon Data Suite: Purchase/Support Data Dashboard System which provides access to make informed decision for instruction, student success, with special attention to focal groups	S3				\$ 80,000.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
3	Hire .5 Program Assistant to support communication and planning of SIA district engagements and networked learning events	S3				\$ 50,700.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
4	Hire 1.0 bilingual/multicultural Community and Family Engagement Liaison to increase ongoing engagement and partnership with Latinx students and families with attention to identification of SEL/Mental Health needs	S2				\$ 98,100.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
5	Professional Learning for Improvement Science and Networked Learning (i.e. Carnegie/NW Region Experts) for ESD and district leaders	S3				\$ 140,000.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
6	Continue funding of 1.0 Student Success Act Administrator to lead continuous improvement processes, SIA plan implementation , and networked learning communities	S3				\$ 155,700.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
7	Hire 1.0 Education Specialist to support mental health networked learning communities and communities of practice, with attention to trauma informed practices, restorative practices, and suicide prevention systems and curriculum	S4				\$ 98,100.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								



8	Hire 1.0 Education Specialist to support writing, integration, and implementation of Foundations for Culturally Responsive Pedagogy content	S1				\$ 98,100.00			HIGH
9	Hire .5 Education Specialist/Instructional coach to support and train districts in the writing, integration, and implementation of Foundations for Culturally Responsive Pedagogy content	S1				\$ 55,100.00			
Person/Team Responsible									
8	Hire a .5 Youth Equity Council/Youth Voice Coordinator to oversee countywide youth governance model and connections to cultural organizations	S2				\$ 57,200.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
9	Implement Train the Trainer and community of practice model for Patterns Science professional learning and curriculum implementation.	S4				\$ 52,000.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
10	Partnership with local post-secondary institutions to design and implement a community of practice for EAs/IAs to learn and implement trauma informed and culturally-responsive instructional strategies.	S5				\$ 95,000.00			HIGH
12	Support district capacity building (mitigating implicit bias in hiring practices, application of equity lens, two-way communications)	S5							HIGH
13									
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
Total Budget									

\$ 1,080,200.00

SUPERINTENDENT AND BOARD WORKING AGREEMENTS

RELEVANT DATA:

In an effort to ensure effective district operations and oversight, staff from Oregon School Boards Association provided professional development about the board's governance role, board culture, its relationship with the superintendent, and effective board operating agreements. As part of this training, Board members spent time on August 30, September 27, and October 25, 2021, reviewing and updating existing board operating agreements – articulating how the Board of Directors will interact together as a governing body, as well as with the Superintendent and District administration.

The proposed draft includes revisions discussed during board meetings.

RECOMMENDATION:

It is recommended that the Board of Directors move to approve the following working agreements as attached: *BOARD AND SUPERINTENDENT WORKING AGREEMENTS*.

Submitted by:

Recommended by:

Naomi Raven
Board Chair

Todd Hamilton
Superintendent

BOARD AND SUPERINTENDENT OPERATING AGREEMENTS

A. Purpose of Agreement

The ~~School~~ Springfield Board of Directors is the ~~Policy~~ policy making body for Springfield Public Schools. To effectively meet the system's challenges, the ~~School~~ Board of Directors must function with the Superintendent as a cohesive leadership team. To ensure unity in purpose and clarity in process; effective group agreements ~~must~~ should be in place. The following are the group agreements for the Springfield ~~School~~ Board of Directors and the Superintendent.

B. Board Member Job Description (see Policy BBAA and BBF)

1. Work as a team to set the long-term direction of Springfield Public Schools with a clear vision, mission statement, measurable goals, and priorities.
2. Focus on policymaking, policy-review, planning, and evaluation.
3. Manage Board processes including Board-Superintendent Operating agreements and participating in an annual ~~self-assessment of the Board's performance~~ Board self-evaluation.
4. Set priorities annually for Board professional development ~~annually~~, pursuing continuous improvement through regular board work sessions and ~~OSBA~~ professional development activities from outside organizations (e.g., OSBA).
5. Supervise the hiring, performance evaluation, and other personnel management processes related to the Superintendent.
6. Work with the Superintendent as a team, recognizing that the Superintendent is the Board's employee and advisor.
7. Respect the Superintendent's responsibility to manage the day-to-day operations of the District and to direct employees in District and school matters.
8. Be accountable for the financial stewardship of the District, including but not limited to the following responsibilities: serving on the Budget Committee, aligning resources with goals and priorities, setting expectations, monitoring progress, ~~officially~~ adopting the Budget, and accepting the ~~annual Budget~~ Annual Comprehensive Financial Report.
9. Deliberate and make decisions in accordance with public meeting law. Foster a positive Board environment; encouraging debate, different points of view, and listening, doing so with care and respect.
10. Understand that as an individual, a Board member has no authority or inherent powers. The only authority to direct action rests with the full majority of the Board sitting and acting at the Board table. ~~It is when acting as a body that a majority of the Board has influence~~
11. Board members will adhere to standards of ethical conduct and professionalism. They will also maintain confidentiality according to the Oregon Revised Statute standards, particularly in executive session and administrative function sessions, including when interacting with staff, elected officials, and the community.
12. School board members have a right to express their own personal views on school district issues. However, school board members who wish to express their personal opinions about issues before the voters must:
 - a. Clearly distinguish their personal views from those of the board they represent.

- b. Not use district funds, facilities, or channels of communication to encourage voters to vote in support or against any proposition.

~~13. Individual school board members have no inherent powers by reason of holding office.~~

~~14. The only authority to direct action rests with the full majority of the Board sitting at the Board table.~~

C. Role of Board Leadership: Board Chair/Vice Chair (see Policy BCB, BH/BHA)

1. Manage the Board's process; convene meetings; develop the Board agenda with the Superintendent, seeking Board member input; and execute documents, as appropriate.
2. Serve as the authorized spokesperson for the Board with regard to Board policy, process, and decisions. The Chair may delegate this responsibility to other Board members and/or the Superintendent.
3. Communicate with individual Board Members concerns shared with the Chair by other Board members regarding issues agreed to in the Operating Agreement.
4. Facilitate the orientation of new Board Members.
5. Assist the Superintendent in communicating important information to the full Board. Keep Board members apprised of information exchanged with the Superintendent.
6. The Vice Chair will perform these duties when the Chair is not available.

D. Role of the Superintendent (see Policy BCD and AE)

1. Manage the day-to-day operations of the District.
2. Work as a team with Board Members.
3. Work with the Board to establish a clear vision for the District.
4. Collaborate with the Board to develop district goals that support the physical and cognitive growth and development of students, reviewed and revised as needed.
5. Work-Collaborate with the Chair and Vice Chair to effectively bring information and issues to the Board to facilitate proactive, data-driven-informed decisions on policy and budget/revenue issues.
6. Facilitate and direct communication between the central office staff and the Board that will require more than 20 minutes of staff time or when confidential by nature.
7. Provide regular communications to the Board. This may include: scheduling information for activities and events, as well as notice, follow-up or resolution of issues.

E. Meeting Operations and Decision Making (see Policy BD/BDA, BDB, BDC, BDD, BDDA, BDDD, BDDF, BDDG, BDDH)

1. Attend and be fully engaged with a minimal distraction from cell phones, etc. at regularly scheduled Board meetings unless prevented by sickness or an unavoidable cause.

~~1.~~ 2. Respect the scheduled starting and ending times for meetings. Executive sessions and work sessions will end no later than 10 minutes before Board meetings. The Vice Chair will assist the Board Chair with keeping on schedule.

~~2.1. Attend and be fully engaged with a minimal distraction from cell phones, etc. at regularly scheduled Board meetings unless prevented by sickness or an unavoidable cause.~~

3. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
4. Board meeting discussions should be thorough yet concise and pertinent to the issues on the agenda.
5. Cast a vote on all matters except when a conflict of interest arises.
6. Uphold decisions that have been made by the Board.

Board Meeting Agenda Preparation

1. A draft agenda will be developed by the Superintendent, Board Chair, and ~~Board~~ Vice Chair. The draft agenda will be provided to all Board members three business days prior to the leadership team meeting to finalize the agenda.
2. In the event that circumstances require that an item be added to an agenda after it has been made public, the superintendent, in consultation with the Board Chair, will distribute an updated agenda or addendum and any appropriate supporting materials as soon as practicable.
- ~~3. Items for discussion should be brought first to the Board Chair and/or Superintendent.~~
4. Board Members will follow the procedure outlined below for submitting requesting items ~~that require Board action to be placed~~ on the Board Agenda:
 - a. Contact the Board Chair and Superintendent via email no later than Monday the week prior to a scheduled Board meeting. The subject line of this email should read *Proposed Agenda Item(s)*.
 - b. If further clarity on the item is needed, the Board Chair will contact the Board member who proposed the item for further clarification.
 - c. Proposed items will be discussed in the Board leadership meeting prior to the meeting.
 - d. The Board Chair or Superintendent will follow up with the Board member after the leadership meeting to inform them of the next steps on the proposed item.
5. If ~~you have a board member would like to add an item-an issue that comes up~~ after the agenda has been distributed, ~~you may still be able to have it added~~ a motion may be made at the Board meeting to the agenda. At the meeting, a motion to amend the agenda to add an item. The motion requires a second, is debatable on changing the agenda only, and needs a simple majority vote to be added to the agenda.
6. If a decision is not needed immediately, it ~~is~~ may be better to have the topic added to the agenda for a subsequent meeting, giving ~~your colleagues~~ all board members and staff sufficient time to prepare for a discussion.

Board Meeting Preparation

1. District administrative staff will supply appropriate supporting information required for informed decision-making to each board member in the board meeting ~~agenda~~ packet. This packet will be available to Board members electronically, ~~and/or~~ A paper copy may be requested for pickup the Friday prior to the Board Meeting.
2. All Board Members are expected to be prepared to address relevant agenda items.
 - a. Board members need to read and be familiar with agenda packet materials before each board meeting.

- b. Board members who have questions regarding agenda items should ask these questions of the Superintendent before the scheduled board meetings. Any questions about agenda items or requests for additional information about them will be directed to the Superintendent or designated administrator and copied to all the members of the Board.
- c. Board Members will, as far as possible, let the Superintendent know ahead of time when a request for information will be made in a public meeting so that staff can be prepared to provide a thorough answer.
- d. “No Surprises Rule”: If a Board member feels a question may be controversial, or require staff preparation, please let the Superintendent and/or Board Chair know ahead of time. They can help determine if there is a better way to address the issue. If your question is to clarify an issue or if it is prompted by the discussion, then it is appropriate to ask it at the board meeting, as long as the question does not broach topics properly discussed in executive session. Be clear in communication with the Superintendent and Board Chair to avoid surprises at board meetings. Make it a goal to make no new proposals on the night that the Board is scheduled to make a decision or action.

Consent Agenda

1. A consent agenda is an item listed on the regular agenda that groups routine items under one agenda heading. Routine items (such as approving minutes of the last meeting) can thus be approved by a single unified motion and vote of the board. The purpose of the consent agenda is to expedite business and streamline the meeting. There is no discussion of items on a consent agenda. If clarification of an item is necessary then a board member should can request that the item be removed from the consent agenda and considered by the board as a separate motion.
2. There are three specific times that call for an item to be pulled:
 - a. When a board member plans to vote “no”
 - b. When a board member needs further information or discussion before deciding how to vote.
 - c. When a board member has a conflict of interest and needs to abstain from voting on that item.
3. If a board member intends to pull an item from a consent agenda, please notify the Board Chair and/or Superintendent before prior to the meeting.

Community and Public Input at Board Meetings (see Policy BDDH)

1. Board members listen to public comment and take it into account during discussion and deliberation. However, Board members have no direct interaction with the public during a regular Board meeting. The Board Chair acknowledges and thanks members of the public for their input as appropriate.
2. When possible and appropriate, responses to public questions should be included in Superintendent-Board updates.

F. Communication

1. Communicate openly and honestly.
2. Respect differences and listen well and for positive intent.
3. Operate as representatives and make decisions in the best interest of the whole District. Consider research, best practices, evaluative data and public input in making ~~mindful~~ ~~and~~ purposeful decisions. ~~Being~~ mindful of the needs of ALL the children in our District and the interests of our collective community.
4. Focus on the situation, issue, or behavior- not the person.
5. When a concern or problem arises with an individual Board Member, communicate first with the Board Member. If the issue is not resolved, communicate with the Board Chair and finally with the Superintendent, if necessary.
6. To increase transparency in district operations and Board oversight, the Superintendent should be included in meetings between a Board Member and key stakeholders (*key stakeholders are defined as people who have a stake in the outcomes of students and the climate, culture, and learning conditions of students, educators, classified staff, and the larger community.*).

Communications Outside of Board ~~Between~~ Meetings ~~Between~~ With Community and Board (see Policy BD/BDA)

1. ~~Community Communication with the entire Board via~~ Via Email: When the entire Board receives communication from a community member, the Board Chair will respond. A “footnote” statement will be added to the bottom of the response so that patrons understand that it is the practice of the Board that the Board Chair will respond on behalf of the Board. The footnote will read as follows:

“To assure that Board conversations and deliberations do not occur through email, the Board Chair will respond on behalf of the Board. School Board Members only deliberate when gathered as a quorum as outlined in the Public Meeting Law. All Board members will receive the response given by the Board Chair.”

2. When a single Board member receives a communication from a member of the public he/she may respond to that patron as an individual Board member. The Board member may elect to forward the email and his/her response to the Board Chair or full Board if he/she wishes.

Communications Outside of Board ~~Between~~ Meetings with Board Members and the Superintendent (see Policy BD/BDA)

1. The Superintendent will communicate regularly with board members between meetings.
2. The Superintendent will meet or communicate with the board chair as needed to inform him/her of district issues that may need to come before the board for information or action.
3. The Board Chair may direct the Superintendent to distribute relevant documents to each board member for information.
4. The preferred method for board members who wish to share information relevant to district business or issues scheduled to come before the board is to relay the information to all Board members and the Superintendent. Board members may send relevant information directly to each other, but should also copy the Superintendent and the full board with this information. Board members should refrain from encouraging electronic or

other discussion about such information in a manner that would violate Public Meetings Law.

Communications Outside of Board Meetings with Board Members (see Policy BD/BDA)

1. The state's Public Meeting Law generally permits an individual board member to converse with other board members outside of board meetings. As with the Superintendent, board members should establish productive relations with each of the other board members. ~~Talking with them in social situations or at school sporting events, for example, will allow for opportunity to learn more about them outside of the school board.~~
2. Do not discuss any school board matters if you have a quorum – a simple majority (more than half) of the total number of members on your board. This would constitute a meeting in violation of the Public Meeting Law. Be careful to ensure that such informal chats do not substitute for full deliberation in a public meeting.
3. Electronic communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate. ~~Board members may use email to communicate with each other only if they are not using it to discuss board business or influence votes on issues in advance of a meeting or as a means of avoiding open meeting requirements.~~ The same holds true with social media.
4. Avoid sequential email communications or social media conversations. ~~While an email or 'direct message' to another board member may contain a question, it is not appropriate to engage in online discussions regarding board matters. Nor is it appropriate for a majority of the board members to email one another prior to a board meeting, as this will likely affect the board's discussion at the meeting. It would also preclude the community from hearing the board debate important issues.~~
5. Board members will use their Board email addresses for all school board related issues. All email can be requested by the public or media under a public records request. Communications made from a board members personal email account, if used for school board related issues, may also be subject to a public records request.

School Visits by Board Members (see Policy BG)

1. School visits will be conducted according to Board policy and will be coordinated through the Office of the Superintendent.
2. Board members will be informed of unofficial visit opportunities (ie sporting events, plays, concerts). Board members may choose to attend these events as their schedules allow. Attendance at these events does not need to be coordinated through the Office of the Superintendent.

G. Complaints (see Policy KL)

1. The best way to respond to complaints is to be a good listener. This allows a Board member to ask questions to understand the situation better. Board members should be careful that the questions they ask or comments they make do not indicate a future board action.
2. When a Board member receives an informal complaint, the Board member will then provide guidance on the proper channels for addressing the concern. The Board member will direct the individual to solve the problem at the lowest level.
3. The Board advises that the process for resolving a complaint is as follows:

1. Teacher/Employee;
 2. Principal/Supervisor;
 3. Level/Department Director
 4. Superintendent;
 5. Board.
4. Individuals who desire to file a formal complaint must use the process outlined in Policy KL.

G. Board or Superintendent Committees

Board Committees: The committee chair is responsible for implementing the charge of the Board. The committee chair will provide regular updates of committee progress to the Board. External communication of committee progress is the responsibility of the committee chair – the committee chair will provide advanced copies to the Board and the Superintendent of any external communication 36 hours before release.

Superintendent Committees: Board members may be asked to serve on a Superintendent or District committee. The Board member is a representative of the Board to staff, student, parent and community members. Board members serving on a committee should temper their participation, mindful of their position as an elected official. Board members serving on a committee are to respect the role of the committee chair and refrain from initiating a new direction for the committee or initiating formal community input except when requested by the committee chair. The Board representative on a Superintendent or District committee will assist the Superintendent in reporting committee progress to the Board. Voting rights will be determined on a case-by-case basis.

| ~~Approved March 9, 2020~~ Revised January 2022

SPRINGFIELD SCHOOL DISTRICT 19
SECTION A/B: BOARD GOVERNANCE AND OPERATIONS
TABLE OF CONTENTS

POLICY TITLE	CODE
The People and Their School District	AB
Nondiscrimination	AC
Discrimination Complaint Procedure	AC-AR
Americans with Disabilities Act	ACA
Educational Philosophy	AD
District Goals	AE
Board Goals	BA
Board Legal Status	BB
Board Powers and Duties	BBA
Individual Board Member's Authority and Responsibilities	BBAA
Board Elections	BBB
Board Member Qualifications	BBBA
Board Member Resignation	BBC
Board Member Removal from Office	BBD
Vacancies on the Board	BBE
Board Member Ethics	BBF
Board Member Ethics and Conflicts of Interest	BBFA
Board Member Ethics and Nepotism	BBFB
Board Organization/Board Organizational Meeting	BC/BCA
Board Officers	BCB
Board-Superintendent Relationship	BCD
Advisory Committees to the Board	BCF
Attorney for the District	BCG
Board Meetings	BD/BDA
Special and Emergency Board Meetings	BDB
Executive Sessions	BDC
Board Meeting Procedures	BDD
Notification of Board Meetings	BDDA
Quorum at Board Meetings	BDDD
Conduct of Board Meetings	BDDF
Minutes of Board Meetings	BDDG
Public Participation in Board Meetings	BDDH
Public Hearings	BDE
Policy Development	BF
Adoption and Revision of Policies	BFC
Administrative Regulations	BFCA
Board Policy Implementation	BFD
Suspension of Policies	BFF
Orientation of New Board Members	BH/BHA
Board Member Compensation and Expense Reimbursement	BHD
Board Legislative Program	BI
Board Memberships	BJ
Evaluation of Board Operational Procedures	BK