



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, whether you are a resident of the district, a 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” and include *full name, whether you are a resident of the district, a phone number, agenda item or topic*. 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.



ESCUELAS PÚBLICAS DE
SPRINGFIELD
Cada Estudiante Cuenta, Cada Día

Información sobre los Comentarios Públicos

La Junta Directiva de las Escuelas Públicas de Springfield desea escuchar a la comunidad a la que sirve y reserva 20 minutos para comentarios orales del público durante sus reuniones regulares de negocios. Hay tres maneras de hacer comentarios públicos en las reuniones regulares de la junta.

Se invita a los miembros de la comunidad a hacer comentarios públicos, en persona, virtualmente o a través de presentaciones escritas.

Comentarios Orales - En persona, o virtualmente:

Para inscribirse para hablar con el consejo escolar durante su reunión de negocios programada regularmente, por favor envíe su solicitud a public.comment@springfield.k12.or.us. Etiquete claramente la línea de asunto como: "Solicitud de Comentario Público Oral". Por favor, incluya su *nombre completo, si es usted residente del distrito, número de teléfono, punto del orden del día o tema*. Las solicitudes serán recaudadas entre el jueves anterior a la fecha de la reunión y el mediodía del día de la reunión.

Los comentarios orales del público están limitados a 3 minutos por persona y están programados para 20 minutos en el orden del día. Debido a las limitaciones de tiempo, no todos los oradores pueden ser seleccionados para hacer comentarios orales durante la reunión de la junta.

Comentarios por Escrito:

Para presentar comentarios públicos por escrito, envíe sus materiales a public.comment@springfield.k12.or.us antes del mediodía del día de la reunión. Por favor, etiquete claramente la línea de asunto como "Comentario Público por Escrito". Por favor, incluya su *nombre completo, si es usted residente del distrito, número de teléfono, punto del orden del día o tema*. Todos los comentarios escritos presentados antes de la fecha límite se proporcionarán a la junta para su revisión y se publicarán en el sitio web del distrito antes de las 4:00 p.m. del día de la reunión de la junta.

Si tiene alguna pregunta o necesita asistencia favor de comunicarse al (541) 726-3486



SPRINGFIELD

PUBLIC SCHOOLS

Every Student, Every Day

BOARD OF EDUCATION
February 13, 2023
Administration Building Board Room
640 A Street
Springfield, OR 97477

En español

7:00 pm In Person Board Meeting

Streaming Meeting URL:

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

AGENDA

TAB

- | | | |
|---|--|---|
| 1. Call Meeting to Order and Flag Salute | Board Chair Naomi Raven | |
| A. Pledge of Allegiance | Chair Raven | |
| B. Land Acknowledgement | Chair Raven | |
| 2. Approval of the Agenda | Chair Raven | |
| 3. Classified Employees Appreciation Week Proclamation | Chair Raven | |
| 4. Presentations | | |
| A. Introduce New Administrators | Superintendent Hamilton | |
| 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 9, 2023 Board Meeting Minutes | | 1 |
| 2. January 7 & 14, 2023 Board Retreat Minutes | | 2 |
| 3. Financial Statement | Brett Yancey | 3 |
| 4. Personnel Report, Resolution #22-23.024 | Dustin Reese | 4 |
| 5. OSAA Cooperative Agreement, Resolution #22-23.025 | David Collins | 5 |
| 6. Out of State Trip Springfield HS Band/Choir/Mariachi/
Theater/Orchestra, Resolution #22-23.026 | David Collins | 6 |
| B. Approve 2023-25 Lane ESD Local Service Plan,
Year One, Resolution #22-23.027 | Todd Hamilton | 7 |
| C. Approve Cosmetology Modular, Resolution #22-23.028 | Brett Yancey | 8 |
| 7. Reports and Information | | |
| A. Graduation Rates | David Collins/Mindy LeRoux | |
| B. Superintendent Communication | Superintendent Hamilton | |
| C. Board Communication | Chair Raven | |
| 8. Next Meetings: | February 27, 2023 Board Work Session Meeting TBD
March 13, 2023 Board Meeting 7:00pm
March 16, 2023 Budget Committee/Board Work Session 6:00pm | |
| 9. Adjournment | Chair Raven | |

Springfield Public Schools is an equal opportunity educator and employer.

Persons having questions about or requests for special needs, accommodations or 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.



ESCUELAS PÚBLICAS DE SPRINGFIELD

Cada Estudiante Cuenta, Cada Día

CONSEJO DE EDUCACIÓN
13 de Febrero, 2023
Sala de Juntas Edificio Administrativo
640 A Street
Springfield, OR 97477

7:00 pm Reunión del Consejo
Junta transmitida en vivo a través de:
<http://www.vimeo.com/SpringfieldPS>

AGENDA

TAB

- | | | |
|---|----------------------------|---|
| 10. Declarar abierta la sesión y saludo a la Bandera | Presidenta Naomi Raven | |
| A. Juramento a la Bandera | | |
| B. Reconocimiento de la Tierra | Presidenta Raven | |
| 11. Aprobación de la Agenda | Presidenta Raven | |
| 12. Proclamación de la semana de apreciación de empleados Clasificados | Presidenta Raven | |
| 13. Presentaciones | | |
| A. Introducción de nuevos Administradores | Superintendente Hamilton | |
| B. Comunicación del Representante de la Junta Estudiantil | Presidenta Raven | |
| 14. Comentarios Públicos (Tres (3) minutos cada uno; tiempo máximo de 20 minutos. Los ponentes no podrán ceder su tiempo a otros ponentes) | | |
| 15. Medidas a tomar | | |
| A. Aprobar la Agenda de Consentimiento | | |
| 1. 9 de Enero, 2023 Minutas de la reunión del Consejo | | 1 |
| 2. 7 & 14 de Enero, 2023 Minutas de la reunión especial del Consejo | | 2 |
| 3. Informe Financiero | Brett Yancey | 3 |
| 4. Reporte sobre el Personal, Resolución #22-23.024 | Dustin Reese | 4 |
| 5. Convenio de Cooperación OSAA, Resolución #22-23.025 | David Collins | 5 |
| 6. Viaje fuera del Estado de la Banda/Coro/Mariachi/Teatro/Orquesta
Springfield HS, Resolución #22-23.026 | David Collins | 6 |
| B. Aprobar el Plan de Servicio Local 2023-25 de Lane ESD
Primer año, Resolución #22-23.027 | Todd Hamilton | 7 |
| C. Aprobar Cosmetología Moludar, Resolución #22-23.028 | Brett Yancey | 8 |
| 16. Información/Reportes | | |
| A. Estadísticas de Graduación | David Collins/Mindy LeRoux | |
| B. Comunicado del Superintendente | Superintendente Hamilton | |
| C. Comunicado del Consejo | Presidenta Raven | |
| 17. Próximas reuniones: 27 de Febrero, 2023 Reunión de sesión de trabajo del Consejo (Horario a ser anunciado)
13 de Marzo, 2023 Junta del Consejo 7:00pm
16 de Marzo, 2023 Comité de Presupuesto/Sesión de trabajo del Consejo 6:00pm | | |
| 18. Cierre de Sesión | Presidenta Raven | |

Las Escuelas Públicas de Springfield son un ente educador y empleador con igualdad de oportunidades.

Las personas que tengan preguntas o necesidades especiales, necesiten acomodaciones o servicios de traducción en las reuniones de la Junta Directiva deben ponerse en contacto con la Oficina del Superintendente; 640 A Street, Springfield, OR 97477; Teléfono: (541) 726-3201. La solicitud debe hacerse con 72 horas de anticipación al evento.

Classified Employee Appreciation Week Proclamation
March 6 – 10, 2023

WHEREAS, the education of youth is essential to the future of our community, state, country and world; and

WHEREAS, classified employees are the backbone of our public education system; and

WHEREAS, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

WHEREAS, our community depends upon and trusts classified employees to serve students; and

WHEREAS, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

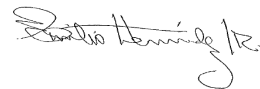
NOW, THEREFORE BE IT RESOLVED that the Springfield Board of Education proclaims March 6 thru 10, 2023, to be Classified Employee Appreciation Week; and

BE IT FURTHER RESOLVED that the Springfield Board of Education strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.


DATED this 13th day of February 2023.



Naomi Raven, Chair



Emilio Hernandez, Jr., Vice Chair



Jonathan Light



Todd Mann



Kelly Mason

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on January 9, 2023.

1. CALL MEETING TO ORDER, FLAG SALUTE AND LAND ACKNOWLEDGEMENT

Board Chair Naomi Raven called the Springfield Board of Education meeting to order at 7:01 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Director Light read the following Land Acknowledgement:

We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.

Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.

The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.

This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.

Attendance

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

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Brett Yancey, Jeff Michna, Judy Bowden, Kim Donaghe, Giselle Garcia, Ariel Jorkan, Bambi VanDyke, Kari Isham Skelton, Joan Bolls, Brooklyn Ramirez, Natalie Paskett, Rachel Allen, José da Silva, Kimberlee Pelster, Jeff Fuller, Andy Price, Jonathan Gault, Whitney McKinley, Mindy LeRoux, Rachel Allen, Taylor Madden, Lane ESD Superintendent Tony Scurto and Trenay Ryan, minutes recorder.

2. APPROVAL OF THE AGENDA

Chair Raven asked for a motion to approve the January 9, 2023 agenda as presented.

MOTION: Director Mann moved, seconded by Director Mason, to approve the January 9, 2023 agenda as presented.

Chair Raven called for a roll call vote. Chair Raven asked each Board member to indicate if they supported the motion in favor of approving the January 9, 2023 agenda as presented: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes, Director Mason – Yes and Director Raven – Yes.

Motion passed, 5:0.

3. SCHOOL BOARD RECOGNITION MONTH PROCLAMATION

Superintendent Hamilton read the following proclamation in honor of School Board Recognition Month.

School Board Recognition Month 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.

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 9th day of January 2023.

4. PRESENTATIONS

A. Student Board Representative Communication

Brooklyn Ramirez from Thurston High School shared the following:

- Emphasis on student performance for the semester. 87% of their students were achieving class goals and 96% were on time to class each day.
- Student Cell Phone policy was put back into place after the winter break. It was a policy that had been in place before COVID, but had not been closely enforced since the return to school following the pandemic.
- Students continued to stay connected to campus through participation in clubs and activities over the winter break.
- Winter sports started and Theater prepared for their upcoming One Act Plays.

January 9, 2023

2 of 6

- Student Academic support time continued to take place during advisory time. Students also had access to the Academic Success Center and peer tutors.
- Student Council, which is a group of 80 student representatives from each club and activity on campus, met together with Administration to share feedback on how the school year had been going.
- Prior to the break, they held their second grade-level, student-led Cohort meetings.
- The Winterfest assembly would be held on January 26, 2023 and all were invited to attend.

Giselle Garcia-Rosales from Springfield High School shared the following:

- They kicked off 2023 with a Welcome Back to School Spirit Week. Each day featured a different fun-filled theme.
- Assistant Principal Lisa Dillon and multiple teachers volunteered to organize two sessions of *Cookies and Cram*, an event which ninth graders could attend and make up any missing work. 160 students happily participated in the event.
- Chemistry teacher Emma Mullen took her College Now Chemistry Class on a field trip on December 7, 2023. They assisted in an experiment at the University of Oregon and were able to see a scanning electron microscope in action.
- The Robotics team took first place at a Coding Competition.
- 56 students from six different elementary schools were given gifts and food items for the holidays.
- The Girls Basketball team traveled to Arizona over winter break for the Nike Tournament of Champions and came away with two wins and two losses.

5. PUBLIC COMMENT

Chair Raven read the following statement concerning public comment:

This is the portion of our agenda for public comment. The board provides three ways for community members to share public comment: written public comment, in person oral public comment and virtual public comment. Written public comment is received 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. The deadline for submitting a request for oral public comment was today at noon. Those who requested an opportunity to speak this evening were notified by the board secretary about their request.

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. 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.

The Board will not hear comments regarding any school personnel. We ask those speaking to refrain from using names and titles of 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.

There were no public comments.

6. ACTION ITEMS

A. Approve Consent Agenda

- 1. December 12, 2022 Board Meeting Minutes**
- 2. Financial Report**
- 3. Personnel Action, Resolution #22-23.022**

MOTION: Director Mason moved, Director Mann 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 in favor of approving the Consent Agenda: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes, Director Mason – Yes and Director Raven – Yes.

Motion passed, 5:0.

B. Appoint Budget Committee Members, Resolution #22-23.023

Oregon State budget law (ORS 294.414) requires that every school district in Oregon establish a budget committee, which is a vehicle that enables the public to participate in the budgeting process. The budget committee consists of the five (5) elected School Board members and an additional five (5) appointed community volunteers, selected at-large. The five appointed community volunteers each serve three (3) year terms. Springfield Public Schools currently has two (2) budget committee positions that expired on December 31, 2022 and need to be filled. In an effort to solicit interested community members, the Superintendent's office advertised the vacancies and made applications available to the public. Following the advertisement, two (2) individuals expressed interest and submitted their application. The two applicants have previously served on the budget committee and it was determined that it was not necessary to conduct an interview process prior to appointment.

Brett Yancey recommended that the Board of Directors appoint the following people to the Budget Committee for a three-year term beginning January 1, 2023 and expiring December 31, 2025:

Position 2 – Nancy Cameron

Position 3 – Ken Kohl

MOTION: Director Light moved, Director Hernandez seconded the motion to appoint the following positions to the Budget Committee for a three-year term beginning January 1, 2023 and expiring December 31, 2025:

Position 2 – Nancy Cameron

Position 3 – Ken Kohl

Chair Raven asked if there was any discussion.

Director Mason asked how the positions had been advertised. Superintendent Hamilton replied that they used their regular communication channels, such as their website, social media and print media.

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 appoint the following people to the Budget Committee for a three-year term beginning January 1, 2023 and expiring December 31, 2025: Position 2 – Nancy Cameron and Position 3 – Ken Kohl: Director Hernandez – Yes, Director Light – Yes, Director Mann – Yes, Director Mason – Yes and Director Raven – Yes.

Motion passed, 5:0.

7. DISCUSSION

A. 2023 – 2025 Lane ESD Local Service Plan, Year One

Lane ESD Superintendent Tony Scurto shared an overview of the 2023 – 2025 Lane ESD Local Service Plan. Highlights included:

- Districts would be able to choose whether or not they purchased services from Lane ESD.
- Possibility of saving money on services.
- Services provided by Lane ESDs: technology, administrative services, special education, and school improvement curriculum efforts.
- Human Resource Services added and paid for by ESDs.
- Four elementary Life Skills classrooms are once again operated by Lane ESD.
- Staffing throughout Lane County is operating at full instruction, full days and for the full year.

Chair Raven asked if they operated the Life Skills classrooms at the middle and high school level?

Superintendent Scurto replied yes, for many years. The change this year was only adding the elementary level classrooms to Lane ESD supervision.

8. INFORMATION/REPORTS

A. Superintendent Communication

Superintendent Hamilton thanked Superintendent Scurto for his time to come and share with the Board the new information about the Lane ESD Local Service Plan this evening. He stated they were fortunate to have community, school staff, and school partners who recognized the need that people had during the holiday seasons. Springfield Education Foundation (SEF) raised money specifically for the Family Resource Center liaisons to use in their school to support families during the winter break and holiday. Each of the Family Resource liaisons received a \$500 check to support their programs and family needs. SEF members adopted students from twenty families, to ensure they had meals and toys over the holiday season. Lane County Toys for Tots partnered with Springfield Police to provide over 100 families with gifts for children for the holidays. Officer Amundson, one of our SROs stepped up to lead this effort. Olsen Electric vehicles parked outside of Hamlin Middle School and gave away 400 meals and over 700 presents to Springfield families in need. The Federal Omnibus bill was recently approved. One special program included in the bill was for the new CTE Cosmetology Program which will be located at Gateways High School on the Brattain Campus. Special Programs Director Brian Megert and Assistant Director Nicole Nakayama would be welcoming a delegation of teachers and administrators from Japan who would be hearing about the district's implementation and management of the Positive Behavioral Interventions and Supports (PBIS), an evidence-based, three-tiered framework used to improve and integrate all of the data, systems, and practices affecting student outcomes every day. The goal is to have all students succeed.

B. Board Communication

Chair Raven shared that Springfield Public Schools had been awarded \$385,000 to move forward with the first CTE Cosmetology program in Lane County. She noted that the best part of it was that it had been a program advocated for by the students. She was also pleased to announce that their partners in the United Front group had also received federal money for their needs for which they advocated last spring during the United Front trip to Washington D.C. Ms. Raven attended the Annual Holiday Feaste, a lovely choir production at Thurston High School. She reminded the Board of the upcoming second day of the Board Retreat scheduled for Saturday, January 14, 2023, from 1:00 - 4:00 p.m.

Director Hernandez had no updates.

Director Light shared that the financial documents for Lane Council of Governments (LCOG) were still not complete. He was hopeful LCOG would meet prior to the next district board meeting so that he could share an update with our board.

Director Mann shared that the Springfield Education Foundation (SEF) had been busy. They donated to 20 families during the holiday season. SEF was sponsoring a speech contest at the MLK Celebration on Monday January 6, 2023 at Springfield High School. SEF received a generous donation from Burrito Amigos for district CTE programs. SEF will be also be co-sponsoring Book Fest this spring in conjunction with United Way of Lane County, which will include a distribution of books for students at four district elementary schools.

Director Mason had no updates.

9. NEXT MEETING

The Board of Directors will hold a Retreat on Saturday, January 14, 2023 from 1:00 – 4:00 pm. The next Board Work Session is scheduled for January 27, 2023. Start time for the Work Session has yet to be determined. The next Business meeting is scheduled for 7:00 p.m. on February 13, 2023.

Chair Raven thanked everyone for attending.

10. ADJOURNMENT

With no other business, Chair Raven adjourned the meeting at 7:30 p.m.

(Minutes recorded by Trenay Ryan)

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on January 7, 2023.

1. CALL MEETING TO ORDER

Board Chair Naomi Raven called the Springfield Board of Education Work Session to order at 1:05 pm, led the Pledge of Allegiance, and read a Land Acknowledgement.

Attendance

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

District staff included Todd Hamilton, David Collins, Dustin Reese, Brett Yancey, and Jeff Michna.

Kristen Miles from the Oregon School Boards Association was present to facilitate the training.

2. Training

Kristen Miles from the Oregon School Boards Association facilitated the Work Session and proposed the following agenda topics: 12 standards for effective boards, Crucial conversations, Plans and goals for board professional development, and Productive board relationships and tools.

Ms. Miles began with an opening activity to highlight the powerful experiences board members and staff had at school between the ages of 10-13. The common themes included access to caring adults and extracurricular activities.

Ms. Miles provided background information on the School Board Assessment tool that the board used in spring of 2022 and led the group through a review of the twelve evidence-based standards for effective board performance: Vision-directed planning, Community engagement, Effective leadership, Accountability, Using data for continuous improvement, Cultural responsiveness, Culture and climate, Learning organization, Systems thinking, Innovation and creativity, Board member conduct, ethics, and relationship with the superintendent, and Budgeting and financial accountability. She gathered feedback from board members on what the board is doing well and would like to improve.

The board took a break at 2:24 pm.

The board resumed the meeting at 2:34 pm.

Ms. Miles provided an overview of Crucial Conversations (Opposing opinions, Strong emotions, and High stakes) and how to navigate having these conversations with others; Start with the heart; and Make it safe.

Ms. Miles continued with a review of the board self-assessment and board-identified areas of improvement from the 2022 survey. Areas identified for improvement in the board self assessment survey included: Trust and respect on the board, Reflection on the board relationship, Fostering an environment of cooperation, growth and support throughout the entire organization, Creating an environment of trust, respect and teaming with the superintendent, and Setting performance goals.

Ms. Miles proposed crafting a summary of focus areas to begin the conversation at the next Work Session on January 14th.

3. Adjournment

Chair Raven adjourned the Work Session at 4:08 pm.

Springfield School Board Retreat #1

Kristen Miles, OSBA

AGENDA

- 12 standards for effective boards
- Crucial Conversations
- Plans and goals for board professional development
- Productive board relationships and tools



POWERFUL EDUCATIONAL EXPERIENCES

What was at least one powerful experience you had at school between the ages of 10-13?

Evidence-based standards of performance

(T. Alsbury, Balanced Governance School Board Self-Assessment)

Standard	Description
Vision-directed planning	Engage staff and community in development of a shared vision focused on student learning
Community engagement	Recognize that all members of the community are stakeholders. Support collaborative partnerships.
Effective leadership	Establish focus, direction, and expectations that foster student learning. Align authority and responsibility so decisions can be made at the most local level.
Accountability	High expectations for the learning of every student and holds the district accountable for reaching those results. Policy and resources align with the strategic vision and goals.

Evidence-based standards of performance

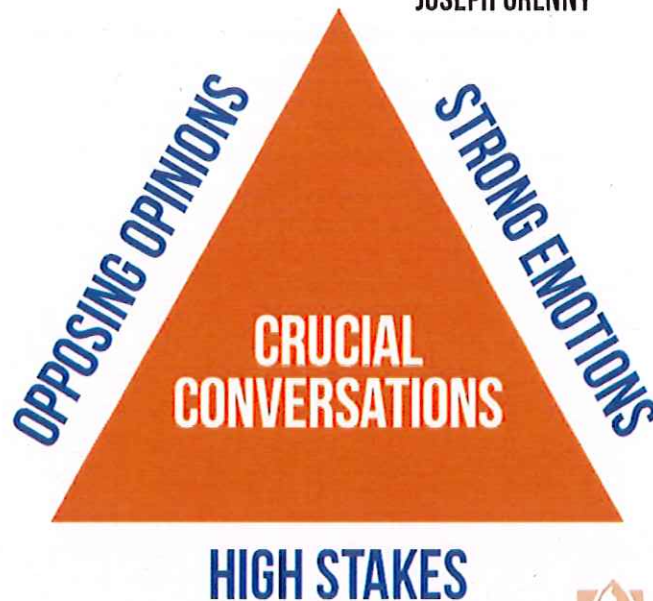
Standard	Description
Using data for continuous improvement	Use meaningful, quality data from multiple sources to set priorities and monitor improvement and progress.
Cultural responsiveness	Recognize cultural diversity in many facets: race, gender, geographic, sexual orientation, gender identification, socioeconomic, students with special needs. Reduce and eliminate barriers to access for all students. Apply diverse perspectives to policy and program approvals.
Culture and climate	Create a climate of expectations that all students can learn. Support policies and procedures that foster a positive and safe learning environment. Model professional and respectful relationships.
Learning organization	Ensure the district functions as a self-renewing professional community that supports reflection, discovery, improvement, and success at all levels. Encourage professional development and nurture leadership capabilities across the organization.

Evidence-based standards of performance

Standard	Description
Systems thinking	Practice an integrated view of education within and across systems and levels. Seek out collaborative local, state, and national partnerships, coordinated programs, and shared resource models to improve student experience.
Innovation and creativity	Encourage innovation and creativity as assets to development of positive change leading to new types of thinking.
Board member conduct, ethics, and relationship with the superintendent	Have a clear, mutual understanding of the respective roles and responsibilities of the board and superintendent.
Budgeting and financial accountability	Align the strategic goals of the district to budget priorities and ensure the district is fiscally sound. Allocate resources based on student needs, district policy, and strategic initiatives and priorities.

CRUCIAL CONVERSATIONS

JOSEPH GRENNY



Start with the heart



What do I really want for myself?



What do I really want for others?



What do I really want for the relationship?



How would I behave if I really wanted these results?



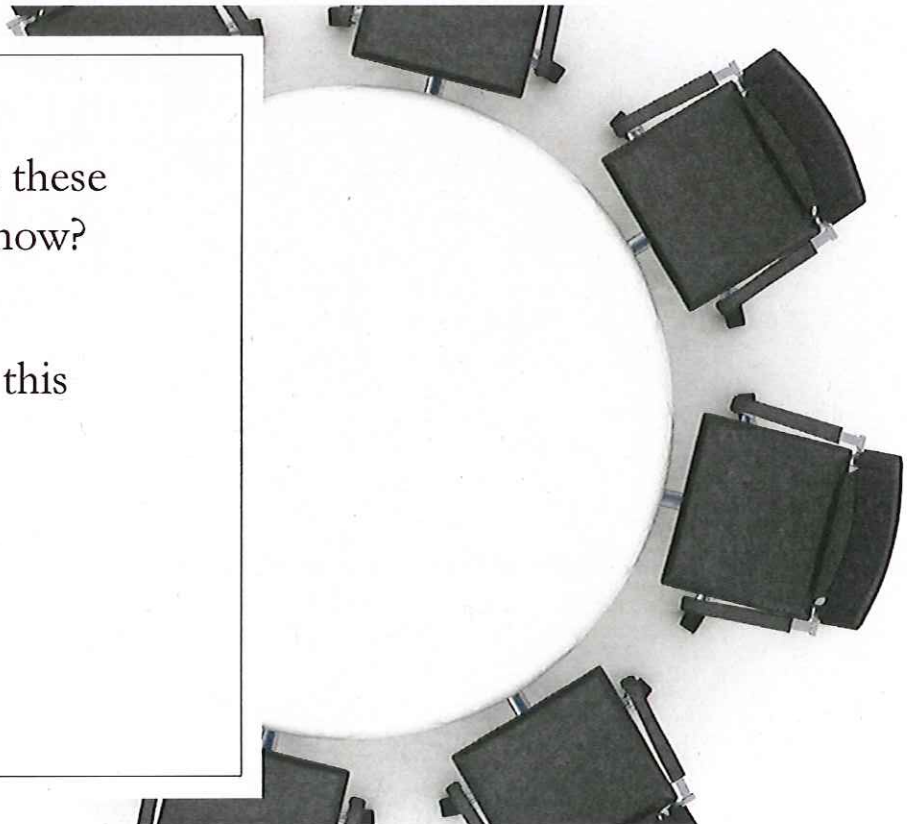
The fool's choice = getting results OR saving the relationship

Make it safe

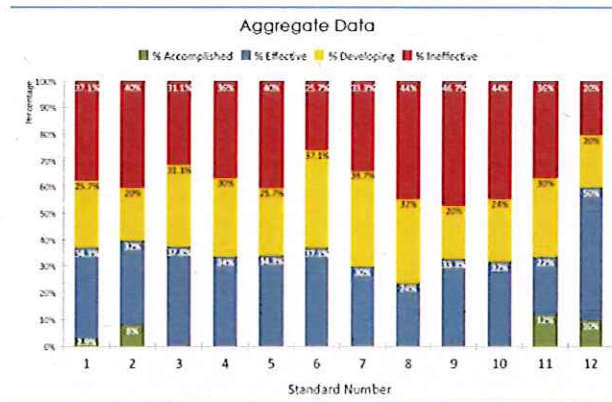
- Start with mutual purpose (start with the heart questions)
- Move to mutual respect and ask: will others believe I respect them?
- Contrast to fix misunderstanding:
 - I DON'T feel this way, but I DO feel that way
 - This is not apologizing but provides context and proportion
- Apologize when appropriate

How do you have these discussions right now?

How can you use this method?



Balanced Governance: Aggregate Data



Balanced Governance Standards

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

Areas of improvement from BSAS

- Trust and respect on the board
- Reflection on the board relationship
- Fostering an environment of cooperation, growth, and support throughout the entire organization
- Creating an environment of trust, respect, and teaming with the superintendent
- Setting performance goals

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on January 14, 2023.

1. CALL MEETING TO ORDER

Board Chair Naomi Raven called the Springfield Board of Education Work Session to order at 1:05 pm and led the Pledge of Allegiance. Vice-Chair Todd Mann read a Land Acknowledgement.

Attendance

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

District staff included Todd Hamilton, Dustin Reese, Martie Steigleder, and Jeff Michna.

Kristen Miles from the Oregon School Boards Association was present to facilitate the training.

2. Training

Kristen Miles from the Oregon School Boards Association facilitated the Work Session and proposed the following agenda topics: Finalizing the board's goal, The board's role in strategic planning, Balanced and collaborative governance, Presentations to the board, and Next steps.

Ms. Miles began with an opening activity, inviting board members to share what they thought about during the past week. Board members Raven, Mason, Mann, and Light shared their thoughts, including references to, time to come together and work together; personal responsibilities; gratitude; and learnings from the prior meeting.

Ms. Miles shared a proposed goal and a set of actions for board members to consider.

The board sets a goal to better understand the individual roles and responsibilities of its members with a focus on positively impacting students. The board will take the following actions to accomplish that goal:

- 1. The board will work with the superintendent to create a common system for information to flow through staff to the board in order to improve communication with the administrative team and the board and ensure that each board member has the same information at the same time.*
- 2. Each board member will commit to supporting the will of the board. Once a decision is made at the board table, each board member will work to support the direction of the decision, even if they disagree with the decision during the vote.*
- 3. The board will ensure that its conversations at the board table are direct and transparent, yet respectful. Discussions will have a focus on the work of the*

board, data, and the 'why' behind the data, and not on individuals. The board will model a culture of collaboration and healthy debate for the district.

4. *Each board member will ensure their understanding of the individual roles as board members, as well as the collective role of the board. This may involve continued professional development, review of board policies, and/or review of board operating agreements.*

Ms. Miles provided board members with an opportunity to respond to the proposed goal statement and welcomed feedback and recommendations for revising the goal. After discussion among board members, Ms. Miles asked if there was buy in for the following revised goal statement:

The board sets a goal to create an environment on the board of trust and respect with a focus on positively impacting students.

Each board member individually indicated that they support the goal statement.

Ms. Miles continued the discussion, focusing on the first action to accomplish the goal. Board members shared their feedback, reflections, perspectives, and recommendations for revising the action item. Ms. Miles asked if the below revised action statement reflected the conversation:

1. *The board will work with the superintendent to commit to a shared system for information to flow through the district administrative team to the board and to ensure that each board member has information to make informed decisions.*

Each board member individually indicated that they support the first action statement.

The board took a break at 2:37 pm.

The board resumed the meeting at 2:46 pm.

Ms. Miles resumed the discussion, focusing on the second action to accomplish the goal.

2. *Each board member will commit to supporting the will of the board. Once a decision is made at the board table, each board member will work to support the direction of the decision, even if they disagree with the decision during the vote.*

Board members shared their feedback, reflections, and perspectives. Ms. Miles summarized that based on the board members' comments, there is not universal commitment to support the will of the board.

Ms. Miles asked board members what they would like to do next, as a board. Board members shared their perspectives, desire to move forward, and challenges moving forward without a commitment to support the will of the board.

Ms. Miles asked board members to look at the third action item, and acknowledged that there is more work to be done as a board.

3. Adjournment

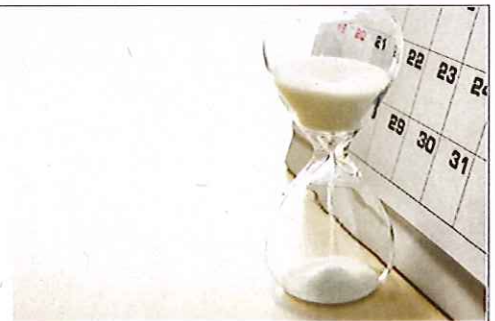
Chair Raven adjourned the Work Session at 4:10 pm.

Springfield School Board Retreat #2

Kristen Miles, OSBA

AGENDA

- Finalizing the board's goal
- The board's role in strategic planning
- Balanced and collaborative governance
 - Presentations to the board
 - Next steps



Draft goal

The board sets a goal to better understand the individual roles and responsibilities of its members with a focus on positively impacting students. The board will take the following actions to accomplish that goal:

1. The board will work with the superintendent to create a common system for information to flow through staff to the board in order to improve communication with the administrative team and the board and ensure that each board member has the same information at the same time.
2. Each board member will commit to supporting the will of the board. Once a decision is made at the board table, each board member will work to support the direction of the decision, even if they disagreed with the decision during the vote.
3. The board will ensure that its conversations at the board table are direct and transparent, yet respectful. Discussions will have a focus on the work of the board, data, and the 'why' behind the data, and not on individuals. The board will model a culture of collaboration and healthy debate for the district.
4. Each board member will ensure their understanding of their individual roles as board members, as well as the collective role of the board. This may involve continued professional development, review of board policies, and/or review of board operating agreements.

SPRINGFIELD PUBLIC SCHOOLS
2022-2023 Revenue/Expenditure Forecast
As of January 31, 2022
****Please see attached report****

REVENUES: *Due to the early nature of the school year, projections are preliminary and will likely change significantly over the course of the year.*

- Both current year and prior year tax collections are projected for 100% collection. To date there has been \$28.68 million in current year tax revenue received, as well as \$315,795 in prior year tax revenue received, which is an indication that prior year tax revenue collections will be stronger than in the recent past. 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 \$84.05 million for the current year based on 2022-23 projected enrollment and the allocation designated by the Oregon Department of Education. As District enrollment is below projections for the current year, the current year SSF allocation is based on the prior year's enrollment (2021-22).
- The district is anticipating receiving approximately \$190,000 in County School Funds. To date the district has not received anticipated funds.
- The district is anticipating receiving approximately \$1.34 million in Common School Funds. To date the district has received \$624,139 but expects to receive an additional \$712,000 in the month of February.

EXPENDITURES: *Due to the early nature of the school year, projections are preliminary and will likely change significantly over the course of the year.*

- Projected salary expenditures are based upon staff allocations adopted during the budgeting process and is estimated using actual and projected data (per previous year-end estimates). The current projection of 97.0% expenditures for salary related items. This is due to ongoing unfilled positions, primarily within classified staff positions.
- Benefit amounts are based upon projected staffing expenditures and are directly tied to the salary assumptions and are currently anticipated to be 95.0% expended. This projection will change as the year advances.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends, and at this time being projected to be 100% expended.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2022-2023 adopted budget.

- Fund transfers allocated during the 2022-23 budget process include \$1.8 million (Co-Curricular Fund), 1.0 million (Instructional Materials Fund), 1,000,000 (Technology Fund) and \$434,246 (Debt Service Fund).

Additional Notes: For the 2022-2023 budget year the current estimate of ending fund balance is \$14,489,731. Included in this number is the audited ending fund balance from the 2021-2022 fiscal year (\$19,648,105). As with previous years, this is an early estimate and accounts for the reductions/adjustments and assumptions made in the current year operating budget, as well as the use of reserves as a strategy for adjusting to the unanticipated loss of enrollment.

Submitted by:

Brett M. Yancey
Chief Operations Officer

SPRINGFIELD SCHOOL DISTRICT 19
2022-2023 REVENUE/EXPENDITURE FORECAST
as of
1/31/23

	BUDGET	ACTUAL through 01/31/23	ESTIMATED from 01/31/23 to year end	PROJECTED 2022-2023	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	29,488,180	28,680,933	807,247	29,488,180	100.00%
Property taxes - prior years	350,000	315,795	34,205	350,000	100.00%
Other local sources	608,000	808,142	100,000	908,142	149.37%
Lane ESD Apportionment	35,000	0	35,000	35,000	100.00%
County School Fund	300,000	0	190,000	190,000	63.33%
State School Fund	83,073,888	55,230,196	28,816,915	84,047,111	101.17%
Federal Forest Fees	400,000	0	400,000	400,000	100.00%
Common School Fund	1,054,017	624,139	712,503	1,336,642	126.81%
Total revenues	115,309,085	85,659,204	31,095,871	116,755,075	101.25%
Beginning fund balance	19,103,159	19,648,105	0	19,648,105	102.85%
Total Beginning fund balance	19,103,159	19,648,105	0	19,648,105	102.85%
Total resources	134,412,244	105,307,309	31,095,871	136,403,180	101.48%
EXPENDITURES:					
Personal services	66,114,967	28,678,704	35,452,814	64,131,518	97.00%
Employee benefits	39,131,699	15,619,914	21,555,201	37,175,114	95.00%
Purchased services	9,951,251	4,539,716	5,411,535	9,951,251	100.00%
Supplies & materials	3,626,802	2,037,591	1,589,211	3,626,802	100.00%
Capital outlay	1,603,500	1,232,697	370,803	1,603,500	100.00%
Other objects	1,191,018	1,157,613	33,405	1,191,018	100.00%
Fund transfers	4,234,246	4,234,246	0	4,234,246	100.00%
Total expenditures	125,853,483	57,500,481	64,412,968	121,913,449	96.87%
Unappropriated	7,558,761	0	0	0	-
Contingency	1,000,000	0	0	0	0.00%
Total appropriations	134,412,244	57,500,481	64,412,968	121,913,449	90.70%
Total resources		105,307,309	31,095,871	136,403,180	
Total appropriations		57,500,481	64,412,968	121,913,449	
Ending fund balance		47,806,828	(33,317,098)	14,489,731	
Less: contingency			0	0	
Net fund balance		47,806,828	(33,317,098)	14,489,731	

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, retirements and change of contract status. 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
- Retirements
- Change of Contract Status

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	2592711	TEMPORARY	FT	01/30/20023	TEMPORARY NEW HIRE
2	2659093	TEMPORARY	FT	01/30/2023	TEMPORARY NEW HIRE
3	2659107	TEMPORARY	FT	01/17/2023	TEMPORARY NEW HIRE
4	2659131	TEMPORARY	FT	01/13/2023	TEMPORARY NEW HIRE
	RESIGNATIONS				
5	2432234	PROBATIONARY 2	FT	06/30/2023	RESIGNED
6	1905732	CONTRACT TEACHER	FT	06/30/2023	RESIGNED
	RETIREMENTS				
7	388645	CONTRACT TEACHER	PT	03/31/2023	RETIRED
8	297046	CONTRACT ADMINISTRATOR	FT	01/31/2023	RETIRED
	CHANGE OF CONTRACT STATUS				
9	297046	TEMPORARY ADMINISTRATOR	FT	02/01/23-06/30/23	TEMPORARY REHIRE OF RETIREE

OSAA Cooperative Sponsorship

RELEVANT DATA:

Full member schools, located in the same geographic area, may apply for cooperative sponsorship for an OSAA activity when a school has difficulty sponsoring the activity by itself.

For the 2022-23 through 2025-26 academic years, the following program is applying for cooperative sponsorship:

- Girls Golf – Thurston High School and Lowell High School

Support for this application will make activities available for students that would not be available in their resident school because of a lack of numbers if joint sponsorship did not occur.

RECOMMENDATION:

It is recommended that the Board of Directors support the OSAA Cooperative Sponsorship Application for Girls Golf between: Thurston High School and Lowell High School.

SUBMITTED

David Collins
Assistant Superintendent

RECOMMENDED BY

Todd Hamilton
Superintendent

RESOLUTION #22-23.026
OUT-OF-STATE TRIP REQUEST

DATE: Feb 13, 2023

SPRINGFIELD HIGH SCHOOL'S
BAND, CHOIR, MARIACHI, THEATER, ORCHESTRA

RELEVANT DATA:

The objective of our trip is to allow students in-depth instruction, hands-on exposure to career related performing arts, technical and vocational opportunities post-high school, professional performance and resume-building experiences to prepare for career or college.

RECOMMENDATION:

It is recommended the Board approve SHS Band, Choir, Mariachi, Theater and Orchestra students' request to travel to Anaheim, California to participate in the Disneyland Performing Arts. Dates of travel will be May 26 - 30, 2023.

Two (2) school days will be missed.

The students have fundraised approximately \$20,000 of the \$150,460 estimated to cover the cost of this trip. Approval, once granted is contingent upon the students raising all funds required to cover the cost of the trip, including substitute staff cost associated with the trip.

There will be no cost to the district for this trip.

Jon Bridges and José DaSilva will be available to answer questions.

SUBMITTED BY:

David Collins
Assistant Superintendent

RECOMMENDED BY:

Todd Hamilton
Superintendent

Springfield School District

OUT - OF - STATE TRAVEL REQUEST

School: SHS Contact: Jon Bridges Date: 11/22/22

Club/Organization Going on Trip: Band/Choir/Mariachi/Theater/Orch # of Students (M/F): 60 / 70

Number of Faculty Chaperones: 6 Number of Parent/Other Chaperones: 6

Names of Chaperones: Admin (TBD), Jill & Chris Plumb, Jon Bridges, Jacob Steinberger, James Hallwyler

School Staff: Male Band Student Tchr, Female Choir Student Tchr.

Parents/Others: TBD based on number of students

Destination: Anaheim, CA Dates of Trip: 5/26/23-5/30/23

Estimated Total Cost: \$150,460 est Cost to the Program/Building*: \$0
(Includes substitute teacher cost.)

Amount Fundraised to Date: \$20,000 (TBD)

Fundraising Activities: Cookie dough, catalog, snack & Scentsy sales, sponsorship letters, Pepsi concessions, Performances, Pizza night, Autzen seatback sales.

Lodging: Holiday Inn, Santa Ana CA

Food: Continental breakfast, 1 meal provided at Magic Mountain & Medieval Times. Students cover others.

Method of travel: Charter Bus – NW Navigator
(Note: District vehicles **are not** available for out-of-state travel)

of School Days Missed: 2

(If more than two school days will be missed, please attach additional rationale to justify absences)

Special insurance, if applicable: (Company) N/A Type of Coverage _____ Cost per Person _____

Applicable forms on file: (please check)

X Parent Permission Form X Medical Release Form N/A Student Fundraising Agreement

Purpose for the trip and a tentative Itinerary must be included with this form.

Approval, once granted, is contingent upon the club/organization raising all funds required to cover all costs, including substitute teacher costs, associated with the trip. The building principal will report to the Board no less than 30 days prior to the trip of the club/organization's status raising all required funds.

Approved: X Denied: _____ Principal: José DaSilva Date: 12/8/22

Approved: X Denied: _____ Secondary Director: Mindy LeRoux Date: 12/8/22

IMPORTANT NOTE

Out of State Trip request forms must be submitted and approved at least 90 days prior to date of proposed trip before any commitment can be made to parents, students, etc. Any changes to this trip request must be covered and resubmitted to the Board in an Addendum.

Springfield High School
Fine Arts Department
(Choir, Marching Band, Orchestra, Theater & Mariachi)
Disneyland Performing Arts
Disneyland Resort, Anaheim, CA
5/26-30/2023

PURPOSE OF THE TRIP

What are the objectives of the trip and how are the experiences provided related to class or school program?

This educational opportunity will allow for in-depth instruction, hands-on exposure to career- related performing arts, technical and vocational opportunities post-high school, professional performance and resume building experiences to further prepare our students for career or college bound employment or enrollment related to current content standards being addressed in each program.

Traveling to the core of the Disney Corporation allows us to give students unparalleled access to one of the top Performing Arts industries in the world. This experience cannot be replicated within the state of Oregon and the next closest opportunity of this magnitude resides in New York or Florida.

CRLS: They will be responsible for getting themselves up and ready for the day, their performances, their meals, etc. They will also need to manage their money so that they have enough to pay for meals throughout the trip.

Students will learn self-discipline, cooperation, social responsibility and patience by spending four nights and five days with a large group of peers and chaperones.

They will need to work on cooperation and patience by living very closely with three other people in their hotel room and sitting next to someone on the bus. They will need to continue to follow directions given by directors and chaperones as well as bus, hotel and theme park representatives.

Students will need to exhibit self-discipline by acting responsibly with good attitudes, correct language, and good hygiene.

Self-discipline, cooperation, responsibility and patience are things that students are asked to work on in their classes as well. Learning these things is an ongoing process. By taking students out of their normal environment and entering another

environment, students are challenged to put what they have learned at school with people skills as well as musical skills to the test.

How will the activities on the trip provide opportunities for students to obtain new skills, insights, knowledge, or appreciation? How will the trip provide opportunities for students to use those skills they have already acquired?

Disney instruction and opportunity provide our students with experiences from one of the most renowned entertainment companies in the industry. These performance and workshop opportunities expose our students to expectations, connections and awareness to careers available to students' post-graduation. Career opportunities are addressed and tangible experiences create a mindset of possibility outside Springfield, OR. During our experiences students will be receiving instruction related but not limited to the following Oregon State Performing Arts Standards.

HS Advanced TH.5.PR2.HS3

Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

HS Advanced TH.8.RE2.HS3

Support and explain aesthetics, preferences, and beliefs to create a context for critical research that informs artistic decisions in a drama/theatre work.

HTOI.01.01

Describe the key components of marketing and promoting hospitality and tourism products and services.

HS Advanced MU.TE.2.CR2.HS5

1. Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
2. Preserve draft musical works through standard notation, audio, or video recording.

HS Advanced MU.TE.3.CR3.HS5

1. Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and context

HS Advanced MU.TE.4.PRI.HSS

1. Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

HS Advanced MU.TE.5.PR2.HS5

1. Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

HS Advanced MU.TE.6.PR3.HS5

1. Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
2. Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

HS Advanced MU.TE.7.RE1.HS5

1. Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

HS Advanced MU.TE.11.C02.HS5

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Springfield students will be able to demonstrate knowledge, competencies and Oregon State educational and performance standards within each educational seminar and performance opportunity.

Skills and Experiences Beyond State Standards.

Opportunity to Build on Communications in Group Dynamics:

Being in close proximity to other students for an extended amount of time will provide students with the opportunity to learn a different type of cooperation and flexibility than they are used to.

Performing at Disneyland will give students the opportunity to perform for a professional company and be treated as professionals. Disneyland has certain rules for performers that are to be followed. There are consequences if the rules aren't followed.

Students will have the opportunity to observe other performing groups and see how others view the importance of stage presence, literature and musicality.

How will the experience motivate students for further learning?

Reiterating State Standards, Performance Expectations and Opportunities available at Springfield in a Professional Setting will provide students with the validation of their current education and the relevancy of the professionals at Springfield High. When known concepts and professionalism are exhibited by professionals outside of SHS, especially when it reiterates our work here, students choose to own and validate their existing experience, which motivates them to take further advantage and to invest more fully in the education and opportunities SHS has to offer.

Does the trip make best use of available time and money?

Inflation has created a barrier for many families to travel. By choosing to avoid a travel company and building and researching this trip ourselves, we have minimized all costs. In an informational meeting to "feel out" support for this opportunity, we discovered families WANT this opportunity and were impressed with our efforts to provide students with a well-rounded educational experience. They communicated full support in providing students with all costs that could not be fund raised.

What effect does the trip have on other classes or programs?

The trip is scheduled over a holiday weekend, with overnight travel in order to have the smallest impact possible on other classes and programs. Educational impact on students not traveling will not be impacted and educational opportunities at SHS will continue uninterrupted.

What arrangements for transportation and other factors pertaining to supervision of students have been considered to ensure maximum safety?

At least one chaperone per 15 students will be provided to ensure maximum supervision.

Chaperone rooms will be spread out between student's rooms. Chaperones will be on each bus. Tour buses will transport students to and from parks and activities.

Have all monies required to cover the cost of this trip been fundraised?

Each program is waiting to start fundraising in earnest in order to meet the fundraising requirements of this trip based on the outcome of this proposal. Parents and students need to be given a monthly payment/ fundraising goal as soon as possible in order to keep the monthly cost at a minimum and stay on track to attend the trip.

RATIONALE*

*Rationale must be included if students will miss two or more school days.

Regarding the educational opportunity utilizing two or more school days:

Post-Covid travel restrictions have changed the operations of various modes of transportation. Bus companies have changed the parameters of driver hours and travel limitations. In order to transport our students, the schedule of our drivers dictates how we can schedule the trip. New restraints have added hours to the commute, extending the trip duration.

Regarding Bus vs Plane:

Air travel would eliminate the loss of an instructional day and costs are similar; however, with Real ID requirements, the opportunity would not be available to EVERY student. Bus travel GUARANTEES that EVERY student can participate regardless of ability to obtain a Real ID.

Regarding Six Flags Excursion:

Due to required bus driver rest hours to ensure the safety of passengers, we need to allow the mandatory time to recoup for drivers. While the drivers are sleeping, this excursion allows our students to spend the 8 hours at Six Flags (with a meal included) at a lower cost than the hotel could provide.

Regarding Costs:

We have done due diligence to create a trip at the lowest cost possible to our families.

*We have eliminated the need for a travel planner by researching and completing this work ourselves.

*Our current bus itinerary provides the lowest fees of all travel options.

*We have utilized business relationships from our student's amazing behaviors on previous trips to receive a discounted rate in our Santa Ana hotel.

*Our families want our students to receive educational experiences that directly impact students in relevant application

and opportunities outside Springfield, OR They were part of the discussion regarding the cost and how to offer students this amazing opportunity. Post-Covid mentality has created a deep-seated awareness of how important experiences are.

Important to note Our 4J colleagues at Sheldon High School were unable to obtain the prices we obtained and their comparable Performing Arts trip to Disney had a final cost of \$2000 per student. Our breakdown per student is as follows:

Bus/Transportation: \$450

Hotel/Lodging: \$242

Disney: \$307

Six Flags: \$83

Medieval Times \$60

Total per student: 1142

Springfield High School
Fine Arts Department
(Choir, Marching Band, Orchestra, Theater, and Mariachi)
Disneyland Performing Arts
Disneyland Resort, Anaheim, CA
5/26-30/2023

ITINERARY

(These dates and stops of this proposal may change as event gets closer)

Friday - May 26, 2023

6:00AM Leave SHS
4:00PM Arrive Modesto, CA

Saturday - May 27, 2023

4:00AM Leave Modesto
10:00AM Arrive at Six Flags Magic Mountain
7:00PM Leave Six Flags Magic Mountain
9:00PM Check in to Holiday Inn Express - Santa Ana

Sunday - May 28, 2023

8:30AM Arrive at Disneyland
Performances/Clinics between 9:00AM-3:00PM (Disneyland will not tell us times until 2 weeks prior to the trip)
Midnight Depart Disneyland for Hotel

Monday - May 29, 2023

9:00AM Leave for Disneyland
Performances/Clinics between 9:00AM-3:00PM (Disneyland will not tell us times until 2 weeks prior to the trip)
4:00PM Leave for Medieval Times
7:30PM Head back to Disneyland
11:00PM Depart Disneyland for Hotel

Tuesday - May 30, 2023

6:00AM Leave hotel for Springfield High School
11:00PM Arrive at Springfield High School

2023-25 LANE ESD LOCAL SERVICE PLAN

RELEVANT DATA:

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 *2023-25 Local Service Plan – Year One* 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 3, 2023.

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 *Lane ESD 2023-25 Local Service Plan – Year One* includes services for:

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

The *Lane ESD 2023-25 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)).

RECOMMENDATION:

BE IT RESOLVED that the Board of Directors of Lane County School District No. 19 hereby authorizes the approval the *Lane ESD 2023-25 Local Service Plan – Year Two* and requests the Lane ESD to provide the services described during the 2023-24 (year one) fiscal year in accordance with ORS 334.175.

SUBMITTED & RECOMMENDED BY:

Todd Hamilton
Superintendent

This resolution adopted February 13, 2023.

Board Chair or Clerk
School District No. 19



Local Service Plan 2023-25 Year One

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



Local Service Plan

2023-25

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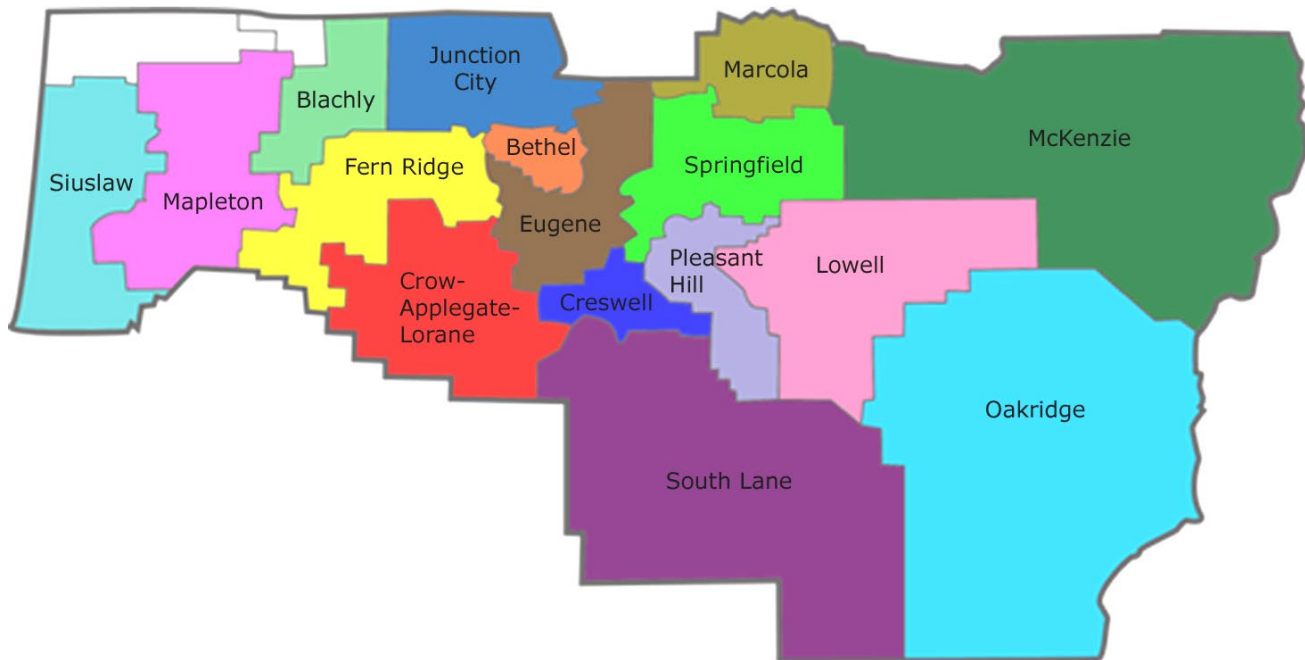
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Local Service Plan

2023-25

Component Districts



Bethel, #52 Superintendent – Kraig Sproles	Mapleton, #32 Superintendent – Sue Wilson
Blachly, #90 Superintendent – Adam Watkins	Marcola, #79J Superintendent – Terry Augustadt
Creswell, #40 Superintendent – Mike Johnson	McKenzie, #68 Superintendent – Lane Tompkins
Crow-Applegate-Lorane, #66 Superintendent – Heidi Brown	Oakridge, #76 Superintendent – Reta Doland
Eugene, #4J Superintendent – Andy Dey	Pleasant Hill, #1 Superintendent – Jim Crist
Fern Ridge, #28J Superintendent – Gary Carpenter	Siuslaw, #97J Superintendent – Andy Grzeskowiak
Junction City, #69 Superintendent – Troy Stoops	South Lane, #45J Superintendent – Yvonne Curtis
Lowell, #71 Superintendent – Johnie Matthews	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.

2023-25 (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, 2022, 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 **2023-25** (Year One) 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 2023-25 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 support may vary from district to district and from year-to-year; 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.



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Changes for 2023-25 (Year One) Local Service Plan include the following:

Core Services and Funding Formula/Allocation Model

1. Legal Services
2. Nursing Services
3. Human Resources Services

2023-25 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 2023-25 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.



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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.



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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 2023-25, 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



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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 2023-25 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.



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Menu of Services

Current Menu

Below is the Menu of Services for 2023-25 . 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.

2023-25 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 Youth Transition Program Services Nursing Services Custom Services
School Improvement Services General Education* Career & Technical Education Connected Lane County Tragedy Response Attendance Advocacy/Tuancy Librarian Services Courier Services Regional Promise Program/Dual College and High School Credit Courses Home School Custom Services
Technology Services Infrastructural Technology Services* Email Services Internal District Services LCTAC- Lane County Technical Advisory Committee Networking Professional Development Learn 360 eRate Support Services Custom Services
Administrative Services/Business Services Human Resources Services Legal 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	<p>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".</p> <p>The Life Skills Consortium includes all sixteen districts, with Bethel, Eugene, Junction City 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.</p> <p>Kindergarten to Grade 12</p> <ul style="list-style-type: none">• 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. <p>Intensive Services Class</p> <ul style="list-style-type: none">• This classroom serves secondary students whose support needs require environmental modifications that may not be feasible on a general education campus. <p>Transition Classes</p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<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

Behavior Disorder Services

Service Description	<p>Lane ESD assists districts in meeting the federal requirement to provide a continuum of services for students with the most challenging behaviors.</p> <p>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.</p> <p>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.</p>
Goals	<ul style="list-style-type: none">• Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.• Implement evidence-based practices in the education of students with behavioral/emotional disabilities to improve student learning.• Assist districts with targeted interventions addressing the needs of students with behavioral/emotional disabilities.• 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	<ul style="list-style-type: none">• The annual budget allocation for this service is based on the districts' annual service orders for the service.



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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	<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 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	<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 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>



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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.

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	<ul style="list-style-type: none">• 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.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for this service.



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Services to Children with Special Needs

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	<ul style="list-style-type: none">• 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.

2023-25 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 - Inclusive Services

Lane Regional **Low Incidence Program** Inclusive Services 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.

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.



Services in School Improvement

Service Description	<p>Instruction</p> <p>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.</p> <p>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. The School Improvement experts have developed a series of Culturally Responsive Teaching modules based on Zaretta Hammond's Ready for Rigor Framework which are available to all districts.</p> <p>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.</p> <p>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.</p> <p>Professional Development</p> <p>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.</p> <p>Consultation/Coaching</p> <p>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.</p> <p>Learning Resources</p> <p>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.</p> <p>Equity</p> <p>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.</p> <p>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.</p>
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Local Service Plan

2023-25

	<p>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.</p> <p>Partnerships</p> <p>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).</p> <p>The ESD regularly submits grants on behalf of a consortium of districts, including community and business partners.</p>
Goals	<p>The goals of the School Improvement service area align with Lane ESD's Strategic Plan, specifically:</p> <ul style="list-style-type: none">• Create and implement innovative initiatives that directly influence student success• Supporting best instructional practices• Modeling and promoting equitable practice for all
Budget	<p>For 2023-25 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.</p>

Services in School Improvement

Career & Technical Education

Service Description	<p>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.</p> <p>LESD Specialists and staff provides technical assistance to instructors, counselors, and administrators on:</p> <ul style="list-style-type: none"> • Innovative curriculum; • Employment preparation; • Alignment with secondary graduation requirements; • Services to reduce duplication given limited resources. <p>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.</p> <p>Career Counseling and Guidance Staff works to enhance community and college partnerships for career exploration, workplace readiness, and technical skill development.</p> 
Goals	<ul style="list-style-type: none"> • 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	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Tragedy Response

Service Description	Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts.
Goals	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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/Truancy and Advocacy Services

Service Description	<p>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.</p> <p>This is a state mandated service to districts with less than 1,000 students.</p> <p>Lane ESD also coordinates the work of Conference Officers on behalf of local districts.</p>
Goals	<ul style="list-style-type: none">• 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/Truancy Services are fee-based.



Local Service Plan

2023-25

Lane ESD Student Success Act Comprehensive Support Plan¹

Service Description	<p>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.</p> <p>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.</p> <p>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.</p>
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1. See appendix

2023-25 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.

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.

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.



Infrastructural Technology

Service Description	<p>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:</p> <ul style="list-style-type: none">• 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. <p>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.</p>
Goals	<ul style="list-style-type: none">• 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	<p>2023-25 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.</p>



2023-25 Grant and Contract Services

LCC Contract

LESD Technology functions as the Internet Service Provision (ISP) and remote campus connectivity for Lane Community College (LCC). LESD 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:

- Network core upgrade purchases (e.g. costly core routing systems, firewall)
- Common wide area network across 16 districts and all LCC sites simplifying instructional access
- Funding for development and "proof of concept" endeavors in direct support to districts



Local Service Plan

2023-25

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

Courier Services

Service Description	<p>Lane ESD's courier services provides an efficient and secure method of moving materials between the ESD, districts and other public agencies.</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.



Administrative Services

Human Resources

Service Description	<p>HR Essential Services - ESD Human Resources can provide contracted daily, seasonal, and emergency essential human resources services at a generalist, specialist, or higher-level coverage to school districts. Services can include HR administrative functions necessary to continue the daily operations or critical operations in an emergency so that work on tasks and service delivery can continue uninterrupted. Service areas also include special research projects and HR audits.</p> <ul style="list-style-type: none"> • HR Help Desk Services – Use the ESD Human Resources Team to manage and help to resolve employee issues efficiently and requests concerning benefits, payroll, licensure, recruitment, onboarding, medical leaves (Family Medical Leave (FMLA), Oregon Family Leave (OFLA), Paid Leave Oregon), ADA reasonable accommodation request, Light Duty Programs, Employee Corrective Action/Progressive Discipline, New Manager Training, plus help with occupational health and safety laws and regulations compliance. • ESD Key Role Search – Upon request, the ESD Human Resources may assist the component school district in selecting a new key role search, including prior to posting understanding a school district's culture, establishing candidates' specific requirements, desired qualities, and qualifications, discussing strategies for filling the vacancy followed by supporting the periods of recruitment, reference checks, interviews, and candidate selection. The ESD Human Resources may also serve as a liaison between a recruitment entity and the Superintendent or Board to help orchestrate the placement service. • ESD Legal Services – Draw on the expertise of an interconnected team of lawyers offering you critical and timely support for your school district's complex and sensitive issues. The comprehensive legal services include: <ul style="list-style-type: none"> o Bond Measures o Business, Corporate, & Related Litigation o Civil Rights, including Title VII & Title IX Investigations o Complex Civil Litigation o Condemnation (Eminent Domain) o Construction Law o Employment & Labor Law o Estate Trusts & Donations o Human Resource Investigations o Land Use o Mediation & Arbitration o Negotiations o Personal Injury o Professional Licensing Actions (Administrative Law) o Professional Negligence o Public Contract o Real Estate Disputes, Transactions & Land Use Law o School & Public Entity Law o Special Education o Student Investigations o Trust Administration o Workplace Torts Defense <p>An additional benefit to ESD Legal Services enrolled districts will have access to Legal Sessions and Presentations such as Ask Me Anything Session - 101 School Law, Special Education Edition Series, and Legislative School Law Updates.</p>
Goals	<p>The purpose of the HR coverage is to help maintain the school district's essential mission and operations.</p>
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Administrative Services

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	<ul style="list-style-type: none">• 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.

2023-25 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.



Local Service Plan

2023-25

		Relevant Strategy				
		S 1	S 2	S 3	S 4	S 5
Outcome	Lane County districts engage in quarterly continuous improvement self-monitoring routines (SIA, CIP, HSS, CTE, EDM, EIS alignment).		X	X		
Outcome	Youth, families, and community members representative of our 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 Creating Communities of Belonging 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 families and 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.					



Local Service Plan

2023-25

Strategy #5	Support recruitment and preparation of diverse teacher candidates through certification and hiring processes.								
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					21-22 BUDGETED COST	22-23 PROJECTED COST		
Strategy 1	Embed Creating Communities of Belonging content across professional learning for all content areas.				\$ 160,000.00	\$ 132,500.00		
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 families and local cultural organizations.				\$ 348,466.00	\$ 401,000.00		
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.				\$ 495,060.00	\$ 536,540.00		
Strategy 4	Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies.				\$ 432,000.00	\$ 547,182.56		
Strategy 5	Support recruitment and preparation of diverse teacher candidates through certification and hiring processes.				\$ 25,000.00	\$ 25,000.00		
#	Activities	Aligned Primary Strategy	2021-22	2022-23	2021-22 Budgeted Cost	Projected 2022-23 Cost	Object Code	Priority Level YEAR 1
16								



Local Service Plan

2023-25

1	Continue 1.0 FTE Data Coordinator to support quantitative and qualitative evaluation of continuous improvement process and activity implementation	S3	x	x	\$ 98,100.00	\$ 100,000.00	personnel	HIGH
2	Support districts with data collection and analysis efforts that shift the focus from longitudinal student outputs towards institutional inputs that promote educational equity, specifically for focal groups. Data is used as a lever for educational equity rather than reporting requirements.	S3	x	x	\$ 10,000.00	\$ 80,000.00	contracts	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
16								
3	Continue .5 Office Manager to support communication and planning of SIA district engagements and networked learning events	S3	x	x	\$ 91,260.00	\$ 60,840.00	personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
16								
4	Hire .25 Attendance Advocate to identify and remove barriers for regular attendance from our smaller districts' most chronically absent students. Engage with Community of Practice of Family and	S4	x	x	\$ 25,000.00	\$ 25,000.00	personnel	HIGH



Local Service Plan

2023-25

	Community Resource Specialists in order to expand best practices.							
5	Hire .6 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. Lead Community of Practice for county Family and Community Resource Specialists. In partnership with Migrant Ed, CLC, LCC, UO, Pacific, coordinate countywide Juntos program implementation. (bridge funding to 1.0 FTE with Migrant Ed and CLC paying .2 each)	S2	x	x	75,000.00	\$ 100,000.00	personnel, contracts	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
16								
6	Networked Learning for District Leaders - Portrait of a Graduate, Community Engagement and Leading for Equity efforts	S3	x	x	140,000.00	\$ 140,000.00	contracts and materials	HIGH
7	Continue funding of 1.0 Student Success Act Administrator to lead continuous improvement processes, SIA plan implementation , and networked learning communities	S3	x	x	155,700.00	\$ 155,700.00	personnel	HIGH



Local Service Plan

2023-25

Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
16								
8	Continue 2.0 Social-Emotional Learning Specialists to support mental health and social-emotional networked learning communities and communities of practice, offering a range of trainings, consultations, and system level SEL & Equity supports.	S4	x	x	\$ 220,000.00	\$ 220,000.00	personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
16								
9	Continue .25 Math Education Specialist to support culturally responsive implementation of shifting Oregon Math standards, including emphasis on math modeling and system detracking. Matching funds for anticipated grant award that will provide consultants for rural district +1 course development included.	S1	x	x	\$ 50,000.00	\$ 50,000.00	personnel and contracts	HIGH



Local Service Plan

2023-25

10	Continue .75 ELA/SS Education Specialist to support and train districts in the writing, integration, and implementation of Foundations for Culturally Responsive Pedagogy content and support implementation of culturally responsive curriculum aligned to Oregon's new Ethnic Studies Standards, Tribal/Shared History (and other legislative requirements).	S1	x	x	\$ 110,000.00	\$ 82,500.00	personnel	HIGH
11	Hosting BH365 and Tribal/Shared History Communities of Practice. Hosting a 1-day Lane County Ethnic Studies Symposium. Includes purchase of PK-2 BH365 texts in Year 1.	S4	x	x	\$ 110,000.00	80000 (30-50 T/SH)	contracts and stipends	HIGH
Person/Team Responsible								
16								
12	Hire a 1.0 Youth Equity Council/Youth Voice Coordinator to oversee countywide youth governance model and connections to cultural organizations.	S2	x	x	\$ 80,000.00	\$ 80,000.00	personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
16								



Local Service Plan

2023-25

13	Implement Train the Trainer and community of practice model for Patterns Science professional learning and curriculum implementation.	S4	x	x	\$ 52,000.00	\$ 52,000.00	Contracts and stipends	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
16								
14	Hire .25 Teacher Pathway Specialist (GYO) to coordinate Grow Your Own efforts, in collaboration with higher education institutions, district partners, the WREN, and Lane AABSS to recruit, retain, hire, and sustain future educators of color	S5	x	x	\$ 25,000.00	\$ 25,000.00	personnel	HIGH
14	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.	S4	x	x	\$ 25,000.00	\$ 125,000.00	Contracts	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
16								



Local Service Plan

2023-25

15	Support ongoing community engagement with youth, families, and community organizations representative of four focal groups - support regional Equity Directors with implementation of SB732 Equity Advisory Committees. Inclusive of CASEL/BELE Network contract.	S2	x	x	\$100,000.00	\$125,000.00	Stipends, contracts, participatory budget	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
16								
16	Mental Health & Safety Team Supports, inclusive of Care for the Carers Network and a Behavioral Safety Assessment Specialist to coordinate Level 1 and 2 supports. **Paid for by state?	S4	?	x	**125000	\$125,182.56	personnel and stipends	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
16								
17	Hire 1.0FTE Bilingual Desktop Support Technician to support Latinx families with accessing virtual curriculum and instruction, while also collecting input about their experiences to inform continuous improvement processes.	S2	x	x	\$93,466.00	\$96,000.00	personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							



Local Service Plan

2023-25

16								
18	Tier 2: Support for Curriculum and Framework development of mental health teaching materials, supported through Community of Practice for Health Educators	S4	x	x	**30000	**30000	Stipends and materials	MID

RESOLUTION#: 22-23.028

DATE: FEBRUARY 13, 2023

COSMETOLOGY MODULAR BUILDING PURCHASE

RELEVANT DATA:

Beginning Fall 2023, Gateways High School will begin offering a certified cosmetology program on the Brattain Campus. This program is directly intended to meet the goals of High School Success and help address dropout prevention and continue to expand the District's Career & Technical Education offerings.

The current (Brattain Campus) facility is limited on space and a new program offering will require adequate space for both classroom instruction and lab (practical) experience therefore, the need to create an additional learning environment is necessary. Looking at the cost of adding additional square footage onto the current building, it is more practical (and affordable) to purchase and install a modular asset. The proposed modular building will be approximately 2,376 square feet and offer the amenities that students would find in the industry. The proposed building includes an area for classroom instruction, as well as an aesthetic room, hair shampoo and styling areas, and pedicure/manicure stations. The goal of the program is provide students with the knowledge and training so when they complete the program, students are ready to enter the workforce.

The Cosmetology program and this facility are supported through funds made available by High School Success (Measure 98).

Brett Yancey and Mindy LeRoux are available to answer any questions.

RECOMMENDATION:

It is recommended that the Board approve the resolution authorizing the purchase of a modular classroom for Springfield Public School's Cosmetology program, located on the Brattain Campus, Gateways High School. This purchase is facilitated through a cooperative purchasing agreement sponsored by Salem-Keizer School District and the total purchase price is \$455,102.

Submitted by:

Brett Yancey
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Recommended by:

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