



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

BOARD OF EDUCATION
January 13, 2020
Administration Center Board Room
640 A Street
Springfield, OR 97477

6:30 pm School Board Appreciation Reception, Board Room

7:00 pm Board Meeting, Board Room

| AGENDA | | TAB |
|---|------------------------------|------------|
| 1. Call Meeting to Order and Pledge of Allegiance | Board Chair Zach Bessett | |
| 2. Changes or Additions to the Agenda | Chair Bessett | |
| 3. Presentations | | |
| A. School Board Recognition Month Proclamation | Superintendent Hamilton | |
| B. School Presentation: Ridgeview Elementary School | Principal Jeremy Hugo | |
| C. Student Communication | | |
| 4. Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.) | | |
| 5. Action Items | | |
| A. Approve Consent Agenda | | |
| 1. December 9, 2019 Board Work Session Minutes | | 1 |
| 2. December 9, 2019 Board Meeting Minutes | | 2 |
| 3. Financial Statement | Brett Yancey | 3 |
| 4. Personnel Report, Resolution #19-20.024 | Dustin Reese | 4 |
| 5. Division 22 Compliance Report | David Collins | 5 |
| B. Adopt Board Policy | | |
| 1. GCN/GDN – Evaluation of Staff, Resolution #19-20.025 | Dustin Reese | 6 |
| C. Approve Contingency Request | | |
| 1. Springfield High School Boilers, Resolution #19-20.026 | Brett Yancey | 7 |
| 6. Discussion | | |
| A. 2019-2021 Lane ESD Local Service Plan Year Two | Tony Scurto/Supt. Hamilton | 8 |
| B. 2020-2021 Academic Calendar | David Collins | 9 |
| C. 2020-2021 Inter-District Student Transfers | David Collins | 10 |
| 7. Information/Reports | | |
| A. Student Success Act Update | Supt. Hamilton/David Collins | |
| B. Superintendent Communication | Superintendent Hamilton | |
| C. Board Communication | Chair Bessett | |
| 8. Other Business | Chair Bessett | |
| 9. Next Meetings: January 27, 2020, Mid-Year Planning Meeting February 10, 2020, 7:00 pm Business Meeting | Chair Bessett | |
| 10. Adjournment | 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.

WORK SESSION MINUTES

Board members met in a work session on December 9, 2019 to interview applicants to fill the Budget Committee Positions 2 and 3 which expire on December 31, 2019.

Vice Chair Naomi Raven called the work session to order at 6:02 pm, in the Board Room of the District Administration Center, 640 A Street, in Springfield and led the Pledge of Allegiance.

Board members present included Vice Chair Naomi Raven, Lisa Barrager, Dr. Emilio Hernandez and Todd Mann. Others in attendance included Superintendent Todd Hamilton, Jenna McCulley, David Collins, Brett Yancey, Suzanne Price, Brian Megert, Dustin Reese, Kevin Ricker, Mindy LeRoux, Whitney McKinley, Judy Bowden, Anne Goff, Joy Marshall, Colleen Hunter, Ken Kohl, Nancy Cameron, Charlie Clark, and Kathy Savelich (Minutes Recorder).

Vice Chair Raven reviewed the process that was to be followed during the interview process stating that there were two Budget Committee positions to be filled, those being the expiring positions of Ken Kohl (position 2), and Nancy Cameron (position 3). The new appointments will expire Dec 31, 2023. The appointments would be determined and announced during the regular Board Meeting at 7:00 pm.

The interview questions were provided to the applicants and could be reviewed throughout the process. Vice Chair Raven would pose each question in turn to all applicants who would then respond in a rotating order.

Applicants interviewed for Positions 2 and 3 included:

- Nancy Cameron
- Charlie Clark
- Ken Kohl

Board Chair Zach Bessett joined the meeting at 6:20 pm.

Following the interviews, the Board did a debrief of the interviews. Vice Chair Raven dismissed the candidates at 6:30pm and opened the meeting for discussion.

The work session was adjourned at 6:37 pm.

BUSINESS MEETING MINUTES

A Regular Meeting of the Springfield School District No. 19 Board of Education was held on December 9, 2019.

1. CALL MEETING TO ORDER

Board Chair Zach Bessett called the Springfield Board of Education meeting to order in the Board Room of the District Administration Center at 7:00 pm.

Attendance

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

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Judy Bowden, Whitney McKinley, Suzanne Price, Brian Megert, Jeff Michna, Brett Yancey, Dustin Reese, Jenna McCulley, Ken Kohl, Nancy Cameron, Charlie Clark, Mia Dumars, Niyale Moseby, Corbin Weathers, Chad Towe, Missy Cole, Jeremy Hugo, Brenda Holt, Melissa Stalder, Laura Pavlat, Polly Kohl, Mindy LeRoux, Heather Holt, Jeanette Jacobson, Sheila Minney, Joy Marshall, Heather Murray, Kenny Allen, Linda O'Shea, Jeff Parker, Ashley Bakker, Tom Bakker, Promita Bakker, Haunani Nagel, Vanessa Truett, Anne Goff, Rick Stockton, Paige Sharpe, José da Silva, Jeremy Hugo, Ken Kaymen, Colleen Hunter, Lacey, Macdonald, Ame Beard and Kathy Savelich (Minutes Recorder).

2. APPROVAL OF THE AGENDA

There were no changes made to the agenda.

MOTION: Lisa Barrager moved, seconded by Vice Chair Naomi Raven to approve the agenda as presented.

Motion passed, 5:0

3. APPOINTMENT OF BUDGET COMMITTEE MEMBERS

Chair Bessett reported the Board interviewed three candidates, Nancy Cameron, Charlie Clark and Ken Kohl for Position 2 and 3 on the Budget Committee in a work session that took place earlier that evening. These two terms will expire on December 31, 2019. He called for a motion to appoint the new Budget Committee member for Position 3.

Motion: Naomi Raven moved, seconded by Lisa Barrager, to nominate Ken Kohl to serve on the Budget Committee in Position 3 beginning January 1, 2020 through the term ending December 31, 2023.

Chair Bessett called for discussion. Dr. Hernandez thanked the applicants.

Chair Bessett called for a roll call vote. Ms. Raven: yes, Mr. Mann: yes, Mr. Bessett: yes, Dr. Hernandez: yes and Ms. Barrager: yes

The motion passed, 5:0 to appoint Ken Kohl to Position 3 on the Budget Committee.

Chair Bessett called for a motion to appoint the new Budget Committee member for Position 2.

Motion: Todd Mann moved, seconded by Chair Bessett, to nominate Nancy Cameron to serve on the Budget Committee in Position 2 beginning January 1, 2020 through the term ending December 31, 2023.

Chair Bessett called for discussion. There was no discussion.

Chair Bessett called for a roll call vote. Ms. Raven: yes, Mr. Mann: yes, Mr. Bessett: yes, Dr. Hernandez: yes and Ms. Barrager: yes

The motion passed, 5:0 to appoint Nancy Cameron to Position 2 on the Budget Committee.

4. PRESENTATIONS

Consolidated Annual Financial Report and 2018-19 Audit

Kenny Allen from Pauly, Rogers and Co., PC and Joan Bolls, Springfield Public Schools internal auditor shared a presentation on the Comprehensive Annual Financial Report (CAFR) for the year ended June 30, 2019. Ms. Bolls acknowledged the team that helped put together the CAFR, which the district is required by state statute to file each year. The team members included Brett Yancey, Brenda Holt, Laura Pavlat, Melissa Stalder, Heather Murray, Susan Bernatzki, and Doug Darling who facilitated the printing of the document. She said that Board members were provided a copy of the document prior to the Board meeting and that the document was also published on the district's website. She added that extra effort was made to make the report more transparent.

Thurston High School Presentation

Principal Chad Towe and Assistant Principal Missy Cole shared a presentation with the Board about how their Instruction department goals and mission statement, *Thurston High School is a caring community dedicated to preparing graduates for a successful future by educating, supporting and inspiring all learners* support the Board Goals. The following highlight their graduation rates and some of their programs:

2017-2018

- 81% on time graduation
- 86% five year completion

2018-2019

- 77% regular attenders
- 89% 9th grade on track

2019-2020

- 12% Latina/o
- 10% Multi-racial
- 4% Asian, African- American, Native American
- 23% Students with Special Needs
- 29% Free and Reduced Lunch
- 1264 Students

School Board Goals are reflected in THS Instruction Departments goals:

- Guaranteed & Viable Curriculum
- Multi-tiered Systems of Support
- Quality Instruction

Board Goal #1 – Provide personalized learning opportunities for all students = Educate

- Personalized Learning Interventions
- Expository Writing
- Summer School
- CTE

Board Goal #2 – Support the needs of families so that all students are ready to learn = Support

- Key Behavioral Interventions
- Academic Success Coach
- Attendance Support
- Tutoring Center
- Colt Compliment Cards
- ASK. Check. Tell.

Board Goal #3 – Promote growth and success for every student = Inspire our students. The following are the statistics for the 2019 graduates post graduation plans:

- 6% - Workforce
- 6% - Trade Schools
- 25% - 4-year degree
- 58% - 2-year degree
- 5% - Military

Two new student clubs were created for students:

- ALAS (Advocating for Latina/o Achievement in Schools)
- BSU (Black Student Union)

R.E.A.L. (Respect, Excellence, Advocacy, Leadership) Campaign. They want their students to see themselves in the R.E.A.L. campaign everyday.

Board Goal #4 – Safe and Future-Ready Facilities

- The new Fabrication Lab
- Replacement of the Auxiliary Gym which was damaged in the snow storm last year

5. 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.

Haunai Nagel, 690 Poltava Street in Springfield has four children in Springfield Public Schools and spoke in support of the CTE courses and felt funding from Measure 98 should help with funding the CTE program.

Polly Kohl, 91217 Donna Street in Springfield, who is a metal fabrication teacher at Thurston High School, shared positive feedback regarding the CTE programs and the need for further funding to update and replace equipment for these programs.

Jeff Parker, 2621 Augusta Street in Eugene, is the Executive Director of Northwest Youth Corps. He spoke about the need to make additional investments to supplement financial resources for the CTE program.

Ashley Bakker, 867 T Street, a sophomore at Springfield High School, spoke regarding the CTE classes and her enjoyment in taking them and what they offered her and other students. She would like to see more funding directed towards those classes and programs.

Colleen Hunter, 4921 Glacier Drive in Springfield, thanked the Board for their work. She also shared her excitement about what the district did on parent notification this year and the ability to translate the text by clicking on the translate button on the webpage. She said she is grateful for the new transportation available for families to the library.

6. CONSENT AGENDA

A. October 28, 2019 Fall Planning Meeting Minutes

B. November 12, 2019 Board Meeting Minutes

C. Financial Statement

D. Personnel Action, Resolution #19-20.018

Retirement

Lucy Nelson

E. Out of State Trip, THS Softball, Resolution #19-20.019

The main objective of this trip is to provide student athletes an opportunity to compete against teams outside our league and state in preparation for the upcoming school season. Other objectives are: to promote group identity through team bonding; to visit the Grand Canyon and Zion National Park.

The travel dates will be March 18-25, 2020. The students will miss three (3) days of school. The rationale for missing two or more school days is that Utah has spring break the week prior to Springfield Public Schools. Therefore, athletes will need to miss two or three days of school, depending on flights and transportation. If the team were to drive, the athletes would miss four or five days of school. The athletes will return to Springfield with five days remaining of break to complete schoolwork, rest and prepare to return to school.

Student athletes have fundraised approximately \$3,600 of the estimated \$13,000 needed to cover the cost of this trip but have planned fundraising activities. There is no cost to the district for this trip. Monies fundraised will also cover costs for substitute teachers.

David Collins recommended the Board of Directors approve Thurston High School Softball Team's request to travel to St. George, Utah to participate in the Spring Break Tournament.

F. Board Policy BFE Approval, Resolution #19-20.020

Following discussion at the Board Work Session on October 23, 2019 with regards to board roles and responsibilities, the board desired the addition of the policy BFE – Administration in the Absence of Policy, to clarify the superintendent's authority to act in circumstances which fall in the absence of existing board policy.

With the assistance and guidance of the Oregon School Boards Association staff, district staff respectfully submitted the proposed policy to the Springfield School Board for first read on November 12, 2019. The

district now submits policy BFE for your approval and inclusion in the Springfield School Board Policy Manual.

Jenna McCulley recommended that the Board of Directors approve the following policy:

- BFE – Administration in the Absence of Policy

G. Board Policy GCN/GDN, First Read

As the district continues its work to refine processes by which classified staff are evaluated, district staff respectfully submits the proposed revision to policy GCN/GDN for the board's review.

Dustin Reese recommended that the Board of Directors review the policy revision as a first reading.

Motion: Todd Mann moved, seconded by Lisa Barrager, to approve the Consent Agenda.

Motion passed, 5:0.

7. ACTION ITEMS

A. Consolidated Annual Financial Report and 2018-19 Audit, Resolution #19-20.021

Oregon State law requires an annual audit of all financial transactions of the School District for all operating funds, including grant funds and trust funds. The independent accounting firm of Pauly, Rogers and Co., PC conducted the 2018-2019 fiscal year-end audit and a copy of this document was made available to the school board prior to the December 9, 2019 Board Meeting. A copy of the report is published on the district website. In addition to the Consolidated Annual Financial Report (CAFR) is the management letters for the District addressed to the School Board.

Brett Yancey recommended that the Board of Directors accept the audited financial reports for 2018-2019 as were presented during the meeting by the firm of Pauly Rogers and Co., PC.

Motion: Lisa Barrager moved and Vice Chair Raven seconded the motion to accept the audited financial reports for 2018-2019 as presented during the meeting by the firm of Pauly Rogers and Co., PC.

Chair Bessett called for discussion. Dr. Hernandez expressed his appreciation for the work Brett Yancey and staff put into the financial report.

Chair Bessett called for the vote.

Motion passed, 5:0.

B. Naming of Maple Turf Field, Resolution #19-20.022

During the 2018-19 academic year, the district was approached by a generous Springfield business owner who had identified the need for additional turf field facilities in Springfield to benefit our youth. Recognizing that financial limitations on the district's ability to build such facilities, Ike Olsson of Olsson Industrial Electric proposed to lead a private campaign to construct a turf field on the Maple Elementary School grounds.

Mr. Olsson's goal was to ensure access for students to exceptional facilities at no additional cost to the district. Through his efforts and the generous contributions of his colleagues, the field is nearing completion and is on schedule to be in full use this spring. When completed, this field will host the students of Maple Elementary on a daily basis, as well as youth baseball/softball and high school/small college softball. This facility is an asset that will be valued throughout our community for years to come.

Due to the generosity and abundance of support from community donors, the district is requesting the School Board name the athletic field after Mr. Richard Schwab. Mr. Schwab was a long-time community member and youth athletic supporter, as well as the husband of a former Maple Elementary School staff member.

Brett Yancey recommended that the Springfield School District Board of Directors approve the naming of the Maple Elementary School turf field as “Rich Schwab Field”.

Motion: Vice Chair Raven moved and Dr. Hernandez seconded the motion to approve the naming of the Maple Elementary School turf field as “Rich Schwab Field”.

Chair Bessett called for discussion. There was no discussion

Chair Bessett called for the vote.

Motion passed, 5:0.

C. Middle School Health Curriculum Adoption, Resolution #19-20.023

In accordance with Board Policy IIAA, Textbook Selection and Adoption, the titles listed in the resolution are presented to the board for approval as the comprehensive health education and prevention curriculum for grades 6-8.

These titles provide Health components correlated to the Oregon State Health Standards, and reflect the recommendation of the Springfield Public Schools Middle School Health committee.

David Collins recommended that the Board of Directors approve the request of:

Great Body Shop, The Children’s Health Market, Inc. Grade 6
Great Body Shop, The Children’s Health Market, Inc. M1
Great Body Shop, The Children’s Health Market, Inc. M2

for use in the Middle School Health Program.

Motion: Todd Mann moved and Vice Chair Raven seconded the motion to approve the request of: *Great Body Shop, the Children’s Health Market, Inc. Grade 6; Great Body Shop, the Children’s Health Market, Inc. M1 and Great Body Shop, The Children’s Health Market, Inc. M2* for use in the Middle School Health Program.

Chair Bessett called for discussion. Ms. Barrager asked about parental participation and family involvement and Whitley McKinley shared that there have been plans made for that.

Dr. Hernandez thanked Ms. McKinley for all the research and work put into the selection of these materials.

Vice Chair Raven stated she was impressed with the curriculum and felt it would be a good curriculum for making life-ready students.

Chair Bessett called for the vote.

Motion passed, 5:0.

8. Reports and Discussion

A. Student Success Act

Superintendent Hamilton and Assistant Superintendent Collins shared an update that the next set of guidelines for the Student Success Act was planned to be released December 16, 2019. The Table of Contents was made available and they believed that the district was up to date at this point with the necessary steps for completing the application process. The community input was closed, the district's review of the input had begun and updates would be sent via email.

B. Student Communication

Mia Dumars representing Thurston High School shared events that have happened on campus and other events that are upcoming: promotion of creating post high school plans by students, Football team are the State Champions, girls' volleyball placed 6th in the state, Winter Dance, Intermural participation, Theater and Choir performances and the Annual Tree of Joy Project.

Niyale Moseby representing Springfield High School shared information about the school's Miller Food Drive with over 2,600 pounds of food collected, their Tree of Joy project and the band's participation in Springfield's Annual Christmas Parade.

Corbin Weathers representing Gateways High School spoke about their Attendance Challenge, a simulation of "Shark Tank" on December 19, 2019, and on December 20, there would be Holiday Feast with food provided by Texas Roadhouse to invoke a feeling of family among students and staff.

Isabella Roberts, representing Academy Arts and Academics talked about their November Art Walk, a strong student presence at the Chamber of Commerce tour at Lane Community College, a field trip to Dracula at the Very Little Theater and their Giving Tree.

C. Superintendent Communication

Superintendent Hamilton shared about his activities during the previous month which included attending the Oregon School Boards Association's Conference in Portland with the entire school board; participating on a panel discussion with Superintendents Gustavo Balderas from Eugene 4J School District and Chris Parra from Bethel School District at a recent meeting of the Eugene City Club where all three shared an overview of the Student Success Act; helping with the Inclement Weather Watch Team; attending the all-school Thanksgiving luncheon at Briggs Middle School where district and community volunteers served the staff and students; and judging entries for the Maple Elementary School Science Fair.

Superintendent Hamilton asked each Board member to share their greatest take away from the OSBA Annual Convention.

D. Board Communication

Chair Bessett was impacted by workshops he attended which discussed issues of equity and race and how much more there was to learn.

Ms. Barrager shared about a session regarding work practices and how addressing students' trauma is sometimes just as important as teaching the math lesson for that day.

Vice Chair Raven shared her interest and the value she received from the breakaway sessions regarding inclusion and Special Education. She added there is much to be learned and implemented in areas such as expectations of students and equity conversations.

Mr. Mann attended several financial workshops and was interested to learn additional facts around PERS.

Dr. Emilio Hernandez stated that the other members had covered his points and added that he enjoyed many of the same workshops as his colleagues. He felt the OSBA did a great job with this conference each year presenting relevant workshops for board members.

9. NEXT MEETINGS

Mr. Bessett said the next Board meeting would be a Business Meeting on January 13, 2020 beginning at 7:00pm. Vice Chair Raven will take the lead for the January 27, 2020 meeting because Chair Bessett will be in Washington DC.

10. OTHER BUSINESS

There was no other business.

11. ADJOURNMENT

With no other business, Chair Bessett adjourned the meeting at 8:50 pm.

(Minutes recorded by Kathy Savelich)

**SPRINGFIELD PUBLIC SCHOOLS
2019-2020 Revenue/Expenditure Forecast
As of December 31, 2019
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 (95%) of current year tax revenue received (\$24,847,864). To date, \$191,940 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 30th, 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 \$3.6 million, which is a 4.25% reduction from projections. To date the District has received \$49,021,163 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.

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 2018-2019 | PROJECTED as % of BUDGET |
|-------------------------------------|--------------------|-------------------------------|--|------------------------|--------------------------------|
| REVENUES: | | | | | |
| Property taxes - current | 26,158,778 | 24,847,864 | 1,310,914 | 26,158,778 | 100.00% |
| Property taxes - prior years | 400,000 | 191,940 | 208,060 | 400,000 | 100.00% |
| Other local sources | 730,100 | 423,501 | 306,599 | 730,100 | 100.00% |
| Lane ESD Apportionment | 1,550,000 | 362,553 | 1,187,447 | 1,550,000 | 100.00% |
| County School Fund | 190,000 | 0 | 190,000 | 190,000 | 100.00% |
| State School Fund | 84,663,409 | 49,021,163 | 32,042,246 | 81,063,409 | 95.75% |
| Federal Forest Fees | 0 | 0 | 0 | 0 | |
| Common School Fund | 1,040,246 | 610,649 | 429,597 | 1,040,246 | 100.00% |
| Total revenues | 114,732,533 | 75,457,669 | 35,674,864 | 111,132,533 | 96.86% |
| Beginning fund balance | 8,500,000 | 10,703,354 | 0 | 10,703,354 | 125.92% |
| Total Beginning fund balance | 8,500,000 | 10,703,354 | 0 | 10,703,354 | 125.92% |
| Total resources | 123,232,533 | 86,161,023 | 35,674,864 | 121,835,887 | 98.87% |
| EXPENDITURES: | | | | | |
| Personal services | 60,231,137 | 22,385,073 | 37,178,804 | 59,563,877 | 98.89% |
| Employee benefits | 39,675,581 | 14,209,958 | 24,546,941 | 38,756,899 | 97.68% |
| Purchased services | 9,804,460 | 3,734,445 | 5,948,614 | 9,683,060 | 98.76% |
| Supplies & materials | 3,297,873 | 1,574,153 | 1,689,246 | 3,263,399 | 98.95% |
| Capital outlay | 687,700 | 368,881 | 312,443 | 681,324 | 99.07% |
| Other objects | 821,833 | 803,011 | 18,822 | 821,833 | 100.00% |
| Fund transfers | 3,351,996 | 2,751,996 | 0 | 2,751,996 | 82.10% |
| Total expenditures | 117,870,580 | 45,827,517 | 69,694,870 | 115,522,387 | 98.01% |
| Unappropriated | 4,361,953 | 0 | 0 | 0 | - |
| Contingency | 1,000,000 | 0 | 110,000 | 110,000 | 11.00% |
| Total appropriations | 123,232,533 | 45,827,517 | 69,804,870 | 115,632,387 | 93.83% |
| Total resources | | 86,161,023 | 35,674,864 | 121,835,887 | |
| Total appropriations | | 45,827,517 | 69,804,870 | 115,632,387 | |
| Ending fund balance | | 40,333,506 | (34,130,006) | 6,203,500 | |
| Less: contingency | | | 0 | 0 | |
| Net fund balance | | 40,333,506 | (34,130,006) | 6,203,500 | |

- 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.
- In anticipation of a Contingency Fund allocation approval by the School Board; \$110,000 will be allocated to the replacement of two boilers at Springfield High School 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 \$6,203,500. 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

PERSONNEL ACTION

RELEVANT DATA:

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

RECOMMENDATION:

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

- New Hires
- Resignations
- Retirement
- Change of Contract Status

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

| NO | NAME | CURRENT BUILDING ASSIGNMENT | CURRENT STATUS | FTE | EFFECTIVE DATE | NOTES |
|----|----------------------------------|--------------------------------|----------------------|-----|-------------------|---------------------------------------|
| | NEW HIRES | | | | | |
| 1 | KAREN BELSHAW | TRDR | TEMPORARY TEACHER | FT | 12/9/19-6/12/20 | TEMPORARY RE-HIRE |
| 2 | QUINCY HAYDEN | TES | TEMPORARY TEACHER | FT | 1/6/20-4/06/20 | CLASSIFIED EA TO TEMPORARY TEACHER |
| 3 | JULIE KEMPER | CES | TEMPORARY TEACHER | FT | 1/6/20-6/12/20 | TEMPORARY HIRE |
| 4 | JAMIE SMITH | WES | TEMPORARY TEACHER | PT | 1/13/20-6/12/20 | TEMPORARY HIRE |
| | | | | | | |
| | RESIGNATIONS | | | | | |
| 5 | JOSE ARAYA-YAMPEY | SHS | TEMPORARY TEACHER | FT | 01/31/2020 | RESIGNATION |
| 6 | AMY PAGE | WES | CONTRACT TEACHER | PT | 01/15/2020 | RESIGNATION |
| 7 | PHOEBE SLOCUM | THS | PROBATIONARY 3 | FT | 01/31/2020 | RESIGNATION |
| | | | | | | |
| | RETIREMENT | | | | | |
| 8 | DIANE RAY | THS | CONTRACT TEACHER | FT | 01/31/2020 | RETIREMENT |
| | | | | | | |
| | CHANGE OF CONTRACT STATUS | | | | | |
| 9 | DIANE RAY | THS | TEMPORARY TEACHER | FT | 02/01/2020 | TEMPORARY REHIRE OF RETIREE |
| | | | | | | |

BOARD REPORT**DATE: JANUARY 13, 2020****DIVISION 22 ASSURANCES REPORT****RELEVANT DATA:**

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 postponed the adoption of instructional materials while deliberately investing fiscal resources and developing a plan to become fully compliant. We have a fiscal investment and adoption plan that will bring the District in compliance.

RECOMMENDATION:

It is recommended that the Board accept the assurance standards as written.

SUBMITTED BY:

David Collins
Assistant Superintendent

RECOMMENDED BY:

Todd Hamilton
Superintendent

Division 22 Standards for Public Elementary and Secondary Schools 2018-19

Assurances: Report to the Community

By February 1 of each year, school district superintendents are required by [OAR 581-022-2305: Operating Policies and Procedures](#) to report to their communities the district's standing with respect to all of the Standards for Public Elementary and Secondary Schools as set out in Oregon Administrative Rules Chapter 581, Division 22. Below is a summary of [District]'s compliance with each of the requirements of Oregon's administrative rules found in [DIVISION 22 - STANDARDS FOR PUBLIC ELEMENTARY AND SECONDARY SCHOOLS](#). For each rule reported as out of compliance, [District] has provided an explanation of why the school district was out of compliance and the school district's proposed corrective action plan to come into compliance by the beginning of the 2020-21 school year.

Summary of Compliance with Division 22 Requirements

[581-022-2000: Diploma Requirements](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2005: Veterans Diploma](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2010: Modified Diploma](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2015: Extended Diploma](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2020: Alternative Certificate](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2025: Credit Options](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2030: District Curriculum](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2045: Prevention Education in Drugs and Alcohol](#)

Compliance Status for 2018-19 school year: Out of compliance

Explanation: Fiscal reduction and impact. District level administrative turnover.

Proposed Corrective Action: As part of the Health/PE committee work, we've revised standards and plan for compliance in 2019/20.

[581-022-2050: Human Sexuality Education](#)

Compliance Status for 2018-19 school year: Out of compliance

Explanation: Fiscal reduction and impact. District level administrative turnover.

Proposed Corrective Action: 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.

[581-022-2055: Career Education](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2060: Comprehensive School Counseling](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2100: Administration of State Assessments](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2110: Exception of Students with Disabilities from State Assessments](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2115: Assessment of Essential Skills](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2120: Essential Skill Assessments for English Language Learners](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2130: Kindergarten Assessment](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2205: Policies on Reporting of Child Abuse](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2210: Anabolic Steroids and Performance Enhancing Substances](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2215: Safety of School Sports - Concussions](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2220: Health Services](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2223: Healthy and Safe Schools Plan](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2225: Emergency Plans and Safety Programs](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2230: Asbestos Management Plans](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2250: District Improvement Plan](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2255: School and District Performance Report Criteria](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2260: Records and Reports](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2265: Report on PE Data](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2270: Individual Student Assessment, Recordkeeping and Reporting](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2300: Standardization](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2305: Operating Policies and Procedures](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2310: Equal Education Opportunities](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2315: Special Education for Children with Disabilities](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2320: Required Instructional Time](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2325: Identification of Academically Talented and Intellectually Gifted Students](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2330: Rights of Parents of TAG Students](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2335: Daily Class Size](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2340: Media Programs](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2345: Auxiliary Services](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2350: Independent Adoptions of Instructional Materials](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2355: Instructional Materials Adoption](#)

Compliance Status for 2018-19 school year: Out of compliance

Explanation: Due to the recession and lost revenue streams the District became out of compliance. The District postponed the adoption of instructional materials while deliberately investing fiscal resources and developing a plan to become fully compliant.

Proposed Corrective Action: We have a fiscal investment and adoption plan that will bring the District in compliance.

[581-022-2360: Postponement of Purchase of State-Adopted Instructional Materials](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2370: Complaint Procedure](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2400: Personnel](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2405: Personnel Policies](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2410: Teacher and Administrator Evaluation and Support](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2415: Core Teaching Standards](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2420: Educational Leadership - Administrator Standards](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2430: Fingerprinting of Subject Individuals in Positions not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2440: Teacher Training Related to Dyslexia](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2445: Universal Screening for Risk Factors of Dyslexia](#)

Compliance Status for 2018-19 school year: In compliance

[581-022-2500: Programs and Services for TAG Students](#)

Compliance Status for 2018-19 school year: **In compliance**

[581-022-2505: Alternative Education Programs](#)

Compliance Status for 2018-19 school year: **In compliance**

**RESOLUTION #19-20.025
BOARD POLICY GCN/GDN APPROVAL**

DATE: JANUARY 13, 2020

BOARD POLICY GCN/GDN

RELEVANT DATA:

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 now submits policy GCN/GDN for your approval and inclusion in the Springfield School Board Policy Manual.

RECOMMENDATION:

It is recommended that the Board of Directors approve the following policy:

- GCN/GDN – Evaluation of Staff

SUBMITTED BY:

Dustin Reese
Director of Human Resources

RECOMMENDED BY:

Todd Hamilton
Superintendent

Evaluation of Staff

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract non-extension, contract renewal or nonrenewal, dismissal and discipline.

Licensed Staff

Evaluation of licensed staff shall be conducted to conform with applicable Oregon Revised Statutes and any applicable collective bargaining provisions.

Teachers' evaluations shall be customized based on collaborative efforts and include the core teaching standards adopted by the State Board of Education.

Evaluations must attempt to:

1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;
2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the needs of the teacher and the needs of the school and district;
3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including classroom and other assignments;
4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the teacher.

Classified Staff

All classified employees will be formally evaluated by their immediate supervisor at least twice during their first year of employment and at least once every two years thereafter.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#)

[ORS 332.505](#)

[ORS 342.850](#)

[OAR 581-022-1720](#)

[OAR 581-022-1723](#)

[OAR 581-022-1724](#)

RESOLUTION: #19-20.026

DATE: JANUARY 13, 2020

**RESOLUTION TO ALLOCATE CONTINGENCY FUNDS
SPRINGFIELD HIGH SCHOOL – BOILER REPLACEMENT**

RELEVANT DATA:

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 building (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 20th. These units were received on Thursday, December 26th. Based on prior work experience, District administrators were able to design the fabrication specs and install the primary unit during the week of December 30th, 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 7th. 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:

It is recommended that 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 |

Submitted by:

Brett M. Yancey
Chief Operations Officer

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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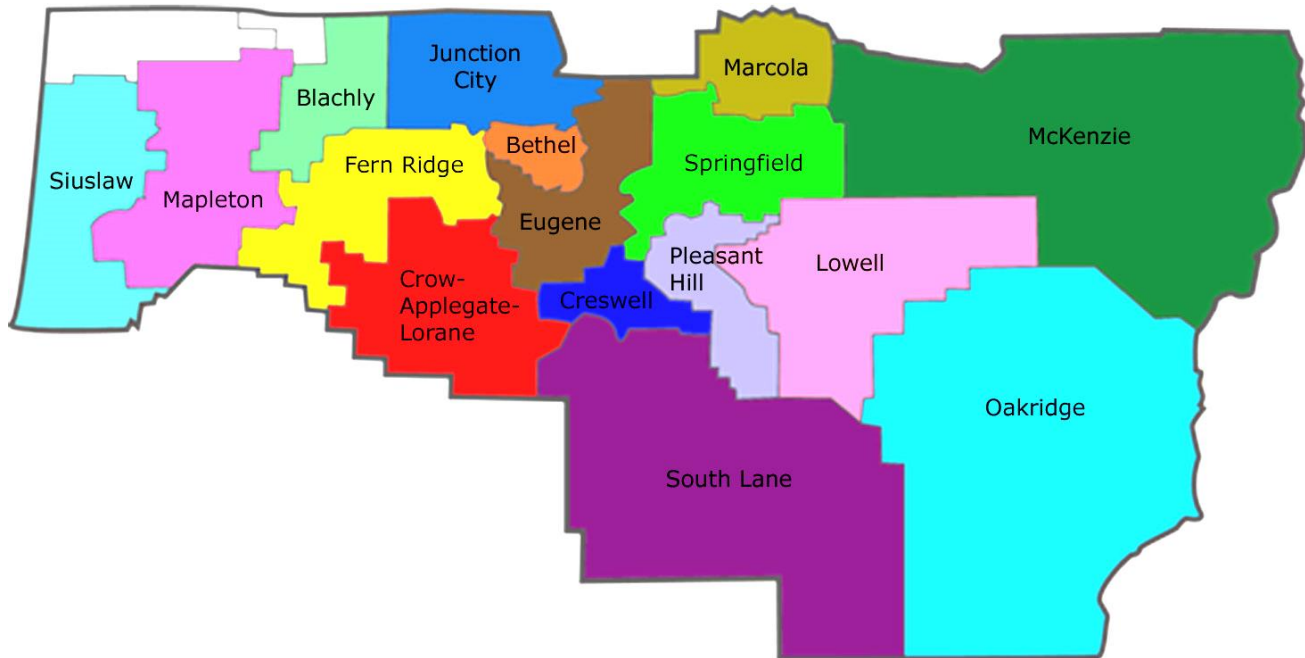


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Component Districts



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 |



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.



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 Librarian Services |
| 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

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



Services to Children with Special Needs

Speech Services

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

Augmentative Communication

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



Services to Children with Special Needs

Direction Service

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



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



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 21st 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/Black 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.





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



Administrative Services

Courier Services

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

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

Goals

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

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

Substitute Teacher List Subscription

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

Goals

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

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



Administrative Services

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

Inter-Library Courier

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

Substitute Teacher List Subscription

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

ODOT Teens Driving Safely Grant

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

State Farm Grant

Supports access to ODOT approved Driver Education courses.

FIRST READING

DATE: JANUARY 13, 2020

2020-2021 ACADEMIC CALENDAR

RELEVANT DATA:

The attached 2020-2021 academic calendar includes 175 school days for students, one (1) full day collaboration for staff (January 4), 15 early release/collaboration days.

This calendar is for first reading, and as such, 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 review, as a first reading, 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

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JULY 2020

| | | | | |
|----|----|----|----|-----|
| | | 1 | 2 | (3) |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

AUGUST 2020

| | | | | |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |

SEPTEMBER 2020

| | | | | |
|-----|-----|-----|-----|-----|
| (7) | (1) | (2) | (3) | (4) |
| 8 | 9 | 10 | 11 | 12 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

OCTOBER 2020

| | | | | |
|----|----|----|----|----|
| | | 1 | 2 | |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

NOVEMBER 2020

| | | | | |
|----|----|------|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | (11) | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

DECEMBER 2020

| | | | | |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

Key:

| | |
|--|--|
| | End of Quarter |
| | Non-Contract Holiday |
| | First & Last Day of School |
| | Holidays |
| | Grading-Planning Days/ Parent Conference Days |
| | Inservice Days: Staff Dev, Planning & Collaboration |
| | Early Release |
| | Collaboration Days (certified & classified report) |

| Day | Month |
|-----|-------|
|-----|-------|

August

| | |
|--|--|
| | |
|--|--|

September

| | |
|---------|--|
| 1-4 & 8 | Staff Inservice Day |
| 7 | Labor Day Holiday |
| 9 | First Day of School - 1/2 Kinders, Gr 1-5, 6 & 9 |
| 10 | First Day of School - 1/2 Kinders, Gr 7, 8 & 10-12 |
| 18 | Early Release - Collaboration Day (all students) |

October

| | |
|--------|--|
| 9 & 23 | Early Release - Collaboration Day (all students) |
|--------|--|

November

| | |
|---------|--|
| 5 & 6 | No School - Grading/Conference Day (Sec Only) |
| 11 | No School - Veterans Day Holiday |
| 13 | Early Release - Collaboration Day (all students) |
| 26 & 27 | Holiday - Thanksgiving - No School |

December

| | |
|---------|--|
| 11 | Early Release - Collaboration Day (all students) |
| 21 - 31 | Winter Break - No School |

January

| | |
|---------|---|
| 1 | New Year's Day Holiday |
| 4 | No School - Collaboration Day (all students) |
| 8 & 22 | Early Release - Collaboration Day (all students) |
| 18 | No School - Non-Contract Holiday (all students) |
| 28 & 29 | No School - Grading Day (Sec Only), End of 1st Semester |

February

| | |
|---------|--|
| 12 & 26 | Early Release - Collaboration Day (all students) |
| 15 | No School - Non-Contract Holiday (all students) |

March

| | |
|---------|--|
| 12 | Early Release - Collaboration Day (all students) |
| 22 - 26 | No School - Spring Break |

April

| | |
|--------|--|
| 9 & 23 | Early Release - Collaboration Day (all students) |
| 16 | No School-Conf/Grading Day (Sec Only)-End of 3rd Quarter |

May

| | |
|--------|--|
| 7 & 21 | Early Release - Collaboration Day (all students) |
| 31 | Holiday - Memorial Day |

June

| | |
|----|---|
| 17 | Last Day of School/Early Release - Collaboration Day (all students) |
| 18 | Staff Grading Day |

| M | T | W | T | F |
|---|---|---|---|---|
|---|---|---|---|---|

JANUARY 2021

| | | | | |
|----|----|----|----|-----|
| | | | | (1) |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | 29 |

FEBRUARY 2021

| | | | | |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |

MARCH 2021

| | | | | |
|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

APRIL 2021

| | | | | |
|----|----|----|----|----|
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | 9 |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| 26 | 27 | 28 | 29 | 30 |

MAY 2021

| | | | | |
|------|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| (31) | | | | |

JUNE 2021

| | | | | |
|----|----|----|----|----|
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

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 |

*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

2020-2021 DISTRICT CALENDAR

Staff -Elementary: Trimester
SEMIFINAL - 175base A

IMPORTANT DATES

| M | T | W | T | F |
|---|-----|------|------|------|
| JULY 2020 | | | | |
| | 1 | 2 | (3) | |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |
| AUGUST 2020 | | | | |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |
| 31 | | | | |
| SEPTEMBER 2020 | | | | |
| (7) | (1) | (2) | (3) | (4) |
| (8) | (9) | (10) | (11) | (12) |
| 14 | 15 | 16 | 17 | (18) |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |
| OCTOBER 2020 | | | | |
| | | 1 | 2 | |
| 5 | 6 | 7 | 8 | (9) |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | (23) |
| 26 | 27 | 28 | 29 | 30 |
| NOVEMBER 2020 | | | | |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | (11) | 12 | (13) |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | (26) | 27 |
| 30 | | | | |
| DECEMBER 2020 | | | | |
| | 1 | (2) | 3 | 4 |
| 7 | 8 | 9 | 10 | (11) |
| 14 | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | (25) |
| 28 | 29 | 30 | 31 | |
| Key: | | | | |
| End of Trimester | | | | |
| Non-Contract Holiday | | | | |
| First & Last Day of School | | | | |
| Holidays | | | | |
| Grading-Planning Days/ Parent Conference Days | | | | |
| Inservice Days: Staff Dev, Planning & Collaboration | | | | |
| Early Release | | | | |
| Collaboration Days (certified & classified report) | | | | |
| Kinder Only | | | | |

| Day | Month |
|---------|---|
| | August |
| | |
| 16 | September |
| 1-4 & 8 | Staff Inservice Days |
| 7 | Labor Day Holiday |
| 9 | First Day of School - 1/2 Kinders, Gr 1-5, 6 & 9 |
| 10 | First Day of School - 1/2 Kinders, Gr 7, 8 & 10-12 |
| 11 | Kinder Teacher Collaboration Day - Only Kinder students to not |
| 18 | Early Release - Collaboration Day (all students) |
| | |
| 22 | October |
| 9 & 23 | Early Release - Collaboration Day (all students) |
| | |
| 18 | November |
| 11 | No School - Veterans Day Holiday |
| 13 | Early Release - Collaboration Day (all students) |
| 26 & 27 | Holiday - Thanksgiving - No School |
| | |
| 11 | December |
| 2-4 | Grading/Conf Day, End of 1st Trimester (Elem Only) |
| 11 | Early Release - Collaboration Day (all students) |
| 21 - 31 | Winter Break - No School |
| | |
| 17 | January |
| 1 | New Year's Day Holiday |
| 4 | No School - Collaboration Day (all students) |
| 8 & 22 | Early Release - Collaboration Day (all students) |
| 18 | No School - Non-Contract Holiday (all students) |
| 29 | No School: Teacher Prep (elem)/Grading Day (sec) |
| | |
| 19 | February |
| 12 & 26 | Early Release - Collaboration Day (all students) |
| 15 | No School - Non-Contract Holiday (all students) |
| | |
| 17 | March |
| 12 | Early Release - Collaboration Day (all students) |
| 19 | No School-Grading Day/End of 2nd Trimester (Elem C |
| 22 - 26 | No School - Spring Break |
| | |
| 22 | April |
| 9 & 23 | Early Release - Collaboration Day (all students) |
| | |
| 20 | May |
| 7 & 21 | Early Release - Collaboration Day (all students) |
| 31 | Holiday - Memorial Day |
| | |
| 13 | June |
| 17 | Last Day of School/Early Release - Collaboration Day (all students) |
| 18 | Staff Grading Day |

| M | T | W | T | F |
|---------------|----|----|------|------|
| JANUARY 2021 | | | | |
| | | | | (1) |
| 4 | 5 | 6 | 7 | (8) |
| 11 | 12 | 13 | 14 | 15 |
| (18) | 19 | 20 | 21 | (22) |
| 25 | 26 | 27 | 28 | (29) |
| FEBRUARY 2021 | | | | |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | (12) |
| (15) | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | (26) |
| MARCH 2021 | | | | |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | (12) |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |
| APRIL 2021 | | | | |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | (9) |
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | (23) |
| 26 | 27 | 28 | 29 | 30 |
| MAY 2021 | | | | |
| 3 | 4 | 5 | 6 | (7) |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | (21) |
| 24 | 25 | 26 | 27 | 28 |
| (31) | | | | |
| JUNE 2021 | | | | |
| | 1 | 2 | 3 | 4 |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | (17) | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | | |

End 1st Trimester: Dec 2

End 2nd Trimester: March 19

End 3rd Trimester: June 17

Student Contact Day: 175

Tri 1 57 days

Tri 2 60 days

Tri 3 58 days

End 1st Trimester: Dec 2
End 2nd Trimester: March 19
End 3rd Trimester: June 17

Student Contact Day: 175
Tri 1 57 days
Tri 2 60 days
Tri 3 58 days

*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 11th grades for the coming year are eligible to request transfers. Returning seniors may also apply.

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

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

RECOMMENDATION:

It is recommended the Board accept 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