



**SPRINGFIELD**  
PUBLIC SCHOOLS  
Every Student, Every Day

**BOARD OF EDUCATION**  
**February 8, 2021**  
**Virtual Meeting**

**7:00 pm Board Meeting, Board Room**

*To comply with the Governor's executive orders, the Board will conduct this meeting by video conference only. Members of the public may,*

- *Watch the meeting via Zoom Webinar: <https://us02web.zoom.us/j/84636069428> or*
- *Listen by Zoom Phone: +1-929-205-6099 with Webinar ID 846 3606 9428*

| AGENDA |  | TAB                       |
|--------|--|---------------------------|
| 1.     | <b>Call Meeting to Order</b>   | Board Chair Zach Bessett  |
| 2.     | <b>Changes or Additions to the Agenda</b>  | Chair Bessett             |
| 3.     | <b>Classified Employee Appreciation Week Proclamation</b>  | Superintendent Hamilton   |
| 4.     | <b>Public Comments:</b> Submitted Electronically Only  | Chair Bessett             |
|        | <i>Members of the public may submit written comments by email <a href="mailto:public.comment@springfield.k12.or.us">public.comment@springfield.k12.or.us</a>. Clearly label the subject line as: "Public Comment: Board Meeting – February 8, 2021." The deadline for receiving public comment for the Board to review prior to the Board Meeting is noon on Monday, February 8, 2021. The Board is committed to the public comment process and will consider all public comments seriously.</i> |                           |
| 5.     | <b>Action Items</b>  |                           |
|        | <b>A. Approve Consent Agenda</b>   |                           |
|        | 1. January 11, 2021 Board Meeting Minutes  | 1                         |
|        | 2. Financial Statement   | Brett Yancey 2            |
|        | 3. Personnel Report, Resolution # 20-21.023  | Dustin Reese 3            |
|        | <b>B. Approve 2021-2023 Lane ESD Local Service Plan Year One, Resolution # 20-21.024</b>   | Superintendent Hamilton 4 |
|        | <b>C. Approve Resolution for Bus Purchase, Resolution #20-21.025</b>   | Brett Yancey 5            |
| 6.     | <b>Discussion</b>  |                           |
|        | 1. 2021-2022 Inter-District Student Transfers,   | David Collins 6           |
| 7.     | <b>Information/Reports</b>   |                           |
|        | A. Superintendent Communication  | Superintendent Hamilton   |
|        | B. Board Communication   | Chair Bessett             |
| 8.     | <b>Other Business</b>  | Chair Bessett             |
| 9.     | <b>Next Meetings:</b> February 22, 2021, Time TBD Work Session<br>March 8, 2021, 7:00 pm Business Meeting  | Chair Bessett             |
| 10.    | <b>The Board will move into Executive Session (non-public) pursuant to ORS 192.660(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.</b>  |                           |
| 11.    | <b>Adjournment</b>   | Chair Bessett             |

Springfield Public Schools is an equal opportunity educator and employer.

Persons having questions about or requests for special needs and accommodation 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.



**SPRINGFIELD**  
**PUBLIC SCHOOLS**  
Every Student, Every Day

**Classified Employee Appreciation Week Proclamation**  
**March 1 – 5, 2021**

**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 1 thru 5, 2021, 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 8<sup>th</sup> day of February 2021.

Zach Bessett, Chair

Naomi Raven, Vice Chair

Lisa Barrager

Emilio Hernandez

Todd Mann

## **BUSINESS MEETING MINUTES**

A Business Meeting of the Springfield School District No. 19 Board of Education was held on January 11, 2021. In order to comply with the Governor's executive orders, the Board conducted this meeting by video conference only. The public was invited to watch or listen to the board meeting via Zoom Webinar or Zoom Phone. Information for participating was shared with the public on the district website and news media outlets.

### **1. CALL MEETING TO ORDER**

Board Chair Zach Bessett called the Springfield Board of Education virtual meeting to order at 7:02 p.m.

#### **Attendance**

Board Members attending the Zoom webinar included Board Chair Zach Bessett, Board Vice Chair Naomi Raven, Lisa Barrager and Todd Mann. Dr. Hernandez was excused for a family emergency.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Reese, Judy Bowden, Tony Scurto, Vanessa Truett, Laurel King, Meredith Branch, Brian Megert, Carla Smith, Teresa Page, Lisa Reynoso, Lacey Macdonald, Marilyn Williams, Sherry Moore, Sierra Cochrane, Caitlin Wild, Staci Holt, Sarah Hugo, Mike Harshbarger, Adam Fine, Joan Bolls, Charles Jett, Jeff Michna, Carrie Stockton, Jan Tovey, Whitney McKinley, Leslie Watson, Kellie, Amy Unfred, Colleen Hunter, Jonathan Gault, Mindy LeRoux, Rick, Jen McCulley and Jordyn Brown of the Register-Guard. There were also community members who attended using Zoom Phone, so their names were not available.

### **2. APPROVAL OF AGENDA**

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

**MOTION:** Mr. Mann moved, Ms. Barrager seconded the motion to approve the agenda as presented.

Chair Bessett called for a roll call vote. Mr. Bessett asked each board member to indicate if they supported the motion to approve the agenda as presented: Ms. Raven – aye, Ms. Barrager – aye, Mr. Mann – aye, and Mr. Bessett – aye.

Motion passed, 4:0

### **3. SCHOOL BOARD APPRECIATION MONTH PROCLAMATION**

Superintendent Hamilton shared a short video that was put together to thank the Springfield Public School Board for all their hard work. He thanked the communication team for creating the video together.

### **4. PUBLIC COMMENT**

Chair Bessett explained that members of the public were asked to electronically share their ideas and opinions with the Board by noon on the day of this Board meeting. As of the noon deadline, public comment was received from: Cory Tuntland, Kelly Stewart and Colleen Hunter.

## Thurston HS Softball Complex

Mon 1/11/2021 10:41 AM

to:public comment <public.comment@springfield.k12.or.us>;

📎 1 attachment

Letter to school board.pdf;

**This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.**

Board,

Please see attached letter requesting your support for the THS Softball Facility.

Springfield School Board,

I am writing you for public comment regarding the vote you are going to have regarding the funding for the new softball facility. I urge that you approve this project to go forward. It has taken a lot of work and patience from a significant amount of people to get to this point.

I would like to applaud CFO Brett Yancey in his support and continued effort to make this project a reality. He has worked to see this project continue to move forward when so many other issues were competing for his time. His diligence is appreciated, especially by those parents and athletes that have been in this journey from its inception.

My daughter is a senior this year and may or may not see the benefits of this project, but she, like all of her teammates, have endured through the inequities and stood up to address this issue for the future athletes in the program. Athletics is a crucial part of development in their young lives.

Athletics plays an important role in the forming of young minds by way of improved fitness, better academics, learning the 3 P's (patience, persistence, and practice), teamwork and cooperation, leadership skills, time management, and maybe most important these days, social skills/relationships beyond a computer screen. I mention these things only to emphasize the importance of this project. The program that Coach Holte has developed, is building into a very strong one that focuses on building these character traits in the young ladies, and in turn a winning program. There have been many challenges in trying to build a successful program though when you are constantly scrambling for adequate practice space.

The softball and baseball programs have been trying to share a facility that is barely adequate in size and storage for one program, let alone two. Both programs have been successful and seen numbers grow. With that, sharing and compromises have been made by both teams. I would argue that it was to the detriment of both teams, since neither team was able to get adequate practice time, especially in season. This project may seem like a sizable investment, but it is an investment in the future success of generations of student athletes to come.

In conclusion, I am encouraging you to support this project for the success of all student athletes in sports at Thurston High School. It is an investment in the future of the community and the future generations of student athletes.

Respectfully,  
Cory Tuntland  
Thurston High School Softball Boosters

## Board meeting 01/11/2021

Mon 1/11/2021 10:59 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Questions about upgrades to softball facility at Thurston High School. We are very excited and thankful to see this happening. I was wondering what is going to be done for the safety of the girls and coaching staff? Will there be lights on the outside of the building since it is in the back of the school and is unfortunately used as a hangout or is vandalized? Will there be a safe place for players and coaches to park? There has been incidents where the resource officer had to be called to remove a man for causing issues. As a parent I would like to know the district is doing everything in their power to keep these kids safe. Also, will there be locks on all buildings to again protect against vandalism? The water fountain has been damaged, Bucks locks broken, and dugout gates destroyed. Again I am very grateful for the building that the girls will have for many years and just so happy that it's another piece of the puzzle to building an amazing program.

Thank you  
Kelly Stewart

Sent from my iPhone

## Public comment for 1/12/2021 business meeting

COLLEEN HUNTER

Mon 1/11/2021 11:29 AM

To: public comment <public.comment@springfield.k12.or.us>;

This message is from a non-SPS email address. Please use caution and only click links and attachments if you are sure they are safe.

Members of the Board and Superintendent Hamilton,

As a retired Springfield teacher, resident of Springfield and advocate for students and families, I would like to join previous community members in requesting public comments be allowed via Zoom in real time. It is extremely important that members of the Springfield community have the ability to not only voice their questions and concerns but also to see and hear others as was done when the meetings were held in person. This change to the virtual meetings would give families and all community members the opportunity to more actively participate in the democratic process and operations of the Springfield School District and its Board.

Transparency and the ability of others to voice concerns and questions and witness those of others is especially important at the present time as we are all trying to navigate the pandemic and its effect on the students, staff and families of all communities.

I gratefully acknowledge and value the time and effort expended in your work on behalf of the students, staff and families of Springfield Public Schools.

Respectfully,

Colleen Hunter  
Member of CAPE  
(Community Alliance for Public Education)

## **5. ACTION ITEMS**

### **A. Approve Consent Agenda**

- 1. December 14, 2020 Board Work Session Minutes**
- 2. December 14, 2020 Board Meeting Minutes**
- 3. Financial Statement**
- 4. Personnel Action, Resolution #20-21.021**

**MOTION:** Ms. Barrager moved, Vice Chair Raven seconded the motion to approve the Consent Agenda.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the Consent Agenda: Ms. Raven – aye, Ms. Barrager – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 4:0.

### **B. Approve Thurston High School Softball Facility General Contractor, Resolution #20-21.022**

This Invitation to Bid (ITB) was advertised in the Daily Journal of Commerce and on the Oregon Procurement Information Network (ORPIN). Thirteen (13) potential general contractors attended the mandatory pre-bid Zoom conference on December 17, 2020. Five (5) responses were received to the ITB.

Generally, the project consists of the general construction of a new Softball Practice Facility for Thurston High School. The project includes all site / utility work for a 4,872 s.f. light wood framed building with a standing seam metal roof. The building interior includes a large practice area, team locker room, coach's office, concession area and supporting restrooms. The owner will furnish all cabinets and restroom partitions for the contractor to install. The district will provide and install the artificial turf inside the building. Work on this project will begin immediately and is to be under a single standard general construction contract.

The original solicitation documents and specifications were developed by Rodd Hansen Architect, in cooperation with District staff. Board member Naomi Raven reviewed the procurement files. Funding for this project will be provided through identified District resources.

Brett Yancey recommended that the Board of Directors approve the award of the Thurston High School Softball Facility Construction Project to Bridgeway Construction of Lowell, Oregon for the Base Bid amount of \$764,720.

**MOTION:** Vice Chair Raven moved, Ms. Barrager seconded the motion to approve the award of the Thurston High School Softball Facility Construction Project to Bridgeway Construction of Lowell, Oregon for the Base Bid amount of \$764,720.

Chair Bessett asked if there was any discussion. There was none.

Chair Bessett called for a roll call vote. Chair Bessett asked each board member to indicate if they supported the motion to approve the award of the Thurston High School Softball Facility Construction Project to Bridgeway Construction of Lowell, Oregon for the Base Bid amount of \$764,720: Ms. Raven – aye, Ms. Barrager – aye, Mr. Mann – aye and Mr. Bessett – aye.

Motion passed, 4:0.

## **6. Discussion**

### **A. 2021-2023 Lane ESD Local Service Plan**

January 11, 2021

2 of 4

Superintendent Tony Scurto from Lane ESD joined Superintendent Hamilton for a discussion about the details for the 2021-2023 Lane ESD Local Service Plan. The Local Service Plan services are intended to:

- Improve student learning
- Enhance the quality of instruction provided to students
- Assure equitable access to resources
- Maximize operational and fiscal efficiencies

The Lane ESD 2021-23 Local Service Plan – Year One would include services for:

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

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

The Board asked:

- What the discussion was like for COVID-19 support around special education and if it would be brought up at the legislature.
  - Mr. Scurto replied that there were some areas in the County doing in-person for special education.
    - They were learning through those situations.
    - It was hard to connect with those students.
    - Lane ESD was committed to keeping those students as engaged as possible.

## **7. Reports and Information**

### **A. Superintendent Communication**

Superintendent Hamilton shared:

- Information on the Governor's letter:
  - Highlighted the work that had been done.
  - Acknowledged the challenges that students and teachers were facing.
  - Talked about how the Governor wanted kids back in classrooms.
    - Partner with OHA to provide on-site COVID-19 testing at schools.
  - Redefine the metrics and have them be advisory instead of mandatory.
    - Recommendations given on January 1, 2021.
    - Update to metrics for returning to in-person instruction on January 19, 2021
  - HB 4402 which gave schools liability coverage against COVID-19 related incidents.
    - Had to be in line with State guidelines when classes resumed in person instruction.
  - Educators and school staff would be vaccinated in the next group.

### **B. Board Communication**

Lisa Barrager shared that she was excited for District events to start back up once students returned to in person instruction.

Vice Chair Naomi Raven agreed with Ms. Barrager. She let the community know that they were engaged and realized the burden that many students were under. Vice Chair Raven was looking forward to the book study they would do.

Todd Mann shared that the public comment submissions had gone back to normal. At the beginning of the pandemic the community had a lot to share that was very emotional. He was glad that so many people

cared and kept the Board updated on how they felt. Mr. Mann shared that the Library Foundation would have their Books and Brew event on January 26 through 29. It would all be virtual.

Board Chair Zach Bessett agreed with what Mr. Mann said about public comment. He hoped that at this time the community understood they were trying to do what was best for the students. Chair Bessett thanked his fellow Board members for all their work over a tough year.

Ms. Barrager missed hearing from school student representatives and hoped they could find a way to include them in the virtual meetings.

#### **8. OTHER BUSINESS**

Chair Bessett said that there was no other business.

#### **9. NEXT MEETING**

The next Board meeting will be held on Monday, January 25, 2021 beginning at 5:00pm. The location and format will be determined at a later time.

#### **10. The Board moved into Executive Session (non-public) pursuant to ORS 192.660(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.**

The Board moved into Executive Session at 7:58 p.m.

#### **8. ADJOURNMENT**

The Board Members returned from Executive Session at 8:35 p.m.

With no other business, Chair Bessett adjourned the meeting at 8:36 p.m.

*(Minutes recorded by Lydia Dysart)*

**SPRINGFIELD PUBLIC SCHOOLS  
2020-2021 Revenue/Expenditure Forecast  
As of January 31, 2020  
\*\*Please see attached report\*\***

**REVENUES:**

- Both current year and prior year tax collections are projected for 100% collection. To date there has been approximately 95% during the month of November, December and January. Tax payments will continue to be collected through the remainder of the year. 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. Originally, the District was projected to receive approximately \$84.1 million for the current year based on 2020-21 projected enrollment, however this projection is reduced due to an unanticipated loss of enrollment in the current pandemic environment. As a key point, the District is funded on the higher of two consecutive years weighted enrollment (2019-20 or 2020-21). This year, we anticipate being funded on the 2019-20 year, as we have realized a reduction in enrollment for the 2020-21 school year. The anticipated revenue for this current year is projected at \$81.9 million, which is a reduction of approximately \$2.2 million from the adopted budget. As we continue to navigate the current COVID environment, we will continue working to further refine these estimates and coordinate through Oregon Department of Education.
- 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 \$1.55 million in flow through revenue from the Lane Education Service District. To date the District has received \$406,679 of the anticipated revenue.
- The District is anticipating receiving approximately \$1.02 million in Common School Funds. To date the District has received approximately \$595,000 of the anticipated revenue.

**EXPENDITURES:**

- 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 (conservative) current projection of reduced expenditures (4.9%) is based on the anticipated reduction in need for employee substitutes, assumed reductions in supplemental pay and other areas that may not be utilized in a Comprehensive Distance Learning environment. As the school year continues, staff will closely monitor the potential for these projections to be refined.

- Benefit amounts are based upon projected staffing expenditures and are directly tied to the salary assumptions.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended slightly less than past trends. This assumption may continue to be revised if comprehensive distance learning continues throughout a majority of the year.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2020-2021 adopted budget.
- Fund transfers allocated during the 2020-21 budget process include \$1.5 million (Co-Curricular Fund), \$1.0 million (Instructional Materials Fund), \$700,000 (Technology Fund), and \$546,578 (Debt Service Fund).

Additional Notes: For the 2020-2021 budget year the current estimate of ending fund balance is \$11,908,588. Included in this number is the audited ending fund balance from the 2019-2020 fiscal year (\$13,705,101). As with previous years, this is an early estimate and accounts for the reductions/adjustment 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**  
**2020-2021 REVENUE/EXPENDITURE FORECAST**  
as of  
**1/31/21**

|                              | BUDGET      | ACTUAL<br>through<br>01/31/21 | ESTIMATED<br>from<br>01/31/21<br>to year end | PROJECTED<br>2018-2019 | PROJECTED<br>as % of<br>BUDGET |
|------------------------------|-------------|-------------------------------|--|------------------------|--------------------------------|
| <b>REVENUES:</b>             |             |                               |  |                        |                                |
| Property taxes - current     | 27,529,344  | 26,054,504                    | 1,474,840                                    | 27,529,344             | 100.00%                        |
| Property taxes - prior years | 350,000     | 233,727                       | 116,273                                      | 350,000                | 100.00%                        |
| Other local sources          | 730,100     | 192,989                       | 250,000                                      | 442,989                | 60.68%                         |
| Lane ESD Apportionment       | 1,550,000   | 406,679                       | 1,143,321                                    | 1,550,000              | 100.00%                        |
| County School Fund           | 190,000     | 0                             | 190,000                                      | 190,000                | 100.00%                        |
| State School Fund            | 84,182,892  | 55,269,169                    | 26,665,637                                   | 81,934,806             | 97.33%                         |
| Federal Forest Fees          | 400,000     | 0                             | 400,000                                      | 400,000                | 100.00%                        |
| Common School Fund           | 1,022,219   | 559,001                       | 463,218                                      | 1,022,219              | 100.00%                        |
| Total revenues               | 115,954,555 | 82,716,069                    | 30,703,290                                   | 113,419,358            | 97.81%                         |
| Beginning fund balance       | 12,450,000  | 13,705,101                    | 0  | 13,705,101             | 110.08%                        |
| Total Beginning fund balance | 12,450,000  | 13,705,101                    | 0  | 13,705,101             | 110.08%                        |
| Total resources              | 128,404,555 | 96,421,170                    | 30,703,290                                   | 127,124,459            | 99.00%                         |
| <b>EXPENDITURES:</b>         |             |                               |  |                        |                                |
| Personal services            | 62,041,467  | 26,866,435                    | 32,235,865                                   | 59,102,300             | 95.26%                         |
| Employee benefits            | 40,540,902  | 17,606,811                    | 20,557,903                                   | 38,164,714             | 94.14%                         |
| Purchased services           | 10,066,475  | 3,209,985                     | 5,275,224                                    | 8,485,209              | 84.29%                         |
| Supplies & materials         | 3,335,000   | 1,812,555                     | 1,370,369                                    | 3,182,924              | 95.44%                         |
| Capital outlay               | 1,685,870   | 1,021,648                     | 550,000                                      | 1,571,648              | 93.22%                         |
| Other objects                | 1,165,047   | 927,792                       | 34,706                                       | 962,498                | 82.61%                         |
| Fund transfers               | 3,746,578   | 3,746,578                     | 0  | 3,746,578              | 100.00%                        |
| Total expenditures           | 122,581,339 | 55,191,804                    | 60,024,067                                   | 115,215,871            | 93.99%                         |
| Unappropriated               | 4,823,216   | 0                             | 0  | 0                      | -                              |
| Contingency                  | 1,000,000   | 0                             | 0  | 0                      | 0.00%                          |
| Total appropriations         | 128,404,555 | 55,191,804                    | 60,024,067                                   | 115,215,871            | 89.73%                         |
| Total resources              |             | 96,421,170                    | 30,703,290                                   | 127,124,459            |                                |
| Total appropriations         |             | 55,191,804                    | 60,024,067                                   | 115,215,871            |                                |
| Ending fund balance          |             | 41,229,366                    | (29,320,778)                                 | 11,908,588             |                                |
| Less: contingency            |             |                               | 0  | 0                      |                                |
| Net fund balance             |             | 41,229,366                    | (29,320,778)                                 | 11,908,588             |                                |

**RESOLUTION #20-21.023**

**DATE: FEBRUARY 8, 2021**

**PERSONNEL ACTION**

**RELEVANT DATA:**

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires, resignations and retirements. 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

**SUBMITTED BY:**

Dustin Reese  
Director of Human Resources

**APPROVED BY:**

Todd Hamilton  
Superintendent

| NO | EMPLOYEE ID         | CURRENT STATUS    | FTE | EFFECTIVE DATE | NOTES              |
|----|---------------------|-------------------|-----|----------------|--------------------|
|    | <b>NEW HIRES</b>    |                   |     |                |                    |
| 1  | BROWN, HAILEY       | TEMPORARY TEACHER | FT  | 02/15/2021     | TEMPORARY NEW HIRE |
| 2  | DWORAKOWSKI, T.D.   | TEMPORARY TEACHER | FT  | 02/01/2021     | TEMPORARY NEW HIRE |
| 3  | KRAFT, KATELYN      | TEMPORARY TEACHER | FT  | 02/01/2021     | TEMPORARY NEW HIRE |
| 4  | ZSIGA, LELIA        | TEMPORARY TEACHER | FT  | 02/01/2021     | TEMPORARY NEW HIRE |
|    |                     |                   |     |                |                    |
|    | <b>RESIGNATIONS</b> |                   |     |                |                    |
| 5  | 1576100             | CONTRACT TEACHER  | FT  | 01/27/2021     | RESIGNATION        |
| 6  | 1719998             | PROBATIONARY 1    | FT  | 03/21/2021     | RESIGNATION        |
| 7  | 762946              | CONTRACT TEACHER  | FT  | 02/12/2021     | RESIGNATION        |
| 8  | 1208330             | CONTRACT TEACHER  | PT  | 03/15/2021     | RESIGNATION        |
| 9  | 1160664             | CONTRACT TEACHER  | FT  | 04/01/2021     | RESIGNATION        |
|    |                     |                   |     |                |                    |
|    | <b>RETIREMENTS</b>  |                   |     |                |                    |
| 10 | 394327              | CONTRACT TEACHER  | FT  | 06/30/2021     | RETIRED            |
| 11 | 392367              | CONTRACT TEACHER  | FT  | 06/30/2021     | RETIRED            |
| 12 | 391999              | CONTRACT TEACHER  | FT  | 06/30/2021     | RETIRED            |

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

**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 2021-23 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 5, 2021.

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

The Board of Directors of the Springfield School District No. 19 has completed their annual review of the Lane ESD 2021-23 Local Service Plan - Year One which includes services for:

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

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

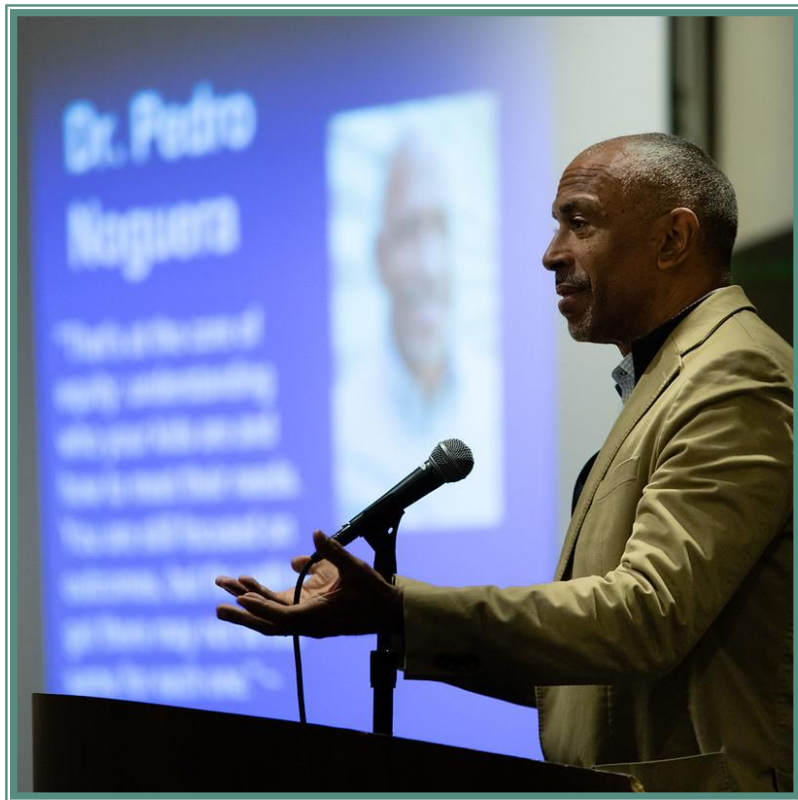
**BE IT RESOLVED** that the Board of Directors of Lane County Springfield School District No. 19 hereby authorizes the approval the Lane ESD 2021-23 Local Service Plan - Year One and requests the Lane ESD to provide the services described during the 2021-22 (year one) fiscal year in accordance with ORS 334.175.

This resolution adopted this 8th day of February, 2021.

\_\_\_\_\_  
Board Chair  
Springfield School District No. 19



# Local Service Plan 2021-23 Year One



**Lane Education Service District**  
1200 Highway 99 North  
Eugene, OR 97402  
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*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*



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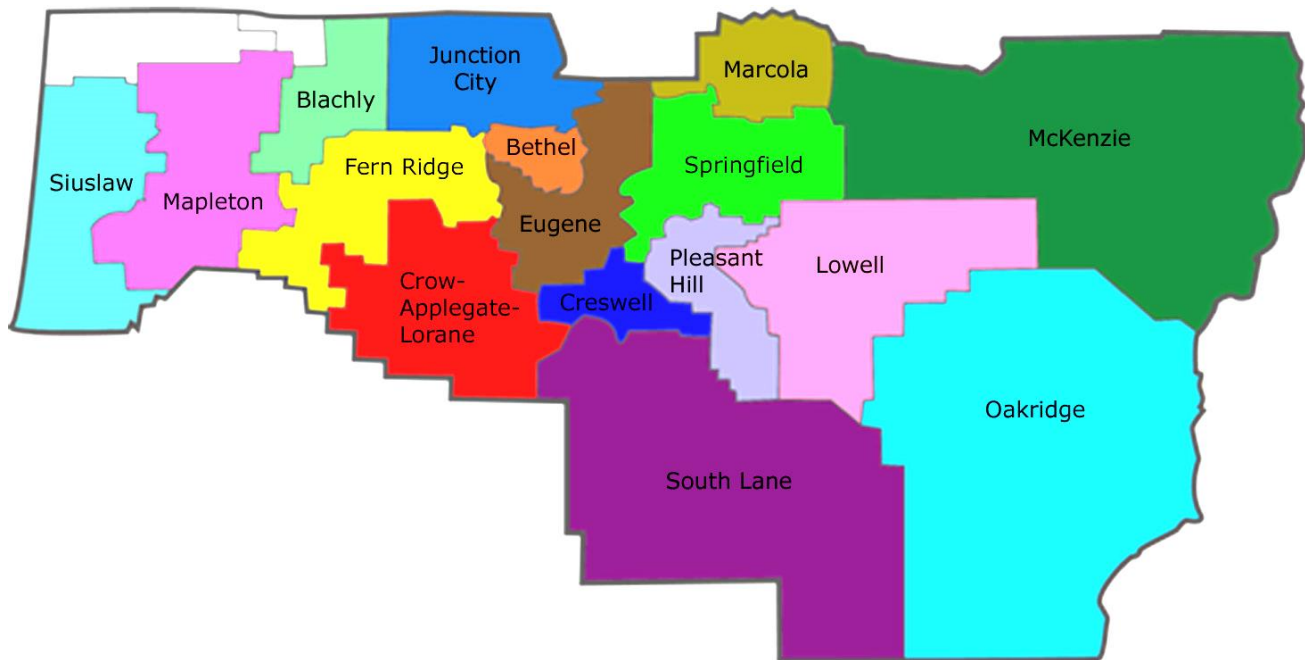
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## Component Districts



### **Bethel, #52**

Superintendent – Chris Parra

### **Blachly, #90**

Superintendent – Adam Watkins

### **Creswell, #40**

Superintendent – Mike Johnson

### **Crow-Applegate-Lorane, # 66**

Superintendent – Malcom McCrae

### **Eugene, #4J**

Superintendent – Cydney Vandercar

### **Fern Ridge, #28J**

Superintendent – Gary Carpenter

### **Junction City, #69**

Superintendent – Kathleen Rodden-Nord

### **Lowell, #71**

Superintendent – Johnie Matthews

### **Mapleton, #32**

Superintendent – Jodi O'Mara

### **Marcola, #79J**

Superintendent – Terry Augustadt

### **McKenzie, #68**

Superintendent – Lane Tompkins

### **Oakridge, #76**

Superintendent – Reta Doland

### **Pleasant Hill, #1**

Superintendent – Scott Linenberger

### **Siuslaw, #97J**

Superintendent – Andy Grzeskowiak

### **South Lane, #45J**

Superintendent – Yvonne Curtis

### **Springfield, #19**

Superintendent – Todd Hamilton



---

## *Core Services and Funding Formula/Allocation Model*

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

### **2021-23 (Year one) Local Service Plan**

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

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

### **Withdrawal of Transit Funds**

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

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

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

#### **Core Services**

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

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

#### **Menu Services**

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

#### **Custom Services**

These are services that are developed for an individual district or group of districts based on a specific need. These services may include the assignment of a specific amount of FTE or the



provision of a service (e.g. payroll/business services, professional development, technology technician/engineer). Districts order the amount of service desired to meet their needs. Districts are assessed the full cost of the service and may use Flex Funds or district funds to pay for these services.

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

### **Core Services and Funding Formula/Allocation Model**

1. Addition of a Security Systems Administrator in Technology Services to help districts with prevention of and response to cyber threats and systems security.
1. Librarian services added to menu.

### **2021-23 Local Service Plan**

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

### **Withdrawal from Lane ESD**

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

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

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

### **Potential Changes in Funding**

The 2021-23 Local Service Plan continues to provide districts with the flexibility to access Core Services and annually select the amount of services needed to meet individual districts needs



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

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

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

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

### **Process for Selecting Lane ESD Menu Services & Service Levels**

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

### **Core Service - Decision Making**

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

### **District Feedback**

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

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

### **Changing Services Included in Core Services**

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

### **Timelines**

Proposals that require significant change, such as the establishment of new programs, expansion of specialized services, or increase in fiscal resources allocated to Core Services, should be presented as early as possible, and no later than the Superintendents' Council



meeting in October. This timeline allows the Superintendents' Council time to determine if the proposal should move forward to formal feasibility assessment by the ESD. The Superintendents' Council may establish a subcommittee to review feasibility information and make final recommendations regarding proposals. Subcommittee recommendations and feasibility assessment will be presented to the full Superintendents' Council.

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

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

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

### **Innovation/Projects**

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

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

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

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

### **Student Behavior Assistance Fund**

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



### **High Cost Pool**

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

### **Connected Lane County**

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

### **Promise Programs**

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

## **Menu Services – Decision Making**

### **Adding Services to the Menu**

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

### **Timelines**

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

Proposals that come forward later in the planning process and that do not require complex program development and are supported by the Superintendents' Council will be placed on the menu if there is feasible interest to cover the costs of the service. The following services are under consideration as 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 need. This information is used to estimate costs of providing the service. If the district and ESD agree that it is feasible and cost effective to establish the service, it will be implemented either as a pilot or on-going service.

If implemented as a pilot, the ESD and district will establish criteria for assessing the results of the pilot. All Lane County superintendents will be informed regarding new custom services offerings and options for participating, as well as information gleaned from the pilot(s). Previous custom/pilot services included: Network Engineer service, Technology Technician. Twelve custom/pilot services proposals for 2021-23 are being explored to determine feasibility and will be reviewed by the Superintendents' Council.

### **Service Flexibility**

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

### **Service Implications**

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

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

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

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



## Menu of Services

### Current Menu

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

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

| 2021-23 Menu of Services  |
|---|
| Services to Students with Special Needs   |
| Life Skills ESD and Consortium Placements<br>Lane School (Special School) Behavior Disorder Placements<br>Behavior/Autism Spectrum Disorder Consortium Placements<br>Behavior Disorders – Teacher or Consultant<br>MLK Jr. Education Center<br>School Psychologist Services<br>Speech & Language Pathologist<br>Augmentative Communication<br>Sign Language Interpretation Services<br>Direction Service<br>Custom Services |
| School Improvement Services   |
| General Education*<br>Career & Technical Education<br>Connected Lane County<br>Tragedy Response<br>Custom Services  |
| Technology Services   |
| Infrastructural Technology Services*<br>Learn 360<br>Custom Services  |
| Administrative Services   |
| Attendance Truancy<br>Business Services<br>Courier Services<br>Librarian Services<br>Substitute Teacher List Subscription<br>Custom Services  |



### **Funding Sources**

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

#### **State School Fund (SSF) Revenue**

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

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

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

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

#### **Menu of Services Funding**

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

#### **Other Services**

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

#### **Grants**

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



### **Programs Included in 10% Administrative Revenue**

#### **Home Schooling**

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

Lane ESD is responsible for:

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

#### **Grant Development**

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



## Federal & State Mandates for Oregon ESDs

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

### Services to Children with Special Needs

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

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

### School Improvement Services

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

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

### Technology Services

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

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

### Administrative Support Services

Administrative and Support Services for component school districts, including but not limited to:

- Services designed to consolidate component school district business functions.
- Liaison services between ODE and component districts
- Registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035

### Other Services

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

- Compulsory Attendance required under ORS 339.005 to 339.090.

### Performance Measures

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

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

## Services to Children with Special Needs

### Life Skills Consortium Services

#### Service Description

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

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



#### Kindergarten to Grade 12

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

#### Intensive Services Class

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

#### Transition Classes

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

#### Goals

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

#### Budget

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

## Services to Children with Special Needs

### Behavior Disorder Services

#### Service Description

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

#### Lane School

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

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

#### Goals

- Assist component districts in meeting the requirements of IDEA and 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

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



## *Services to Children with Special Needs*

### **Behavior Disorder –Consultants**

|                     |   |
|---------------------|---|
| Service Description | Behavior Disorder Consultants provide in-service training/consultation to districts for behavior/classroom management, and strategies for working with students identified as having emotional/behavioral disabilities.   |
| Goals               | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Enable component school districts and the students they serve to have equitable access to resources in special education.</li><li>• Maximize operational and fiscal efficiencies for component school districts in the area of special education and services to at-risk youth.</li></ul> |
| 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"><li>• 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.</li><li>• Enable component school districts and the students they serve to have equitable access to resources targeting at risk youth.</li><li>• Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.</li></ul>                    |
| 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"><li>• Psycho-educational assessments provided to assist districts in determining student eligibility for special education.</li><li>• Development and monitoring of student behavior support plans.</li><li>• Consultation with school staff and parents on behavioral and educational concerns.</li><li>• Service coordination assistance to district staff, parents and other professionals to ensure student success.</li></ul>   |
| Goals               | <ul style="list-style-type: none"><li>• Assist component school districts in meeting the requirements of state and federal laws for IDEA.</li><li>• 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.</li><li>• Improve student learning in special education for at-risk youth by providing consultation to district personnel.</li><li>• Provide professional development to component district employees in the area of special education and at-risk youth.</li><li>• Enable component school districts and the students they serve to have equitable access to resources in special education.</li><li>• Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.</li></ul> |
| Budget              | <p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>  |



## *Services to Children with Special Needs*

### **Speech Services**

|                     |   |
|---------------------|---|
| Service Description | Speech Services are offered to support districts in assessing and providing Individualized Education Plan (IEP) related services to identified students.  |
| Goals               | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Enable component school districts and the students they serve to have equitable access to resources in special education.</li><li>• Maximize operational and fiscal efficiencies for component school districts in the area of special education.</li></ul> |
| 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"><li>• 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.</li><li>• 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.</li><li>• Enable component school districts and the students they serve to have equitable access to resources in special education.</li><li>• Maximize operational and fiscal efficiencies for component school districts in the area of special education.</li></ul> |
| Budget              | The annual budget allocation for this service is based on the districts' annual service orders for the service.   |



## *Services to Children with Special Needs*

### **Sign Language Interpreting Service**

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

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

### **Direction Service**

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

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

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



## 2021-23 Grant and Contract Services

### ***Early Intervention/Early Childhood Special Education***

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

### ***Lane Regional Program***

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

### ***State Hospital***

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

### ***Juvenile Detention Education Program***

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

### ***Phoenix Treatment Program***

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

### ***System Performance Review & Improvement (SPR&I)***

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

### ***Extended Assessment***

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

### ***IDEA Enhancement***

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

### ***Employment Support Facilitator***

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



## Services in School Improvement

### Service Description

#### **Instruction**

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

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

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

#### **Professional Development**

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

#### **Consultation/Coaching**

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

#### **Learning Resources**

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

#### **Equity**

While Lane ESD is focused on identifying and addressing barriers to equity and access for all students, many equity issues exist in our schools, community, and college/university. Lane ESD and component districts are committed to improving educational outcomes for culturally and linguistically diverse students, students navigating poverty, and student 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 systemically eliminate opportunity gaps, improve and expand access to services and supports, and build upon the assets of each student and family.

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



may include active participation in grants, initiatives, and community-based activities.

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

## Partnerships

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

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

## Goals

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

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

## Budget

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

## Services in School Improvement

### Career & Technical Education

#### Service Description

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

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

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



#### Partnerships with Colleges & Districts

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

#### Career Counseling and Guidance

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

#### Goals

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

#### Budget

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



## Connected Lane County

### Service Description

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

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

### Goals

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

### Budget

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

## Tragedy Response

### Service Description

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

### Goals

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

### Budget

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



**Lane ESD Student Success Act Comprehensive Support Plan<sup>1</sup>**

**Service**

**Description**

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

Lane ESD will engage districts in quarterly continuous improvement self-monitoring routines, helping to align the outcomes, strategies, and activities of the Student Investment Account, Continuous Improvement Plan, High School Success Plan, and Career Technical Education. Additionally, Lane ESD will host programming that empowers youth, families, and community members representative of the four focal groups to inform county and district initiatives; establish and support networked learning communities to support academic success, social emotional well-being, community engagement, district capacity, and overall school and community climate; and partner with districts to provide educators and administrators high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.

1. See appendix



## 2021-23 Grant and Contract Services

### **Carl Perkins Consortium Services**

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

### **Advanced Manufacturing and Construction**

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

### **Apprenticeship Trades Academy**

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

### **Connected Lane County/Regional Achievement Collaborative**

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

### **Lane African American Black Student Success**

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

### **Lane Regional Promise**

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

### **Lane STEM (Hub)**

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



participate in community STEM-related discourse; 3) foster a diversity of confident educators and students applying and innovating with STEM concepts.

### ***Migrant Education – Title IC***

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

### ***Multi-Tiered System of Supports (MTSS) Regional Coaching***

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

### ***English Language Learners – Title III***

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

### ***Curriculum Directors and Rural School Network***

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

### ***Western Regional Educator Network (WREN)***

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

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

### ***Youth Transition Program***

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

## Technology Services

### Infrastructural Technology

#### Service Description

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

- Managed network connectivity, including CIPA compliant filtering, and intrusion protection;
- Coordination and engineering support to district initiatives, including securing new implementations;
- Hosted services, e.g. email, web, and library services;
- Professional development to district technology support staff;
- Network engineering and support in the design of districts' infrastructures, with an emphasis on securing infrastructure;
- Assistance in the writing, coordination, and implementation of grant activities related to technology infrastructures, including assistance with the filing of eRate;
- Internship hiring and placement for college students into an education technology environment;

#### Goals

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

#### Budget

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





| 2021-23 Grant and Contract Services |
|-------------------------------------|
|-------------------------------------|

|                            |
|----------------------------|
| <p><b>LCC Contract</b></p> |
|----------------------------|

|   |
|---|
| <p>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:</p> |
|---|

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



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## 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"><li>• Payroll</li><li>• Accounts Payable</li><li>• Budget Preparation</li><li>• Audit preparation</li><li>• Financial reporting and management for grants</li><li>• Monthly financial reports to Boards</li><li>• Financial reporting to the Oregon Department of Education</li></ul>   |
| Goals               | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Provide professional development opportunities at the bi-monthly meeting of the Lane County Business Officials.</li><li>• Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.</li></ul> |
| Budget              | <p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>  |



## Administrative Services

### Courier Services

|                     |   |
|---------------------|---|
| Service Description | <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"><li>• Weekly delivery services to subscribing districts, supporting both inter- and intra-district mail and instructional materials delivery for component districts</li><li>• Secure and confidential delivery of Student Records, including Special Education records</li><li>• 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</li><li>• Movement of specialized equipment for special education classrooms</li><li>• Customized services to Eugene and Springfield Schools Districts to interface with district courier.</li></ul> |
| Goals               | <ul style="list-style-type: none"><li>• Provide cost-effective, timely, accurate and courteous courier services to all component school districts.</li></ul>  |
| Budget              | <p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>  |

### Librarian Services

|                     |  |
|---------------------|--|
| Service Description | <p>Lane ESD's Librarian supports districts in meeting Division 22 standards regarding library and media services.</p>  |
| Goals               | <ul style="list-style-type: none"><li>• Provide training to classified staff assigned to school libraries</li><li>• Assist with culling library collections and selecting materials</li><li>• Assist districts in meeting Division 22 standards.</li></ul> |
| Budget              | <p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>   |

### Substitute Teacher List Subscription

|                     |   |
|---------------------|---|
| Service Description | <p>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.</p>  |
| Goals               | <ul style="list-style-type: none"><li>• Provision of annual application process to register new teacher substitutes</li><li>• Provision and monitoring of annual training requirements</li><li>• Completion of annual "intent to return" and usual and customary break periods notice</li><li>• Verification of valid teacher licensure</li></ul> |
| Budget              | <p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>  |



## Administrative Services

### Attendance/Truancy Services

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

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

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

- Goals**
- Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding mandatory school attendance.
  - Improve student learning and enhancing 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.

### 2021-23 Grant and Contract Services

#### **Inter-Library Courier**

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

#### **Substitute Teacher List Subscription**

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

#### **ODOT Teens Driving Safely Grant**

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

#### **State Farm Grant**

Supports access to ODOT approved Driver Education courses.



## Appendix

1. Student Investment Account

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



# Local Service Plan

2021-23

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



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

\$ 1,080,200.00

**LEASE PURCHASE OF  
PROPANE SCHOOL BUSES**

**RELEVANT DATA:**

This purchase reflects pricing associated with an existing Eugene 4J permissive cooperative agreement for school buses. Pursuant to ORS Chapter 279A.215, government agencies may utilize an existing permissive cooperative agreement of another public agency if all of the statutory requirements covered under this section have been met. Springfield purchasing staff reviewed the original solicitation document and cooperative agreement to assure alignment with statutory requirements.

As part of the Transportation Fleet Management Plan, we identified the need to establish a regular replacement cycle for district owned school buses. While the length of the replacement cycle was not set in stone, it was recommended that the district establish a replacement cycle somewhere between 12-15 years.

Since the time of the original fleet plan, there continue to be improvements in the school bus industry that have increased the number of propane powered buses. Propane power reduces emissions and the buses are less expensive to purchase and operate than the currently available diesel powered buses. Over the past five years, the District purchased 32 propane powered buses and they have worked well. This year we are proposing adding three (3) additional propane powered, 48 passenger, special education buses equipped with wheel chair lifts to the fleet, along with three (3) propane powered, 77 passenger, regular route buses. School buses of this type should provide Springfield School District with a life cycle of 12+ years or 200,000 miles.

Funding for this purchase will be provided through the District equipment replacement fund. This expenditure is 70% reimbursable from the State at a rate of 7% annually for the first 10 years of ownership.

Again, this year the district will be making arrangements to fund this bus acquisition through a lease purchase at a market driven interest rate associated with a municipal lease, which has already been secured. It is important to note that, similar to the purchase cost of the bus, the interest associated with a bus lease is 70% reimbursable by the state.

Board Member Naomi Raven reviewed the procurement file. Brett Yancey will be available to answer questions.

**RECOMMENDATION:**

It is recommended that the Board of Directors approve the purchase of the following school buses from Western Bus Sales, Inc. of Boring, OR for amounts indicated:

| Qty    | Description   | Unit \$      | Total \$     |
|--------|---|--------------|--------------|
| 3 Each | Type C Propane Blue Bird Vision 77-passenger front engine school buses                                    | \$137,916.00 | \$413,748.00 |
| 3 Each | Type C Propane Blue Bird Vision 48-passenger Special Education Wheel Chair Lift front engine school buses | \$143,462.00 | \$430,386.00 |
|        |   | Grand Total  | \$844,134.00 |

SUBMITTED BY:  
Brett Yancey  
Chief Operations Officer

RECOMMENDED BY:  
Todd Hamilton  
Superintendent

**INTER-DISTRICT STUDENT TRANSFERS**

**RELEVANT DATA:**

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

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

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

Identifying student transfers assists the district in determining staffing for the 2021-22 school year.

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

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

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

**RECOMMENDATION:**

It is recommended the Board approve new transfer requests that do not exceed desired building capacity or projected grade level ratios for the 2021-2022 school year. It is recommended the Board release all students wishing to leave the District.

**SUBMITTED BY:**

David Collins  
Assistant Superintendent