



# SPRINGFIELD

PUBLIC SCHOOLS

Every Student, Every Day

**BOARD OF EDUCATION**  
**February 10, 2020**  
**Administration Center Board Room**  
**640 A Street**  
**Springfield, OR 97477**

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

<b>AGENDA</b>		<b>TAB</b>
<b>1. Call Meeting to Order and Pledge of Allegiance</b>	Board Chair Zach Bessett	
<b>2. Changes or Additions to the Agenda</b>	Chair Bessett	
<b>3. Presentations</b>		
A. Classified Employee Appreciation Week Proclamation	Chair Bessett	1
B. School Presentation: Douglas Gardens Elementary School	Principal Carla Smith	
C. Dual Immersion Committee Presentation	David Collins	
D. Student Communication		
<b>4. Public Comments</b> (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)		
<b>5. Action Items</b>		
A. Approve Consent Agenda		
1. January 13, 2020 Board Meeting Minutes		2
2. January 27, 2020 Board Work Session Minutes		3
3. Financial Statement	Brett Yancey	4
4. Personnel Action, Resolution #19-20.027	Dustin Reese	5
B. Approve Lane ESD Local Service Plan 19-21, Year 2, Resolution #19-20.028	Superintendent Hamilton	6
C. Approve 2020-2021 Academic Calendar, Res. #19-20.029	David Collins	7
D. Approve 2020-2021 Inter-District Student Transfers, Resolution #19-20.030	David Collins	8
E. Approve Lease Purchase Propane School Buses, Res #19-20.031	Brett Yancey	9
<b>6. Discussion</b>		
A. Kindness Campaign	Chair Bessett	10
<b>7. Information/Reports</b>		
A. Student Success Act Update	Supt. Hamilton/David Collins	
B. Superintendent Communication	Superintendent Hamilton	
C. Board Communication	Chair Bessett	
<b>8. Other Business</b>	Chair Bessett	
<b>9. Next Meetings:</b> February 24, 2020, 4:00 pm Board Work Session	Chair Bessett	
March 9, 2020, 7:00 pm Business Meeting		
<b>10. 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.



**Classified Employee Appreciation Week Proclamation**

**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 2 through 6, 2020, 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 10<sup>th</sup> day of February 2020.

Zach Bessett, Chair

Naomi Raven, Vice Chair

Lisa Barrager

Emilio Hernandez

Todd Mann

## SCHOOL BOARD APPRECIATION RECEPTION

Board Chair Zach Bessett invited those in attendance to have cake and punch, mingle with the Board members and share their appreciation for the work they do to support our students, families and staff.

## BUSINESS MEETING MINUTES

A Regular Meeting of the Springfield School District No. 19 Board of Education was held on January 13, 2020.

### 1. CALL MEETING TO ORDER AND PLEDGE OF ALLEGIANCE

Board Chair Bessett called the Springfield Board of Education meeting to order in the Board Room of the District Administration Center at 7:01 pm and led the Pledge of Allegiance.

#### Attendance

Board Members present included Board Chair Zach Bessett, Board Vice Chair Naomi Raven, Dr. Emilio Hernandez, and Todd Mann. Lisa Barrager was excused due to illness.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Jenna McCulley, Judy Bowden, Whitney McKinley, Suzanne Price, Brian Megert, Jeff Michna, Brett Yancey, Dustin Reese, Jeff Fuller, Anne Goff, Charlie Jett, Lesa Halley, Michelle Reiersgaard, Chris Reiersgaard, Jonathan Gault, Jeremy Hugo, Colleen Hunter, Lacey Macdonald, Amber Mitchell, Abby Bessett, Tanya Gibson, Sandi Eisele, Becky Lamb, Brandi Starck, Vanessa Truett, Tony Scurto, Linda O'Shea, José da Silva, Cora Hall, Jaiden Mitchell, Joan Bolls, Joy Marshall, Mindy LeRoux, Shelley Nurre, Chad Towe, Jeff Mather, Missy Cole, Marilyn Williams, Charlie Clark, Scott Chase, Kathy Savelich, Aliya Hall of the *Chronicle* and Jordyn Brown of the *Register Guard*.

### 2. APPROVAL OF THE AGENDA

There were no changes to the agenda.

**MOTION:** Naomi Raven moved, seconded by Todd Mann to approve the agenda as presented.

Motion passed: 4:0

### 3. PRESENTATIONS

#### A. School Board Recognition Month Proclamation

Superintendent Hamilton read the following proclamation in recognition of School Board Appreciation Month:

*School Board Recognition Month Proclamation*

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

**WHEREAS**, school boards establish clear standards for student performance;

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

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

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

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

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

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

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

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

Dated this 13<sup>th</sup> day of January 2020.

#### **B. School Presentation: Ridgeview Elementary School**

Principal Jeremy Hugo shared an overview of the goals for Ridgeview Elementary School this year, which were based in the following board goals:

- Provide personalized learning opportunities for all students
- Support the needs of families so that all students are ready to learn
- Promote growth and success for every student

Staff worked with the instruction department to focus their work on:

- Guaranteed and viable curriculum: ensure that all students have an equal opportunity to learn, have access to an effective or highly effective teacher and access to the same content, knowledge and skills in each section or class
- Multi-tiered systems of support: use a framework to provide a guaranteed and viable curriculum by implementing quality instructions practices and strategies
- Quality instruction: standards of practice that allow all staff to have a clear understanding of instructional and assessment practices and strategies

From this work they developed their vision for the year: *Equitable and Culturally Responsive Practice, Access and Outcomes "Every Student, Every Day"*

Principal Hugo shared a video highlighting students and staff sharing their experiences at Ridgeview. One of the highlights was their ability to work together and give food boxes to 30 families during the holiday season. There have also been several improvements to the building including a running track, new carpeting, exterior paint, a large wood carving of their Skyhawk and a digital reader board.

Mr. Mann asked for additional information about the Catch Program. Principal Hugo shared they had received physical education equipment, grant funds and training curriculum which provided more physical activity for students during their school day. Staff have noticed this has helped with student behavior.

### **C. Student Communication**

Cora Hall, representing Springfield High School, shared a report about the incentive program intended to recognize and reward students who demonstrated the characteristics of the school motto “SHARP”; Self-aware, honest, appreciative, respectful and persist.

Ms. Hall extended an invitation to the board to attend the SHS Advanced Theater’s presentation of “A Night of One Act Plays” on January 17 & 18 at 7:00 p.m. Admission will be a donation of canned food.

January 23-25 at 7:00 p.m. the SHS Acting Ensemble will present a “Mis-Cast” in a café style setting and canned food donations will be accepted as an entrance fee.

The school was pleased to announce they have new coaches for wrestling and girls’ and boys’ basketball.

The end of the semester is approaching and students are preparing for finals at the end of the month.

### **4. PUBLIC COMMENT**

Chair Bessett read the following statement concerning public comment:

*This is the portion of our agenda for public comment. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.*

*Those wishing to make public comments must complete a “request to speak” form and speakers will be called upon in the order in which they are received. Audience members who wish to make public comments must state their name and address for the record.*

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

*The board will not hear personal complaints concerning school personnel or against any person connected with the school system. Any complaints regarding a particular employee must be processed through the procedure set forth in policy, which requires that complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues.*

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

Ms. Colleen Hunter, who resides at 4921 Glacier Drive, Springfield, congratulated the board and thanked them for their service. She shared about her experience attending the Oregon State Board of Education meeting in November. She enjoyed listening to Mr. Scott Nine who spoke about the Student Success Act and his desire to see collaboration between school districts. Ms. Hunter asked that Bethel, 4J and Springfield school districts consider collaborating in this way.

### **5. ACTION ITEMS**

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

- 1. December 9, 2019 Board Work Session Minutes**
- 2. December 9, 2019 Board Meeting Minutes**
- 3. Financial Statement**
- 4. Personnel Action, Resolution #19-20.025**

#### **New Hires**

Karen Belshaw  
Quincy Hayden  
Julie Kemper

Jamie Smith

**Resignations**

Jose Araya-Yampey

Amy Page

Phoebe Slocum

**Retirement**

Diane Ray

**Change of Contract Status**

Diane Ray

**5. Division 22 Compliance Report**

Each district in Oregon is required to adhere to the requirements for public education outlined in OAR Chapter 581, Division 22. In response to requests from districts to Oregon Department of Education to lessen the reporting burden, the 2018-19 Assurance submission includes responses to questions about Oregon Administrative Rules

The attached document indicates areas of compliance with OARs for Springfield Public Schools.

District is out of compliance in only three areas. The areas and compliance plan are:

- 581-022-2045 Prevention Education Programs in Drugs and Alcohol.

As part of the Health/PE committee work, we revised standards and planning for 2019-20 compliance.

- 581-022-2055 Human Sexuality Education.

Through our Health/PE committee adoption work we are in compliance at the elementary level with compliance at the secondary level in the 2019-20 school year.

- 581-022-2355 Instructional Materials Adoption.

Due to the recession and lost revenue streams the District became out of compliance. The District is developing a plan to become fully compliant. We have a fiscal investment and adoption plan that will bring the District in compliance.

David Collins recommended the Board of Directors accept the assurance standards as presented.

**Motion:** Dr. Emilio Hernandez moved, and Vice Chair Naomi Raven seconded the motion to approve the Consent Agenda.

Chair Bessett called for discussion. There was no discussion.

Chair Bessett called for the vote.

Motion passed, 4:0.

**B. Adopt Board Policy**

**1. GCN/GDN – Evaluation of Staff, Resolution #19-20.025**

In an effort to continue refining processes by which classified staff are evaluated, district staff respectfully submitted changes to policy GCN/GDN to the Springfield School Board of Directors for a first read on December 9, 2019.

The district submitted policy GCN/GDN for Board approval and inclusion in the Springfield School Board Policy Manual.

Dustin Reese recommended the Board of Directors approve the following policy:

- GCN/GDN – Evaluation of Staff

**Motion:** Vice Chair Raven moved, and Mr. Mann seconded the motion to adopt board policy GCN/GDN – Evaluation of Staff.

Chair Bessett called for discussion. There was none.  
Chair Bessett called for the vote.

Motion passed, 4:0.

### **C. Approve Contingency Request, Resolution #19-20.026**

During the week of December 16, 2019, Springfield High School’s primary boiler in the main gymnasium failed. There is a total of three (3) boilers that provide heat and domestic hot water for the gymnasium complex at the high school. All three boilers are original to the build (late 1960’s) and are no longer able to be repaired. With the failure of the primary boiler District technicians assessed the remaining two (2) boilers continuing to function. It was determined that it was in the District’s best interest to replace all boilers, including the expansion tanks, in the gym complex, as it was likely inevitable that the remaining two units would fail in the near future. Fortunately, with modernized units, the District is able to replace the three (3) original boilers with two (2), higher efficient boilers.

Realizing the importance of having boilers operational as soon as possible, the District immediately located replacement units through Cole Industrial of Tualatin, Oregon. Two units were located, ordered and shipped on Friday, December 20<sup>th</sup>. These units were received on Thursday, December 26<sup>th</sup>. Based on prior work experience, District administrators were able to design the fabrication specs and install the primary unit during the week of December 30<sup>th</sup>, avoiding any further delays. The work accomplished replaced the primary unit for the main gym, providing heat when students and staff returned on Tuesday, January 7<sup>th</sup>. Domestic hot water should be available within the next week when the District receives the expansion tank. The remaining boiler, original to the gymnasium build, continues to function and will be replaced during the next extended school break (March 23, 2020).

Realizing the District was on a very tight timeline to complete the project prior to the return of staff and students, the District moved forward with the necessary repairs. Unfortunately, there was not the adequate time to competitively bid the units, based on availability and time constraints. The total estimated cost to complete the replacement is approximately \$110,000 (equipment & materials), with the District installing the units in-house. At the time of the 2019-2020 budget adoption this project was unknown, therefore the requirement to allocate contingency resources is necessary.

### **RECOMMENDATION:**

Brett Yancey recommended the Board of Directors allocate contingency resources and authorize the purchase for the Springfield High School Boiler project as follows:

#### General Fund:

100-6110-0810	(\$110,000)
100-4150	\$110,000

**Motion:** Todd Mann moved, and Dr. Hernandez seconded the motion to approve the allocation of contingency resources and authorize the purchase for the Springfield High School Boiler Project as presented.

Chair Bessett called for discussion; there was none.

Chair Bessett called for the vote.

Motion passed, 4:0.

## **6. Discussion**

### **A. 2019-2021 Lane ESD Local Service Plan, Year Two**

Lane ESD Superintendent Tony Scurto and Lane ESD Board Director Vanessa Truett shared a presentation about the work of Lane ESD. There are 19 Education Service Districts in Oregon and they receive 4.5% of the State School Fund to provide services to school districts. For many districts, it is more economical to receive the services from the ESD than provide them in house.

The four core service areas include:

- Administration
- Technology
- Special Education, Lane School
- School Improvement

Districts must vote to approve a two-year plan as presented by Lane ESD. 2020-2021 is the second year of the current plan which the board was asked to review.

### **B. 2020-2021 Academic Calendar**

David Collins shared the 2020-2021 academic calendar with the Board. He said the calendar includes 175 school days for students, one (1) full day collaboration for staff (January 4), 15 early release/collaboration days.

Mr. Collins recommended that the Board of Directors review, as a first reading, the 2020-2021 academic calendar as presented.

### **C. 2020-2021 Inter-District Student Transfers**

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 2020-21 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.

David Collins recommended the Board of Directors accept new transfer requests that do not exceed desired building capacity or projected grade level ratios for the 2020-2021 school year. He also recommended the Board of Directors release all students wishing to leave the District.

## **7. Information/Reports**

### **A. Student Success Act**

Superintendent Hamilton and Assistant Superintendent Collins shared an update about where the district is regarding the application for funds from the Student Investment Account (SIA). A district team is developing the next steps to be taken to follow-up on last fall's discussions and work. There are focus groups working to refine the thoughts and priorities that have been shared. Information will be posted online for the community to review and give input before it is presented to the board for approval in April.

### **B. Superintendent Communication**

Superintendent Hamilton shared that he visited Willamalane and came away very impressed and excited by all that they have to offer our community and our schools.

Early Learning Alliance, which is coordinated by United Way, met again the previous Friday. They are currently engaged in the process of applying for the available Preschool Promise Funds, but are being limited by new guidelines. The hope for SPS is to be able to continue with the regulations already in place and not have to reset everything.

He also shared that there was a great community outpouring of caring for the district's children in the form of food, backpacks and other gifts around the holidays.

### **C. Board Communication**

Chair Bessett shared about visiting his wife's classroom to assist her students while they were making ginger bread houses and with the distribution of community donated gifts to her students. He also spoke about meeting with Stan Paine and learning about the Kindness Campaign. He directed staff to prepare a letter in support of the campaign to be reviewed by the board at their February 10<sup>th</sup> business meeting.

Dr. Emilio Hernandez reminded all about the upcoming dinners at local agencies. During the holiday season he was able to serve lunch at Briggs Middle School and participate in the shoe and backpack giveaway at Guy Lee.

Mr. Mann talked about being at Guy Lee for their shoe and backpack giveaway. He also attended his first LCOG board meeting and was impressed with all they accomplish. He is looking forward to supporting them in all they do. LCOG still needs volunteers to assist with the upcoming census.

Vice Chair Naomi Raven shared her support for the Kindness Campaign and was happy to hear so many of our schools are embracing this campaign. She asked her fellow board members to try to review the draft of the Board and Superintendent Operating Agreements and submit any edits back to her.

## **8. OTHER BUSINESS**

There was no other business.

## **9. NEXT MEETINGS:** January 27, 2020, Mid-Year Planning Meeting (time TBD) February 10, 2020, 7:00 pm Business Meeting

**10. ADJOURNMENT**

With no other business, Chair Bessett adjourned the meeting at 8:25 pm.

*(Minutes recorded by Kathy Savelich)*

## WORK SESSION MINUTES

Board members met in a work session on January 27, 2020.

### 1. CALL MEETING TO ORDER

Vice Chair Naomi Raven welcomed those in attendance and called the work session to order in the Board Room of the District Administration Center at 4:02 p.m. and led the Pledge of Allegiance.

#### Attendance

Board members present included Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez, and Todd Mann. Chair Zach Bessett was excused from the meeting.

Others in attendance included David Collins, Brett Yancy, Brian Megert, Jeff Michna, Dustin Reese, Judy Bowden, Suzy Price, Whitney McKinley, Mindy LeRoux, Anne Goff, Avery Lang, Jesse Connor, Aliya Hall of the *Chronicle* and Lydia Dysart, minutes recorder.

Mr. Collins recommended that they share the *Informing Student Growth* presentation before the SB 13 Tribal Education presentation since Dr. Hernandez had not yet arrived and he was the one who requested the information. All agreed to the change.

### 2. INFORMING STUDENT GROWTH

David Collins shared an overview of the presentation for the board. Last November, Mr. Collins and Superintendent Hamilton, along with board members had the opportunity to attend an Oregon School Board Association (OSBA) workshop on assessments.

Mr. Collins talked about the three different assessment types: formative, interim and summative. Formative assessments were described as a process of educator-to-student and, more importantly, student-to-student interactions and behaviors that increased student ownership of the learning process. This process helps students to develop skills in self-assessment. They wanted to look at student engagement and ability to understand what was being asked of them. Student feedback was important in understanding student preparedness.

Dr. Hernandez arrived at 4:08 p.m.

Interim assessments are tests that are given when a unit is finished. They informed teachers about how students were progressing toward understanding content and what areas needed additional instruction.

Summative assessments are standards-based assessments of proficiency administered after instruction has occurred, generally at the end of an academic school year.

Vice Chair Raven reminded everyone that Superintendent Hamilton had sent them the Oregon Department of Education's (ODE) report about information on assessments. She stated that ODE thought school boards needed to have a better understanding of assessments so they could better understand data and results when they saw them.

Mr. Collins invited the board members to break out into table groups for a more in-depth discussion about how assessments are used to measure student growth and master proficiency.

The school board meet with the Instruction Department from 4:13 p.m. to 5:01 p.m.

Ms. McKinley and Ms. LeRoux shared information at their table about the uses of formative, interim and summative assessments at the high school level in mathematics and what each assessment indicated for the student, classroom and district.

Ms. Price and Dr. Megert shared information at their table about reading assessments, how attendance affected assessments, how teachers decided if a student needed more support for behavior and assessments for Talented and Gifted (TAG) programs.

### **3. SB 13 TRIBAL EDUCATION**

David Collins introduced Suzy Price who shared that SB 13 directed ODE to create K-12 Native American curriculum. They reached out to the nine federally recognized tribes of Oregon to help create the curriculum with focuses on sovereignty and an accurate portrayal of the history of Native Americans. The goal of the bill was to provide students with an understanding of the state's history that included the culture and contributions of its native people—shaping future relationships with each of the state's tribes. The curriculum would be taught in grades four, eight, and ten.

Teachers would have training for approximately two and a half days beginning February 26, 2020 for implementation in the 2020-2021 school year. Ms. Price said that multiple lessons were created in the process and that schools would have a choice as to which lessons they taught.

Dr. Hernandez noted there were over one hundred tribes in the Pacific Northwest and the curriculum should recognize more than just the nine federally recognized tribes. Mr. Collins told him that the state and the nine tribes had been navigating the politics of including other tribes.

Dr. Hernandez asked if Native Americans would have a role in training the teachers. Ms. Price replied that she did not know. Dr. Hernandez said that the message of the lessons could be lost depending on who was teaching.

### **4. BOARD EVALUATION OVERVIEW**

Vice Chair Raven led a conversation around the importance of the board performing a self-evaluation. Ms. Raven said that they needed to be objective and talk about what they could do better. In April they would complete the survey and at the April 27, 2020 work session, OSBA would present data on the highlights and lowlights from the survey and recommend draft board goals and professional development goals. At their June 22, 2020 work session the board would develop their board goals and action plan for the 2020-21 school year.

Ms. Raven shared the boards five standards which would be included in the survey: responsible school district governance, high expectations for student learning, create conditions for student and staff success, holding the district accountable for learning and community engagement. There were twenty-two benchmarks and sixty-nine key indicators under all five standards.

Ms. Raven said that they had survey options. They could have just board members fill it out, board members and Superintendent Hamilton and Judy Bowden, or board members and additional staff. She stated that if they opened the survey up to more than just the board they would receive more data and insight into how the board was performing their work. Dr. Hernandez thought it would be a good idea to

have Superintendent Hamilton and his leadership team participate since their thoughts and needs were important to the board.

Dr. Hernandez pointed out that there was no mention of reviewing their mission of the district as part of the self-evaluation. He thought they needed to look at it again since there had been some confusion before and they needed to be in agreement. Mr. Collins suggested they do the self-evaluation first before revisiting their vision and mission. He said that they would review those at the June work session.

#### **5. NEXT MEETING**

Vice Chair Raven said that next Board meeting was scheduled for February 10, 2020, which would be a business meeting to be held at the District Office in the Board Room.

#### **6. ADJOURNMENT**

With no other business, Vice Chair Raven adjourned the meeting at 5:21 p.m.

*(Minutes recorded by Lydia Dysart)*

**SPRINGFIELD PUBLIC SCHOOLS  
2019-2020 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 a majority (96%) of current year tax revenue received (\$25,149,411). To date, \$221,421 of prior year tax collections have occurred. 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 \$84.6 million for the current year based on projected enrollment, however this projection will be reduced due to an unanticipated loss of enrollment. As of September 30<sup>th</sup>, the District's enrollment has realized an estimated 400 student drop from original projections. Currently, the total anticipated reduction in Basic School Support is approximately \$2.96 million (ODE 1/31/2020), which is a 3.5% reduction from original projections. To date, the District has received \$56,088,826 in State School Funds. Further information on how the District is adjusting expenditures to react to the reduced revenue is explained below in the expenditures section.
- 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 \$1.04 million in Common School Funds. To date the District has received approximately \$610,000 of the anticipated revenue.

**EXPENDITURES:**

- Salary amounts are based upon staff allocations adopted during the budgeting process. This is estimated using actual data (per previous year-end estimates). Reflected in the reported salary amounts is a reduction or adjustment in certified staff of approximately 11.0 fte. This decision was based on the loss of enrollment at specific schools, and the elimination of unfilled positions that had not been allocated. It is projected that the District will expend approximately 98.9% of salaries for the 2019-20 year.
- Benefit amounts are based upon adjusted staffing allocations revised during the budgeting process, along with budgeted salaries. Additionally, \$300,000 is reduced in the projected expenditures through the use of PERS reserve funds for the current year, and a reduction of \$200,000 in VER Assessment is accounted for.

- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends. As the year progresses, anticipated adjustments will be reflected.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2019-2020 adopted budget.
- Fund transfers have been reduced by approximately \$600,000 including a \$300,000 reduction in contribution to the Instructional Materials Fund, and a \$300,000 reduction in contribution to the Technology Fund. All of these transfers were originally allocated during the 2019-20 budget process.
- A Contingency Fund allocation was approved by the School Board on January 13, 2020. \$110,000 was allocated for the replacement of two boilers at Springfield High School, which occurred during the months of December and January. This project was unanticipated during the development of the annual operating budget.

Additional Notes: For the 2019-2020 budget year the current estimate of ending fund balance is \$6,964,684. Included in this number is the audited ending fund balance from the 2018-2019 fiscal year (\$10,703,354). As with previous years, this is only an early estimate and accounts for the reductions/adjustments 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**  
**2019-2020 REVENUE/EXPENDITURE FORECAST**  
as of  
**12/31/19**

	BUDGET	ACTUAL through 12/31/19	ESTIMATED from 12/31/19 to year end	PROJECTED 2019-2020	PROJECTED as % of BUDGET
<b>REVENUES:</b>					
Property taxes - current	26,158,778	25,149,411	1,009,367	26,158,778	100.00%
Property taxes - prior years	400,000	221,421	178,579	400,000	100.00%
Other local sources	730,100	604,693	125,407	730,100	100.00%
Lane ESD Apportionment	1,550,000	725,106	974,894	1,700,000	109.68%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	84,663,409	56,088,826	25,612,797	81,701,623	96.50%
Federal Forest Fees	0	0	0	0	
Common School Fund	1,040,246	610,649	429,597	1,040,246	100.00%
<b>Total revenues</b>	<b>114,732,533</b>	<b>83,400,105</b>	<b>28,520,642</b>	<b>111,920,747</b>	<b>97.55%</b>
Beginning fund balance	8,500,000	10,703,354	0	10,703,354	125.92%
<b>Total Beginning fund balance</b>	<b>8,500,000</b>	<b>10,703,354</b>	<b>0</b>	<b>10,703,354</b>	<b>125.92%</b>
<b>Total resources</b>	<b>123,232,533</b>	<b>94,103,460</b>	<b>28,520,642</b>	<b>122,624,101</b>	<b>99.51%</b>
<b>EXPENDITURES:</b>					
Personal services	60,231,137	27,363,733	32,200,144	59,563,877	98.89%
Employee benefits	39,675,581	17,372,591	21,384,308	38,756,899	97.68%
Purchased services	9,804,460	4,645,100	5,056,173	9,701,273	98.95%
Supplies & materials	3,297,873	2,015,032	1,257,184	3,272,216	99.22%
Capital outlay	687,700	368,881	312,443	681,324	99.07%
Other objects	821,833	807,433	14,400	821,833	100.00%
Fund transfers	3,351,996	2,751,996	0	2,751,996	82.10%
<b>Total expenditures</b>	<b>117,870,580</b>	<b>55,324,766</b>	<b>60,224,651</b>	<b>115,549,418</b>	<b>98.03%</b>
Unappropriated	4,361,953	0	0	0	-
Contingency	1,000,000	0	110,000	110,000	11.00%
<b>Total appropriations</b>	<b>123,232,533</b>	<b>55,324,766</b>	<b>60,334,651</b>	<b>115,659,418</b>	<b>93.85%</b>
<b>Total resources</b>		<b>94,103,460</b>	<b>28,520,642</b>	<b>122,624,101</b>	
<b>Total appropriations</b>		<b>55,324,766</b>	<b>60,334,651</b>	<b>115,659,418</b>	
Ending fund balance		38,778,693	(31,814,010)	6,964,684	
Less: contingency			0	0	
<b>Net fund balance</b>		<b>38,778,693</b>	<b>(31,814,010)</b>	<b>6,964,684</b>	



**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 and resignations. 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

SUBMITTED BY:

Dustin Reese  
Director of Human Resources

APPROVED BY:

Todd Hamilton  
Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	<b>NEW HIRES</b>					
1	LUKIAN EFSEAFF	THS	TEMPORARY TEACHER	FT	02/01/2020	TEMPORARY HIRE
2	JULIE NOVAK	THS	TEMPORARY TEACHER	FT	01/29/2020	TEMPORARY HIRE
3	BRENDA STEPHENSON	RIDGEVIEW	TEMPORARY TEACHER	FT	01/29/2020	TEMPORARY HIRE
4	LAURA WEMPLE	RIVERBEND	TEMPORARY TEACHER	FT	01/29/2020	TEMPORARY HIRE
5	MIRANDA WILBORN	SHS	TEMPORARY TEACHER	FT	01/31/2020	TEMPORARY HIRE
	<b>RESIGNATIONS</b>					
6	NOK JONES	TMS	TEMPORARY TEACHER	FT	01/31/2020	RESIGNATION
7	CHIFFONIA LAM	PAGE	PROBATIONARY 2	FT	06/12/2020	RESIGNATION
8	SARAH STEELE	THS	PROBATIONARY 2	FT	06/12/2020	RESIGNATION

**2019-2021 LANE ESD LOCAL SERVICE PLAN**

**RELEVANT DATA:**

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

The 2019-21 Local Service Plan Year Two was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on January 7, 2020.

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

The Board of Directors of the Springfield School District 19 has completed their annual review of the Lane ESD 2019-2021 Local Service Plan – Year two which includes services for:

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

The Lane ESD 2019-21 Local Service Plan provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

**RECOMMENDATION:**

**BE IT RESOLVED** that the Board of Directors of Lane County School District No. 19 hereby authorizes the approval of the Lane ESD 2019-21 Local Service Plan Year - Two and requests the Lane ESD to provide the services described during the 2020-21 (year two) fiscal year in accordance with ORS 334.175.

This resolution adopted this 10th day of February, 2020.

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Chairman or Clerk  
School District No. 19

**SUBMITTED & RECOMMENDED BY:**

Todd Hamilton  
Superintendent



# Local Service Plan 2019-21 Year Two



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



*Purpose*

*Shaping the Future -  
Supporting Excellence in  
Education*

*Values*

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

*Commitment* – To districts, student and employee success

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

*Collaboration* – actively engaged with our partners to achieve success

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

*Strategic Plan  
5 Bold Steps*

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

*Supporting Best Instructional Practices*

*Modeling and Promoting Equitable Practice for All*

*Leadership – Leveraging Education and Community Partners*

*Strong Student Centered Advocacy*



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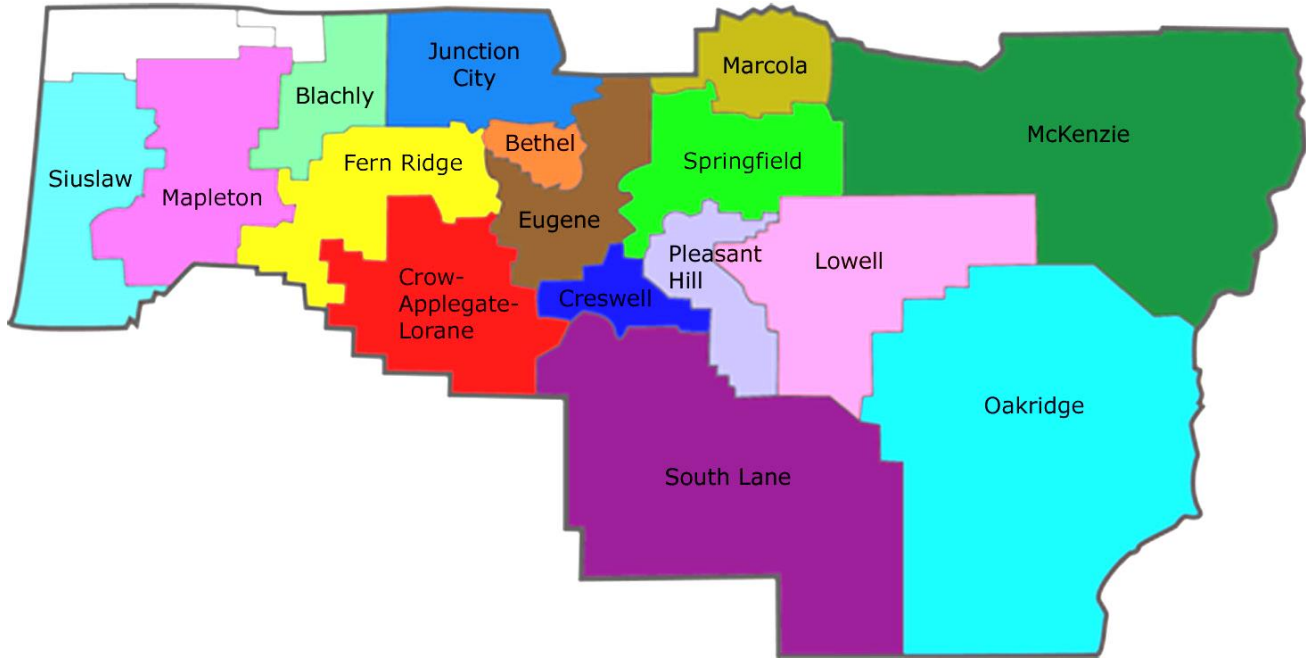
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## Component Districts



**Bethel, #52**

Superintendent – Chris Parra

**Blachly, #90**

Superintendent – James Brookins

**Creswell, #40**

Superintendent – Mike Johnson

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

Superintendent – Malcom McCrae

**Eugene, #4J**

Superintendent – Gustavo Balderas

**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 – Bill Watkins

**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.

The concept of Flex Funds was introduced at the beginning of the 2004-05 fiscal year, allowing a portion of resolution funds to be allocated to each district to "spend" on Local Service Plan menu and custom services. In 2011-12 the model was revised to provide districts with greater flexibility to select ESD services. In previous years, roughly 84% of the funding was allocated to Core Services. Starting with 2011-12, only 15% was allocated to Core Services and the balance was allocated to Districts as Flex Funds. The 2013-14 Local Service Plan introduced the option for "transit" dollars which allowed districts to receive up to 50% of their Flex Funds in the form of cash.

Also introduced in 2013-14 Local Service Plan was the Life Skills Consortium Services model and changes to Core Services, including the addition of funds for Innovation/Programs.

Beginning in 2015-16, \$250,000 was set aside from Flex Funds specifically for professional development and allocated to districts based on ADM. Any unused professional development funds are carried over into the district's Flex Funds the following year.

#### 2019-21 (Year Two) Local Service Plan

As provided for in ORS 334.177 districts notified the ESD of the intention to withdraw funds by November 1, 2019, 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 2019-21 (Year One) Local Service Plan, the most recent ADM figures, as provided by ODE, are used for the Core Services and Funding Formula/Allocation Model.

#### Withdrawal of Transit Funds

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

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



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**The 2019-21 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 2019-21 (Year Two) 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.
2. To the Menu of Services/School Improvement, an addition of Librarian Services.

**2019-21 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 LSP 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 2019-21 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 2019-21, 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.



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**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.

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 2019-21 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 2019-21. 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.

2019-21 Menu of Services	
Services to Students with Special Needs	
Life Skills ESD and Consortium Placements Lane School (Special School) Behavior Disorder Placements Behavior/Autism Spectrum Disorder Consortium Placements Behavior Disorders – Teacher or Consultant MLK Jr. Education Center School Psychologist Services Speech & Language Pathologist Augmentative Communication Direction Service Custom Services	
School Improvement Services	
General Education* Career & Technical Education Connected Lane County Tragedy Response Custom Services <b>Librarian Services</b>	
Technology Services	
Infrastructural Technology Services* Learn 360 Custom Services	
Administrative Services	
Business Services Courier Services Attendance Truancy Substitute Teacher List Subscription 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 Consortia 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 Consortia includes all sixteen districts, with Bethel, Eugene, Junction City, Springfield and Lane ESD as service providers. The Life Skills Consortia 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.

#### 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 – Teachers / Consultants

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

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

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

## Services to Children with Special Needs

### Martin Luther King, Jr. Education Center

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

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

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



## Services to Children with Special Needs

### School Psychology Services

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

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

### Augmentative Communication

**Service Description** Augmentative Communication Services are designed to work in partnership with school speech and language therapists and other team members. Augmentative Communication Specialists assist in identifying, evaluating and providing intervention for students with severe communication disorders who would benefit from augmentative communication. Augmentative communication includes all forms of communication, other than oral speech, that are used to express needs, wants and ideas.

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

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



## *Services to Children with Special Needs*

### **Direction Service**

Service Description	Direction Service, a local non-profit agency, provides information and referral services to parents and districts regarding specialized services available in Lane County for students and families of students with disabilities. Direction Service also acts as a mediator between districts and parents of children with disabilities and focuses on collaborative dispute resolution. Lane ESD contracts with Direction Service on behalf of subscribing component districts.
Goal	<ul style="list-style-type: none"><li>• Provide districts and parents of students with special needs access to cost effective referral and mediation services.</li></ul>
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.



2019-21 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.

**State Farm Grant**

Grant provides instructional supports and materials for a variety of special education programs.



## 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 organization of the Oregon Leadership Network (OLN). Lane OLN team membership includes Lane ESD staff, superintendents from OLN district members in Lane County, representatives from the Superintendents' Council, and community members. 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



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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 Instruction, Equity, and Partnerships 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 2019-21 General Education 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 2019-21 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.



2019-21 Grant and Contract Services

**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 apprenticeships using local Apprenticeship Training Centers.

**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.

**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.

**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.

**LAABSS**

Lane ESD in partnership with LCC's Rites of Passage program, the NAACP, BIG, Centro Latino Americano and Lane County School districts seek to improve African American/Back student outcomes with the support of Student Success Navigators, Cultural Brokers, and mentors. Students also have the opportunity to attend LCC's Rites of Passage program. The grant also provides equity related training to staff.

**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.

***Youth Transition Program***

Lane ESD provides coordination to districts for support for special education and underserved students in preparation for workforce and transition from high school.

## 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

2019- 21 Technology Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.





Technology Services

2019-21 Grant and Contract Services

**LCC Contract**

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

- Network core upgrade purchases (e.g. costly core routing systems, firewall)
- Common wide area network across 14 districts and all LCC sites simplifying instructional access
- Funding for development and "proof of concept" endeavors in direct support to districts

**Monroe Contract**

Lane ESD Technology provides Internet Services and filtering through an intergovernmental agreement with Monroe School District.



## Administrative Services

### Business Services

**Service** Lane ESD's Business Office can provide services to districts on either a short term or annual basis.  
**Description** Services include:

- Payroll
- Accounts Payable
- Budget Preparation
- Audit preparation
- Financial reporting and management for grants
- Monthly financial reports to Boards
- Financial reporting to the Oregon Department of Education

- Goals**
- Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding local budget law and investments, IRS payroll and accounts payable regulations and Generally Accepted Accounting Principles.
  - Improve student learning and enhancing quality education by providing accurate budget information to allow the districts to maximize the use of available funds for instructional services.
  - Provide professional development opportunities at the bi-monthly meeting of the Lane County Business Officials.
  - Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.

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



## Administrative Services

### Courier Services

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

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

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

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

### Substitute Teacher List Subscription

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

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

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



## Administrative Services

### 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.

2019-21 Grant and Contract Services	
<b>Inter-Library Courier</b>	Lane ESD provides pick-up and delivery of inter-library loan materials to the Lane County Libraries consortium.
<b>Substitute Teacher List Subscription</b>	Lane ESD Substitute Teacher List subscription services to private and alternative schools.
<b>ODOT Teens Driving Safely Grant</b>	Supports increasing the number of trained driver education instructors and increasing course offerings in Lane County.
<b>State Farm Grant</b>	Supports access to ODOT approved Driver Education courses.

RESOLUTION #19-20.029

DATE: FEBRUARY 10, 2020

## 2020-2021 ACADEMIC CALENDAR

### RELEVANT DATA:

The attached 2020-2021 academic calendar is presented to the Board for approval.

This calendar includes 175 school days for students, one (1) full day collaboration for staff (January 4), 15 early release/collaboration days.

This calendar may require adjustments to fit projected budget conditions prior to Board approval in June.

David Collins will be available to answer any questions the Board may have about the academic calendar for the 2020-2021 school year.

### RECOMMENDATION:

It is recommended that the Board of Directors approve the 2020-2021 academic calendar as presented.

### SUBMITTED BY:

David Collins  
Assistant Superintendent

### RECOMMENDED BY:

Todd Hamilton  
Superintendent



# 2020-2021 DISTRICT CALENDAR

Staff - Secondary: Semester  
IMPORTANT DATES

SEMIFINAL - 175base A

M	T	W	T	F	Day	Month	M	T	W	T	F	
<b>JULY 2020</b>						<b>August</b>	<b>JANUARY 2021</b>					
			1	2 (3)			4	5	6	7	8 (1)	
6	7	8	9	10		<b>September</b>	11	12	13	14	15	
13	14	15	16	17	16	1-4 & 8	18	19	20	21	22	
20	21	22	23	24	7	Staff Inservice Day	25	26	27	28	29	
27	28	29	30	31	9	Labor Day Holiday	<b>FEBRUARY 2021</b>					
<b>AUGUST 2020</b>						<b>October</b>	1	2	3	4	5	
3	4	5	6	7	9	9 & 23	8	9	10	11	12	
10	11	12	13	14	10	Early Release - Collaboration Day (all students)	15	16	17	18	19	
17	18	19	20	21	18	First Day of School - 1/2 Kinders, Gr 1-5, 6 & 9	22	23	24	25	26	
24	25	26	27	28	22	First Day of School - 1/2 Kinders, Gr 7, 8 & 10-12	<b>MARCH 2021</b>					
31					9 & 23	9 & 23	Early Release - Collaboration Day (all students)	1	2	3	4	5
<b>SEPTEMBER 2020</b>						<b>November</b>	8	9	10	11	12	
		1	2	3	16	5 & 6	15	16	17	18	19	
(7)	8	9	10	11	11	No School - Grading/Conference Day (Sec Only)	22	23	24	25	26	
14	15	16	17	18	13	No School - Veterans Day Holiday	29	30	31	<b>APRIL 2021</b>		
21	22	23	24	25	26 & 27	Early Release - Collaboration Day (all students)	5	6	7	8	9	
28	29	30				Holiday - Thanksgiving - No School	12	13	14	15	16	
<b>OCTOBER 2020</b>						<b>December</b>	19	20	21	22	23	
			1	2	14	11	26	27	28	29	30	
5	6	7	8	9	11	Early Release - Collaboration Day (all students)	<b>MAY 2021</b>					
12	13	14	15	16	21 - 31	Winter Break - No School	3	4	5	6	7	
19	20	21	22	23			10	11	12	13	14	
26	27	28	29	30			17	18	19	20	21	
<b>NOVEMBER 2020</b>						<b>January</b>	24	25	26	27	28	
2	3	4	5	6	1	1	(31)	<b>JUNE 2021</b>				
9	10 (11)	12	13	14	4	New Year's Day Holiday	1	2	3	4		
16	17	18	19	20	4	No School - Collaboration Day (all students)	7	8	9	10	11	
23	24	25 (26)	27	28	8 & 22	Early Release - Collaboration Day (all students)	14	15	16	17	18	
30					18	No School - Non-Contract Holiday (all students)	21	22	23	24	25	
<b>DECEMBER 2020</b>						<b>February</b>	28	29	30	31		
			1	2	12 & 26	12 & 26	Early Release - Collaboration Day (all students)	<b>JANUARY 2021</b>				
7	8	9	10	11	15	15	No School - Non-Contract Holiday (all students)	4	5	6	7	
14	15	16	17	18			11	12	13	14	15	
21	22	23	24	25			18	19	20	21	22	
28	29	30	31				25	26	27	28	29	
<b>Key:</b>						<b>March</b>	1	2	3	4	5	
	End of Quarter					12	6	7	8	9	10	
	Non-Contract Holiday					22 - 26	13	14	15	16	17	
	First & Last Day of School					9 & 23	20	21	22	23	24	
	Holidays					16	27	28	29	30	31	
	Grading-Planning Days/ Parent Conference Days					<b>April</b>	1	2	3	4	5	
	Inservice Days: Staff Dev, Planning & Collab					9 & 23	6	7	8	9	10	
	Early Release					16	13	14	15	16	17	
	Collaboration Days (certified & classified report)					<b>May</b>	20	17	18	19	20	
						7 & 21	27	24	25	26	27	
						31	3	4	5	6	7	
						Holiday - Memorial Day	10	11	12	13	14	
						<b>June</b>	17	18	19	20	21	
						17	24	25	26	27	28	
						Last Day of School/Early Release - Collaboration Day (all students)	31	30	31	<b>JUNE 2021</b>		
						18	1	2	3	4	5	
						Staff Grading Day	6	7	8	9	10	

\*This is Springfield Public School's district-wide calendar. For specific information pertaining to your school, please contact your school.

**Should more than two school days be missed for inclement weather, those days will be added during the year or to the end of the school year in order to meet minimum instruction minutes required by the State. See 'Other Key Dates' for details.**

**NOTE: In the event of budget constraints, the school board reserves the right to adjust the district's**

End 1st Quarter: Nov 5

End 1st Semester: Jan 28

End 3rd Quarter: April 16

End 2nd Semester: June 17

Student Contact Day: 175

	Days	Days
Q1	41	Q3 48
Q2	43	Q4 43





# 2020-2021 DISTRICT CALENDAR

Staff -Elementary: Trimester SEMIFINAL - 175base A

## IMPORTANT DATES

M	T	W	T	F	Day	Month	M	T	W	T	F		
<b>JULY 2020</b>						<b>August</b>	<b>JANUARY 2021</b>						
		1	2	(3)							(1)		
6	7	8	9	10	16	<b>September</b>	4	5	6	7	8		
13	14	15	16	17	1-4 & 8	Staff Inservice Days	11	12	13	14	15		
20	21	22	23	24	7	Labor Day Holiday	18	19	20	21	22		
27	28	29	30	31	9	First Day of School - 1/2 Kinders, Gr 1-5, 6 & 9	25	26	27	28	29		
<b>AUGUST 2020</b>					10	First Day of School - 1/2 Kinders, Gr 7, 8 & 10-12	<b>FEBRUARY 2021</b>						
3	4	5	6	7	11	Kinder Teacher Collaboration Day - Only Kinder students to not	1	2	3	4	5		
10	11	12	13	14	18	Early Release - Collaboration Day (all students)	8	9	10	11	12		
17	18	19	20	21			15	16	17	18	19		
24	25	26	27	28	22	<b>October</b>	22	23	24	25	26		
31	9 & 23	Early Release - Collaboration Day (all students)											
<b>SEPTEMBER 2020</b>					18	<b>November</b>	<b>MARCH 2021</b>						
(1)	(2)	(3)	(4)		11	No School - Veterans Day Holiday	1	2	3	4	5		
(7)	(8)	9	10	11	13	Early Release - Collaboration Day (all students)	8	9	10	11	12		
14	15	16	17	18	26 & 27	Holiday - Thanksgiving - No School	15	16	17	18	19		
21	22	23	24	25			22	23	24	25	26		
28	29	30			11	<b>December</b>	29	30	31				
<b>OCTOBER 2020</b>					2-4	Grading/Conf Day, End of 1st Trimester (Elem Only)	<b>APRIL 2021</b>						
		1	2		11	Early Release - Collaboration Day (all students)				1	2		
5	6	7	8	9	21 - 31	Winter Break - No School	5	6	7	8	9		
12	13	14	15	16			12	13	14	15	16		
19	20	21	22	23	17	<b>January</b>	19	20	21	22	23		
26	27	28	29	30	1	New Year's Day Holiday	26	27	28	29	30		
<b>NOVEMBER 2020</b>					4	No School - Collaboration Day (all students)	<b>MAY 2021</b>						
2	3	4	5	6	8 & 22	Early Release - Collaboration Day (all students)	3	4	5	6	7		
9	10	(11)	12	13	18	No School - Non-Contract Holiday (all students)	10	11	12	13	14		
16	17	18	19	20	29	No School: Teacher Prep (elem)/Grading Day (sec)	17	18	19	20	21		
23	24	25	(26)	27			24	25	26	27	28		
30	19	Early Release - Collaboration Day (all students)											
<b>DECEMBER 2020</b>					15	No School - Non-Contract Holiday (all students)	<b>JUNE 2021</b>						
	1	2	3	4	17	<b>March</b>				1	2	3	4
7	8	9	10	11	12	Early Release - Collaboration Day (all students)	7	8	9	10	11		
14	15	16	17	18	19	No School-Grading Day/End of 2nd Trimester (Elem C	14	15	16	17	18		
21	22	23	24	25	22 - 26	No School - Spring Break	21	22	23	24	25		
28	29	30	31				28	29	30				
<b>Key:</b>					22	<b>April</b>	<b>End 1st Trimester: Dec 2</b>						
	End of Trimester				9 & 23	Early Release - Collaboration Day (all students)	<b>End 2nd Trimester: March 19</b>						
	Non-Contract Holiday						<b>End 3rd Trimester: June 17</b>						
	First & Last Day of School				20	<b>May</b>	<b>Student Contact Day: 175</b>						
{ }	Holidays				7 & 21	Early Release - Collaboration Day (all students)	Tri 1 57 days						
	Grading-Planning Days/ Parent Conference Days				31	Holiday - Memorial Day	Tri 2 60 days						
	Inservice Days: Staff Dev, Planning & Colla						Tri 3 58 days						
	Early Release				13	<b>June</b>							
	Collaboration Days (certified & classified report)				17	Last Day of School/Early Release - Collaboration Day (all students)							
	Kinder Only				18	Staff Grading Day							

\*This is Springfield Public School's district-wide calendar. For specific information pertaining to your school, please contact your school.

**Should more than two school days be missed for inclement weather, those days will be added during the year or to the end of the school year in order to meet minimum instruction minutes required by the State. See 'Other Key Dates' for details.**

**NOTE: In the event of budget constraints, the school board reserves the right to adjust the district's**

## KEY POINTS ABOUT THE 2020-2021 ACADEMIC CALENDAR

This calendar represents the best efforts of the District, in collaboration with staff associations, to strike a balance as it reinvests its limited resources in ways that allow it to continue improving student achievement. It also represents what the School Board believes to be best for the instructional program as a whole, working within current budget limitations.

***Should more than two school days be missed for inclement weather, those days will be added to the end of the school year in order to meet minimum instruction minutes required by the State.***

### School Start and End Times

Begin and end times for schools are as follows:

- Elementary Schools: 8:35 a.m. - 2:50 p.m.
- Middle Schools: 8:15 a.m. - 3:05 p.m.
- High Schools: 8:00 a.m. - 3:05 p.m.

### First Week of School

Springfield schools will start on **Sept 9th** for grades 1-5, 6 and 9; and **Sept 10th** for grades 7, 8 and 10-12. To support smooth transition to school, kindergarten students will have a special schedule the first week.

**Kindergarteners will begin the school year on a staggered start schedule, with half attending on Sept 9th and half on Sept 10th. Friday, Sept 11th, will be a no school day for kinders only. All kindergarten students will resume school on Sept 14th.**

### Early Release for All Grades

The District has once again designated a number of days for collaboration. Collaboration time allows staff to work together and plan the best ways to support individual students without requiring additional no-school days. This collaboration time is key to allowing schools to build the networks of support that can help all students achieve our vision of *Every Student a Graduate Prepared for a Bright and Successful Future*.

There are 15 early release dates identified on the calendar for all grades. High schools will provide more information about their early release schedule at registration in August.

The early release times are staggered at different levels to ensure bus availability

- All elementary schools will be released at 12:30 p.m.
- All middle and high schools will be released at 1:15 p.m.

**Elementary bus riders will be dropped off at their bus stops 2 hours and 20 minutes earlier than their regular time. Middle and high school students will arrive 2 hours earlier than normal.**

All students in grades K-12 will be served lunch just as they are on a regular school day.

### Other Key Dates

- Winter Break is December 21 - January 1. Spring Break is March 22 - 26.
- The last day of school is June 17 and is an Early Release day.
- There are 175 student contact days, including early release days for collaboration.
- All District elementary schools are on trimester grading systems, while all middle and high schools are on semester calendars. This public calendar contains information relevant to both systems. Please note that A3 and our charter schools Willamette Leadership Academy (Middle & High), have completely different calendars, which are available by contacting those schools.

*Contact your child's school for more information or for any other questions about this calendar. Transportation schedules will be available shortly after school registration events in August.*

**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 2020-21 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 2020-2021 school year. It is recommended the Board release all students wishing to leave the District.

SUBMITTED BY:

David Collins  
Assistant Superintendent

**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 26 propane powered buses and they have worked well. This year we are proposing adding 3 additional propane powered special education buses equipped with wheel chair lifts to the fleet, along with three 77 passenger propane powered 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 municipal leases. Initial estimates indicate that we should see an interest rate of approximately 3.0% - 3.5% for this lease, slightly lower than previous bus leases. 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. A formal Board Resolution authorizing the issuance and negotiated sale of full faith and credit obligations to support this vehicle purchase will be presented to the Board at a subsequent board meeting.

Board Member Naomi Raven reviewed the procurement file. Brett Yancey and Mike Schlosser 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	\$132,959.00	\$398,877.00
3 Each	Type C Propane Blue Bird Vision 48-passenger Special Education Wheel Chair Lift front engine school buses	\$137,084.00	\$411,252.00
		Grand Total	\$810,129.00

SUBMITTED BY:  
Brett Yancey  
Chief Operations Officer

RECOMMENDED BY:  
Todd Hamilton  
Superintendent

[DATE]

Stan Paine  
Spreading Kindness Campaign

Subject: Support for Spreading Kindness Campaign

Springfield Public Schools believes that student success is our most important outcome. The success of our students depends on the collective community coming together to support *every student, every day*. We believe in fostering safe, healthy, and engaging environments and promoting an inclusive culture that draws on the assets of students, staff, and community – values and beliefs that are in alignment with the Spreading Kindness Campaign.

We believe that a focused emphasis on proactive kindness can strengthen efforts to support student's social emotional learning, improve school climate, increase attendance and engagement, and decrease bullying and disruptive behavior.

Kindness contributes to improving our well-being and the well-being of those around us. Through acts of kindness we are able to bridge differences and empower individuals and communities. Kindness is free and accessible to everyone.

Increasing the level of kindness and creating a culture of kindness in the district is desirable, as it can make a positive difference in the lives of our students, staff, and families and can aid in the betterment of our community.

The Springfield Public Schools Board of Directors supports the local Spreading Kindness Campaign and the efforts to make Eugene and Springfield "Cities of Kindness."

Furthermore, we support Springfield Public Schools as a "District of Kindness" and encourage our community to join the April 16<sup>th</sup> community kindness event at the Wildish Theater, "Listening to our Youth: Envisioning a Community of Kindness."

Sincerely,