



**BOARD OF EDUCATION**  
**January 14, 2019**  
**Administration Center Board Room**  
**640 A Street**  
**Springfield, OR 97477**

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**5:30 pm Executive Session (non-public) pursuant to ORS 192.660(2)(e) to conduct deliberations with persons designated by the governing body to negotiate real property transactions.**

**6:00 pm School Board Appreciation Reception, Board Room**

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

<b>AGENDA</b>		<b>TAB</b>
1.	Call Meeting to Order and Flag Salute	Board Chair Zach Bessett
2.	Changes or Additions to the Agenda	Chair Bessett
3.	School Presentation: Walterville Elementary School	Principal Dave Hulbert
4.	2019-2021 Lane ESD Local Service Plan Review	Superintendent Scurto, Lane ESD
5.	Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)	
6.	Consent Agenda	
	A. December 10, 2018 Board Meeting Minutes	1
	B. Financial Statement	Brett Yancey 2
	C. Division 22 Assurances, Resolution #18-19.023	David Collins 3
	D. Board Policy, First Read	Jenna McCulley 4
	E. 2019-2021 Lane ESD Local Service Plan Year One, First Read	Bruce Smolnisky 5
7.	Reports and Discussion	
	A. Student Communication	
	B. Superintendent Communication	Bruce Smolnisky
	C. Board Communication	Chair Bessett
8.	Other Business	
9.	Next Meetings: January 28, 2019, 4:00 pm, Mid-Year Planning Meeting February 11, 2019, 7:00 pm Business Meeting	
10.	Adjournment	Chair Bessett

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 640 A Street, Springfield, OR 97477; Phone: (541) 726-3201. Contact should be made 72 hours in advance of the event.

## **BUSINESS MEETING MINUTES**

8/A Regular Meeting of the Lane County School District No. 19 Board of Education was held on December 10, 2018.

### **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 7:00pm and led the Pledge of Allegiance.

#### **Attendance**

Board Members present included Board Chair Zach Bessett, Board Vice Chair Michelle Webber, Laurie Adams, Dr. Emilio Hernandez and Naomi Raven.

District staff and community members identified included Superintendent Bruce Smolnisky, David Collins, Brett Yancey, Judy Bowden, Jenna McCulley, Dustin Reese, Ian Kerr, Sonny Molinori, Cadence Rose, Amber Mitchell, Nicole Norris, José da Silva, Carla Smith, Nicole Nakayama, Jessica Haney, Colleen Hunter, Heidi VanBrunt, Jayne Hulse, Tamra Gilman, Jessica Nevin, Stefani Myers, Rob Horner, John DeWenter, Mike Eyster, Kevin Ricker, Jeff Butler, Kenny Allen, Ame Beard, Amanda Rosenfelt, Chad Towe, Kate Lode, Anne Goff and Tiffany Boss.

### **2. PBIS REPORT**

Dr. Brian Megert and Dr. Nicole Nakayama shared their involvement in the Positive Behavioral Intervention and Supports program (PBIS). They shared the history and implementation of the concept of Multi-Tiered System of Support (MTSS) and the educational community support at the district level. The program offers unique support to students and families.

The District partnered with Rob Horner and the University of Oregon to begin the implementation of PBIS in five elementary schools. The goal was to be able to implement all three tiers with a 70% success rate. The District has been able to grow and expand the program to all of our schools and we are now moving forward with implementation at Gateways High School. Dr. Nakayama added that the majority of students respond positively to this support. We have 80-85% of students who respond positively to PBIS systems. There are still 15-20% who need targeted individualized supports.

We currently have five coaches in the District who have this as part of their regular workload. This past fall, Dr. Nakayama worked with our trainers to increase their capacity. She also implemented a workshop for staff to specifically target kindergartners and help them adjust to school routines.

The next steps for this year include:

- Offer targeted support to key roles to sustain fidelity for the implemented tiers;
- Invite teams to two trainings per year and provide time to work on their school plans following the training sessions;
- Provide coaching support for each school;
- Meet monthly as a leadership team to sustain district capacity and to be responsive to the needs of the buildings;
- Connect with community services as needed for additional support.

Ms. Adams asked if other School Districts in the area were participating? Dr. Megert responded that many districts in Oregon and thousands across the nation participate in this system. Dr. Nakayama shared the goal of the project was to implement PBIS at all three tiers in the district. The University of Oregon was the main support in the first year.

Dr. Hernandez asked what would be necessary to meet the needs of the Tier III 15%-20%. She responded that it was a significant challenge, but they have individuals in training. There were a lot of students in need. Something they have added is Mental Health Partnership. Ms. Adams asked if there was a commonality among Tier III students? Dr. Nakayama replied they need more adult support, more involvement and additional layers for classroom support. Ms. Raven shared she has observed this program in schools and it has been very effective for children.

Dr. Hernandez suggested a fourth level, for parents, how can they be assisted? Could we support the household, holistically? Dr. Megert responded that all of the agencies have an understanding that the need is often for the entire family and it will be long and intentional work to support students and their families. Ms. Raven added that she appreciates the support for teachers.

### **3. SCHOOL PRESENTATION: GUY LEE ELEMENTARY SCHOOL**

Principal Amber Mitchell introduced Instructional Coach Kristen Noor and Behavior Support Teacher on Special Assignment (TOSA) Dan Courtney. She shared that Guy Lee's team was hardworking and students are the goal of every decision. Bilingual classrooms have increased over the school year. Programs offered include, Dual Immersion, Title, ELD, Special Education and Life Skills. Dual Immersion will be offered K-5th at the beginning of next school year. Guy Lee offered resources and supports to families in partnership with First Baptist Church, Rack Room Shoes, Snack program, Tiger Closet, food boxes and other systems to help provide needs for families. The continued partnership with the Child Center provided support as well.

Ms. Adams asked if children come to school without shoes? Principle Mitchell responded that students arrive with shoes that are in such poor condition, but the school has a supply of new shoes available for any student in need. The school also promoted and facilitated many family and community events to help families stay connected.

Kristen Noor shared her experience as an instructional coach to support teachers. She meets twice a month with the leadership team and conducts building wide professional development. On a weekly rotation, she meets with the teams to ensure all students needs are met. She also worked with individual teachers on the Impact Cycle, which was to identify, learn, improve and explore resources.

Dan Courtney shared that every Monday morning they have a Tiger Rally to give morale boosters to students. They use Booster Bucks to encourage behavioral improvement, which seems to be effective. Each month they have a different social skills focus, and the activities are implemented according to grade level.

Tier 2 strategies include data based planning using Check In, Check Out, breaks, point cards help decrease undesirable behavior and increase student efficiency, classroom strategies and interventions.

Tier 3 is designed for individualized support plans which include weekly meetings for specialists, administration, Child Center Counselors and District PBIS Coach. Principle Mitchell closed the presentation with a summary of Guy Lee's focus to make every student the goal, every day.

Dr. Hernandez asked if parents are involved at the school. Ms. Mitchell responded that there were various meetings scheduled throughout the year where translators, free childcare and food were provided. The

monthly events are free and specifically designed to get parents involved and get information about activities and support services.

Ms. Raven added that she loved the point card concept and the student recognition they provide. Ms. Webber shared her appreciation for the continued progress and dedication to families. Ms. Adams shared she appreciated information for the community provided by the reader board located at the front of the school.

#### **4. PUBLIC COMMENT**

Chair Bessett read the following statement:

*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.*

Jessica Haney, 2423 19th Street in Springfield, has a 1st grade child at Yolanda. She shared that she has an educational background, and she feels that she would like to see more programs at Yolanda, especially better parental involvement and access. She noticed that the PTO fundraiser had a lot of religious items. The students were given these items to sell and she expressed her concerns and disagreement with the religious items. She asked for other ways to raise funds because she did not want to sell the items available. She has since been told she cannot be involved in the PTO. She would like to know how parents could be more involved.

Jessica Neven, 2739 23<sup>rd</sup> Street in Springfield, is the PTO President at Yolanda Elementary. She has been involved with the PTO and Booster Club at SHS and she has children in both of these schools. She shared that the Yolanda PTO works for the majority, not the minority. The PTO provides funds for field trips, library books, teacher supplies, classroom libraries for teachers and more. This particular fundraiser is used by many schools throughout the nation and is a 60-page catalog of many different items. There are a few pages of items that include Christmas wrapping paper and Biblical scripture references. All faiths are welcome, and no one faith is above any other or declared as the faith at Yolanda. She shared that children should be able to learn about all faiths. She stated her belief that it would be terrible for one family of one faith to determine how the entire school was represented.

Jayne Hulse, 2087 Bonnie Lane in Springfield said she was very involved in the PTO and spoke highly of Principal Butler and his involvement with parents and students. The PTO was open to all volunteers. She shared her passion for her children and that this issue was very important to her. Every parent that wished to be involved in the PTO was wanted and welcomed.

Colleen Hunter, 4921 Glacier Drive in Springfield was speaking as a member of the Community Alliance for Public Education (CAPE). She said that the Student Assessment Bill of Rights makes it possible for parents to have the right to opt out their children from state assessments. She would like to make a request to the Board that notification to students and parents be made in a timely manner, per the new ORS.

Mike Eyster, 825 Willacade Court in Springfield, shared the following statement with the Board:

My name is Mike Eyster and I'm here to commend the board and administration on your recent work.

District 19 is at an inflection point. We appear to be turning a corner in improving graduation rates and 9<sup>th</sup> graders on track to graduate. We have a new contemporary exciting website. We have a strategic plan that sets aspirational goals for the District and we are well into a selection process for a new superintendent.

Indeed, this is an exciting time for the District, Springfield and our students.

I appreciate that these outcomes are the result of hard work over time. Graduation rates and on track to graduation rates don't just jump over night. They happen as a result of strategic interventions and informed, persistent effort. You are building on a foundation that has been in the making for some time and your work is designed to continue to the trend of improvements. I'm encouraged that you are challenging yourselves, the new superintendent and our students to aspire to achieve excellence.

Once again, I commend your commitment to a bold aspirational target, setting metrics to measure your progress toward reaching that target and in so doing, holding yourselves accountable.

In 1961, President John F. Kennedy set a north star goal for the country to land a man on the moon and return him safely to Earth.

Kennedy recognized the importance of stating an aspirational goal.

In 1962, Kennedy further inspired the county by stating, "We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard."

What you are doing is hard – but it is worthy. Our district will be better as a result, our community will be better as a result and most importantly, it will change the lives of our students and generations to come.

Please continue the work, please continue to be bold and set aspirational goals for the District and insist on excellence. Don't be hesitant to rely on the community to support you in your effort. You deserve it and we are here to provide it.

Thank you for your service to our community and our students.

## **5. CONSENT AGENDA**

**A. November 1, 2018 Special Work Session Minutes**

**B. November 13, 2018 Board Meeting Minutes**

**C. Financial Statement**

**D. Personnel Action, Resolution #18-19.020**

**Motion:** Ms. Adams moved, Ms. Webber seconded for approval of the Consent Agenda. The motion carried unanimously, 5:0.

## **6. ACTION ITEMS**

December 10, 2018

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#### **A. Consolidated Annual Financial Report and 2017-2018 Audit, Resolution #18-19.021**

Brett Yancey introduced Kenny Allen from Pauly, Rogers and Co., PC who shared that Springfield Public Schools had been awarded the Certificate of Achievement for Excellence in Financial Reporting for the Comprehensive Annual Financial Report for the Fiscal Year ended June 30, 2017. He said this is a very prestigious award because those who create the report have to go above and beyond and include many additional items that would not normally be included in this type of report. He added that it is very difficult to receive this award year after year as the district does. He noted one issue that was an over-expenditure, but all funds had a positive fund balance at June 30, 2018. There were no other issues with the audit or management issues. He asked the Board for questions, but none were offered.

Mr. Yancey shared that Joan Bolls, the CPA on his staff, could not be present because she was attending a training with another staff member, but he credited her with putting this together. He added that she has done an amazing job. He addressed the comment about over expenditures. He said there were two areas in which the District over-expended the budget. In both cases, money was available, but he didn't get the transfer request made in time. The first area was in the capital projects fund which was used for renovations on this building. The other area was in our self-insurance fund. We had greater expenses than anticipated last year. He concluded by saying that this would be addressed and the mistake should not happen again.

**Motion:** Ms. Adams moved and Ms. Webber seconded that the Board of Directors accept the audited financial reports for 2017-2018 as presented by the firm of Pauly, Rogers and Co., PC. The motion carried unanimously, 5:0.

### **7. REPORTS AND DISCUSSION**

#### **A. District Goals Update**

Superintendent Bruce Smolnisky asked the Board to remember that this is a draft of the updated Board goals. He shared that the goals provide a compass and they show how far we have come and how far we have to go. The document identifies timelines for strategies designed to meet the goals. There will be additional more in depth discussion about the goals at the January Mid-Year Planning Meeting. He added that he would also bring a report about the school report card, student outcomes and the graduation rate at that meeting.

Dr. Hernandez shared that he had recently visited Douglas Gardens Elementary school and was interested to learn about their progress in meeting the needs of their students and families and how that aligned with the Board goals. He added that equity plays out differently in each building depending on the specific needs. He is happy to hear that the District is moving in the right direction.

Mr. Bessett thanked the Cabinet for doing a great job supporting the Districts efforts to aligned the work with the Board goals.

#### **B. Student Communication**

The student representative from Thurston High School was unable to attend the meeting.

Ian Kerr from Springfield High School shared about upcoming athletic events including a wrestling meet against Crater Lake and Ashland. They also hosted a Wrestling Tournament at Springfield High School on Saturday December 8th. The Leadership team has started a Holiday Trivia Game Show as well as a holiday door decorating contest. Ian also shared a video presentation about "Staying Sharp", their school slogan.

Sonny Molinori from Gateways High School wished the Springfield High School athletic teams good luck in all their competitions. He shared that several representatives from Lane Community College (LCC) came to visit students on campus to share with them about attending LCC next year to continue their education and to talk about skill sets that are needed for classes at LCC. He was excited to share that three more students have completed their requirements for graduation this year. Senior meetings were taking place to ensure that all

seniors are on track to graduate. Jimmy Jennett, motivational speaker, came to visit and talk about the dangers of drug involvement and street crime and how important it is to stay in school and complete your education. The Annual Christmas luncheon was scheduled for Friday, December 21<sup>st</sup> from 12:00-12:45 in the Memorial Building. He invited the Board to attend if they are available. Mathematics teacher Russell Hunt was conducting a Stock Market game for the students. Art teacher, Janet Nelson was teaching the students how to make snowflakes, which is much harder than it looks. Social Studies teacher, Fred Merwin held a debate about the events of 911. Science teacher Holly Ellingson was working with students to raise salmon and release them into their natural habitat.

Cadence Rose from Academy of Arts and Academics (A3) shared they held Night of the Arts, which was attended by about 250 people. Last month's student attendance rate was over 90%, which was an increase from October. Congratulations to teachers Rebecca Krop and Robyn Loudon who won a Springfield Education Foundation Innovative Educator Grant for \$3,000. The money would be used for their J Term class, "Get Outside." Also teacher Andy Hock received nearly \$8,000 in CTE funds to use for various projects. All students are working to complete their presentations for Confluence which would begin Wednesday, December 12<sup>th</sup>. Presentations would include Ed Talks on how engineering is changing the work one problem at a time, the American Revolution, celebrating the Civil Rights movement and how dams heal and destroy life on the Columbia River.

The student representative from Willamette Leadership Academy (WLA) was not present.

### **C. Superintendent Communication**

Bruce Smolnisky shared that the first Budget Committee Work Session would be held on December 13<sup>th</sup> beginning at 6:00 in the Board Room. Tim Duey, Economics professor from the University of Oregon, would be sharing the budget forecast. He also shared an update from the Instruction department. Elementary schools Parent Teacher Conferences were last week and there were over 4,400 elementary conferences attended by parents around the district. This represented over 91% of parents having an elementary-aged student. Mr. Smolnisky also mentioned the passing of long time staff member Yvonne Atteberry. Her memorial was scheduled for Sunday, December 16<sup>th</sup> at 1:00 in the afternoon at Maple Elementary School.

### **D. Board Communication**

Michelle Webber shared she had been very busy working with the Springfield Education Foundation handing out 28 grants at 16 schools. It was an honor to be a part of the celebration. She also attended a Growth Mindset breakfast at Hamlin Middle School to see their student recognition. She and Ms. Raven intend to continue to visit all of the schools. She also attended the THS Pep Rally with Ms. Raven and was impressed by the great performances from many of the students.

Laurie Adams shared she was sad to hear that Yvonne Atteberry had passed and she hoped many would attend the memorial. She commended Jenna McCulley for the article about Ms. Atteberry. She was saddened by the news of the student who committed suicide in Jefferson. Many condolences to their families.

Dr. Emilio Hernandez shared that he wanted to see the schools continue to do what worked for them and meet the needs for their students and families. It is a good thing that buildings have programs in place which reflect the needs of their students and families, while still using the Board goals as reminder for which programs they support.

Naomi Raven shared she has enjoyed being in the schools. She greatly enjoyed the THS state championship football game and rally. She also attended the Night of the Arts. She noted that the Jazz choir was especially good. Also, the Hamlin Growth Mindset breakfast was very special. She had a meaningful conversation with a student who received an award. She was grateful they are addressing all students and all needs, district wide.

Mr. Bessett shared that he also enjoyed the growth Mindset Breakfast at Hamlin. The personal attention to each student was a meaningful moment. He added that he was pleased to see lots of community members attending the various focus group meetings to share feedback regarding what characteristics are important for a new superintendent. He said the online survey would remain open until December 15<sup>th</sup> for those people who were unable to attend a focus group, but would still like to add their comments.

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

There was no other business.

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

Mr. Bessett shared the Board would hold a business meeting on January 14, 2019 at 7:00pm

#### **10. ADJOURNMENT**

With no other business, Chair Bessett adjourned the meeting at 8:43pm.

*(Minutes recorded by Tiffany Boss)*



## BOARD REPORT

January 14, 2019

### SPRINGFIELD PUBLIC SCHOOLS 2018-2019 Revenue/Expenditure Forecast As of December 31, 2018

**\*\*Please see attached report\*\***

#### **REVENUES:**

- Approximately 93.5% of our (current year) property taxes have been received during the month of November and December, with remaining collections throughout the remainder of the year. Additionally, it is estimated that approximately \$375,000 of prior year property taxes are to be received on behalf of the District. Prior year collections are estimated to be lower than originally anticipated. This report is based on the information received through the Lane County Tax and Assessment office.
- During the 2017-18 and 2018-19 fiscal year, a federal ruling was issued whereby Comcast was ordered to pay a significant amount in taxes. This has a positive impact on our District and the revenue is being received as a payment in lieu of property taxes. The total for the 2018-19 school year is approximately \$649,000, however this will be counted in local revenue and offset the Basic School fund payment in the equalization formula.
- The District's most significant portion of revenue is the District's scheduled Basic School Support payments. According to Oregon Department of Education's estimate (10/24/2018), the District is scheduled to receive approximately 100.7% of the adopted budget. This estimate includes the additional students enrolled in the SPS Online program, as well as a declining Charter School enrollment at Willamette Leadership Academy.
- 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 \$1.126 million in Common School Funds. To date the District has received approximately \$601,000 of the anticipated revenue.

#### **EXPENDITURES:**

- Salary amounts are based upon staff allocations adopted during the budgeting process. This is estimated using actual data (per year-end estimates). These projections reflect anticipated and realized retirements.
- Benefit amounts are based upon staff allocations revised during the budgeting process, along with budgeted salaries.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be expended similar to past trends. While historically the District has under spent these budget areas, reductions in discretionary budget no longer afford for significant under-expending.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2017-2018 adopted budget.

Additional Notes: For the 2018-2019 budget year the current estimate of ending fund balance is \$6,672,996. Included in this number is the un-audited ending fund balance estimate from the 2017-2018 fiscal year (\$10,235,350).

Submitted by:  
Brett M. Yancey  
Chief Operations Officer

Reviewed by:  
Bruce Smolnisky  
Superintendent

**SPRINGFIELD SCHOOL DISTRICT 19**  
**2018-2019 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
<b>REVENUES:</b>					
Property taxes - current	25,236,816	23,777,917	1,644,159	25,422,076	100.73%
Property taxes - prior years	425,000	127,573	247,427	375,000	88.24%
Payment in lieu of property taxes	0	649,001	0	649,001	N/A
Other local sources	730,100	622,589	107,511	730,100	100.00%
Lane ESD Apportionment	1,806,126	967,260	838,866	1,806,126	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	75,893,821	44,743,753	31,694,807	76,438,560	100.72%
Common School Fund	1,065,886	601,639	524,850	1,126,489	105.69%
 Total revenues	 105,347,749	 71,489,732	 35,247,620	 106,737,351	 101.32%
 Beginning fund balance	 10,602,129	 0	 10,235,350	 10,235,350	 96.54%
 Total Beginning fund balance	 10,602,129	 0	 10,235,350	 10,235,350	 96.54%
 Total resources	 <u>115,949,878</u>	 <u>71,489,732</u>	 <u>45,482,970</u>	 <u>116,972,701</u>	 <u>100.88%</u>
 <b>EXPENDITURES:</b>					
Personal services	57,494,622	20,870,950	36,257,435	57,128,385	99.36%
Employee benefits	36,886,691	12,306,410	24,334,478	36,640,888	99.33%
Purchased services	9,717,273	3,513,777	6,203,496	9,717,273	100.00%
Supplies & materials	3,216,751	1,259,138	1,898,884	3,158,023	98.17%
Capital outlay	143,000	9,924	133,076	143,000	100.00%
Other objects	790,972	738,996	51,976	790,972	100.00%
Fund transfers	2,721,164	2,721,164	0	2,721,164	100.00%
 Total expenditures	 110,970,473	 41,420,360	 68,879,345	 110,299,705	 99.40%
 Unappropriated	 4,000,000	 0	 0	 0	 -
Contingency	979,405	0	0	0	0.00%
 Total appropriations	 <u>115,949,878</u>	 <u>41,420,360</u>	 <u>68,879,345</u>	 <u>110,299,705</u>	 <u>95.13%</u>
 Total resources		71,489,732	45,482,970	116,972,701	
Total appropriations		<u>41,420,360</u>	<u>68,879,345</u>	<u>110,299,705</u>	
 Ending fund balance		30,069,372	(23,396,375)	6,672,996	
Less: contingency			0	0	
 Net fund balance		<u>30,069,372</u>	<u>(23,396,375)</u>	<u>6,672,996</u>	

DIVISION 22 ASSURANCES

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.

Currently, the 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 this year's Health/PE committee work, we are reviewing revised standards and planning for 2019-20 compliance.

- 581-022-2055 Human Sexuality Education.

Through our Health/PE committee adoption work we will be in compliance at the elementary level with anticipated compliance at the secondary level at 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 has 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:

Bruce Smolnisky  
Superintendent

OR  
Springfield SD 19  
525 Mill St  
Springfield OR 97477  
541-747-3331

### Division 22 Assurances Form

**Due February 15, 2019**

**Please Note:** To fulfill Division 22 Assurance requirements, all districts need to:

1. Upload a copy of their Local Board Minutes to the appropriate folder in the Document Upload feature (top left of Indistar dashboard)
2. Complete this form
3. Submit completed Division 22 Assurances form by clicking the SUBMIT button located under Submissions (bottom of page on the Indistar dashboard).

### Submissions are due by February 15, 2019

Please contact the ODE Helpdesk, with any questions or concerns.

**Phone:** 1-503-947-5772 **Email:** [ODEHelpdesk@state.or.us](mailto:ODEHelpdesk@state.or.us)

In February 2019, districts are expected to report on all Division 22 Oregon Administrative Rules compliance status for 2017-2018. This would be an update on the data provided last year which was for only part of 2017-18. The State Board of Education determined that districts should report on a full year of compliance with Division 22 standards rather than a partial year giving districts additional time to resolve any areas of need. Please carefully review each OAR as you complete this form.

### The following information is required for the person completing this form:

<b>Name:</b>	David D Collins
<b>Title:</b>	Assistant Superintendent
<b>Email:</b>	david.collins@springfield.k12.or.us
<b>Phone:</b>	541-726-3262

### REPORT TO THE COMMUNITY

581-022-2305 Operating Policies and Procedures

In October 2017, the State Board of Education revised the district reporting requirements for Division 22 compliance. The following questions are in regards to your district's compliance to the revised rule.

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 OAR 581-022-2305 Operating Policies and Procedures** ([click here to review policy](#)).

The district report to the community was provided by February 1.

☒ Yes ☐ No

Your district board acknowledged receipt of this report on:

1/8/2018

<b>Your district report on compliance with the state standards was posted on:</b>	1/8/2018
<b>The report was provided on:</b>	1/8/2018

### **Upload Required:**

Please check to verify your district has uploaded the appropriate documentation.

☒ A copy of Local Board minutes or other documentation has been uploaded to the 'Local Board Minutes' folder on our district's Indistar dashboard.

Describe the process your district used to determine whether the district is or is not in compliance with the Division 22 Oregon Administrative Rules.

Review of district policies, procedures, practices and forms.

### **Compliance Review:**

On the checklist below, please indicate whether your district is or is not in 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 marked not in compliance, enter a plan for coming into compliance in the box provided beside the rule title.

Click [here](#) to review all Division 22 rules.

<b>Oregon Administrative Rule</b>	<b>Yes, in Compliance</b>	<b>No, not in Compliance</b>	<b>Compliance Plan</b>
581-022-0102 Definitions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2000 Diploma Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2005 Veterans Diploma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2010 Modified Diploma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2015 Extended Diploma	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2020 Alternative Certificate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2025 Credit Options	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2030 District Curriculum	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2045 Prevention Education Programs in Drugs and Alcohol	<input type="checkbox"/>	<input checked="" type="checkbox"/>	As part of this year's Health/PE committee work we are reviewing revised standards and planning for 2019-20 compliance.
581-022-2050 Human Sexuality Education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Through our Health/PE committee adoption work we will be in compliance at the elementary level with anticipated compliance at the secondary level at the 2019-20 school year.

581-022-2055 Career Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2060 Comprehensive School Counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2100 Administration of State Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2110 Exception of Students with Disabilities from State Assessment Testing	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2115 Assessment of Essential Skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2120 Essential Skills for English Language Learners	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2130 Kindergarten Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2205 Policies on Reporting of Child Abuse	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2210 Anabolic Steroids and Performance Enhancing Substances	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2215 Safety of School sports -- Concussions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2220 Health Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2223 Healthy and Safe Schools Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2225 Emergency Plans and Safety Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2230 Asbestos Management Plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2250 District Improvement Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2255 School and District Performance Report Criteria	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2260 Records and Reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2265 Report on PE Data	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2270 Individual Student Assessment, Recordkeeping, Grading, and Reporting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2300 Standardization	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2305 Operating Policies and Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2310 Equal Educational Opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2315 Special Education for Children with	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Disabilities			
581-022-2320 Required Instructional Time	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2325 Identification of Academically Talented and Intellectually Gifted Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2330 Rights of Parents of Talented and Gifted Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2335 Daily Class Size	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2340 Media Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2345 Auxiliary Services	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2350 Independent Adoptions of Instructional Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2355 Instructional Materials Adoption	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Due to the recession and lost revenue streams the District became out of compliance. The District has 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.
581-022-2360 Postponements of Purchase of State-Adopted Instructional Materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2370 Complaint Procedures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2400 Personnel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2405 Personnel Policies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2410 Teacher and Administrator Evaluation and Support	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2415 Core Teaching Standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2420 Educational Leadership – Administrator Standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2430 Fingerprinting of Subject Individuals in Positions Not Requiring Licensure as Teachers, Administrators, Personnel Specialists, School Nurses	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2440 Teacher Training Related to Dyslexia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2445 Universal Screenings for Risk Factors of Dyslexia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
581-022-2500 Programs and Services for Talented and	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Gifted Students			
581-022-2505 Alternative Education Programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



Board Policy Updates  
Sections A/B

**RELEVANT DATA:**

Consistent with the direction of the school board the school district has begun the process of updating all district policies over the next 18 months. With the assistance and guidance of the Oregon School Board Association staff, district staff respectfully submit the first two sections (Section A and Section B) of the Springfield School Board Policy Manual for your review.

**RECOMMENDATION:**

It is recommended that the Board of Directors review the following board policies as a first reading:

- [Section A/B: Board Governance and Operations](#)

SUBMITTED BY:

Jenna McCulley  
Community Engagement Officer

RECOMMENDED BY:

Bruce Smolnisky  
Superintendent

**FIRST READING/REVIEW**

**DATE: January 14, 2019**

**2019-2021 Lane ESD Local Service Plan for Review**

**RELEVANT DATA:**

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

The 2019-21 Local Service Plan Year One was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on January 8, 2019.

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

The Lane ESD 2019-21 Local Service Plan Year One includes services for:

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

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

**RECOMMENDATION:**

It is recommended the Board of Directors review the following Service Plan as a first reading:

**SUBMITTED BY:**

Bruce Smolnisky  
Superintendent



*Shaping the future:  
Supporting excellence in education*

# Local Service Plan 2019-21 Year One



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



### *Purpose*

*Shaping the Future -  
Supporting Excellence in  
Education*

### *Values*

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

*Commitment* – To districts, student and employee success

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

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

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

### *Strategic Plan 5 Bold Steps*

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

*Supporting Best Instructional Practices*

*Modeling and Promoting Equitable Practice for All*

*Leadership – Leveraging Education and Community Partners*

*Strong Student Centered Advocacy*



## *Local Service Plan 2019-21*

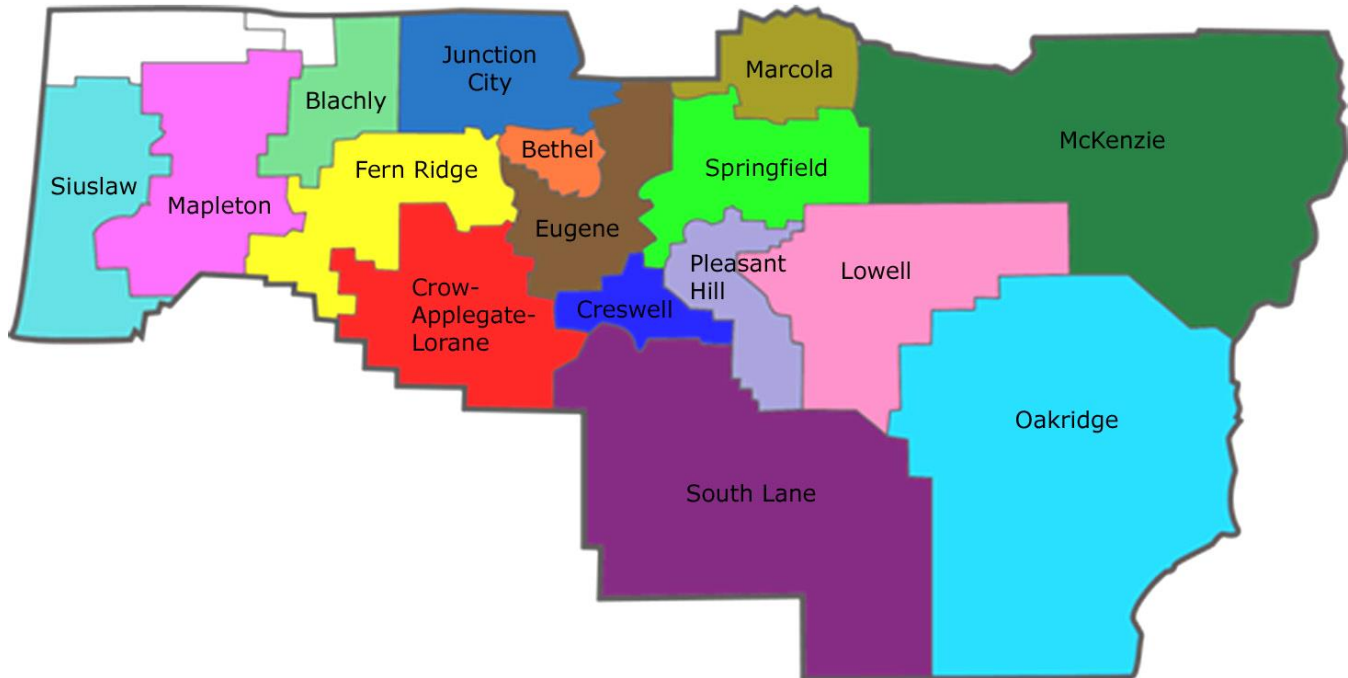
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## Component Districts



**Bethel, #52**

Superintendent – Chris Parra

**Blachly, #90**

Superintendent – James Brookins

**Creswell, #40**

Superintendent – Todd Hamilton

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

Superintendent – Aaron Brown

**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 – Larry Sullivan

**Springfield, #19**

Superintendent – Bruce Smolnisky



## *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.

Lane ESD uses a Flex Funds model, allowing a portion of resolution funds to be allocated to each district to "spend" on the Local Service Plan menu and custom services. The Local Service Plan includes an option for "transit" dollars, which allows districts to receive up to 50% of their Flex Funds in the form of cash. Districts have elected to use transit dollars to support district-based programs and services.

The Local Service Plan includes the Life Skills Consortium Services model and funds for Innovation/Programs. In addition, there are resources set aside from Flex Funds specifically for professional development and allocated to districts based on ADM. Any unused professional development funds are carried over to the following year. The districts also have the option of moving the unused funds to their Flex Funds.

### **2019-21 (Year One) Local Service Plan**

As provided for in ORS 334.177 districts notified the ESD of the intention to withdraw funds by November 1, 2018, 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 May 2018 ADMw 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.





## **Local Service Plan 2019-21**

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 countywide 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 the 2019-21 (Year One) Local Service Plan:**

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

Changes for 2019-21 (Year One) Local Service Plan include the following:

1. Addition of the Student Behavior Assistance Fund to help districts better handle and reduce intense behavior incidents in schools.
2. An increase in funding for Promise Program (Lane Regional/Willamette) participation. In the 2018-19 school year, the Lane Promise program was completely grant funded. To keep the Lane courses operating will require some additional support.

### **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**

ORS 260.432 and 334.105 provides the option for component school districts to withdraw from local ESD's.

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 state, federal and foundation 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. The most recent service review was in the Spring of 2017 when a committee was established to complete a Special Education Service Review and make recommendations to the Special Education Directors and Superintendents' Council. Special Education directors continue to work on suggested recommendations from the review.

### **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. There could be some exceptions to this timeline as it is possible a worthwhile use of these funds may not be identified until a later date. An example of this occurred in the current school year (2018-19) where the Superintendents' Council decided to use some of the innovation funds to support a Regional CTE Center Feasibility Study. In this manner, the Innovation/Projects Fund can help us respond to pertinent issues in a timely, nimble and flexible manner.

Innovation/Projects Funds have paid for 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**

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**

This fund is intended to provide more equitable opportunities for students to earn college credits while still in high school. Originally started to connect our regional high schools to courses offered through the Willamette Promise, it has expanded to include participation in the local Lane Promise.



## *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 countywide 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 will 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 as either 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). Custom/pilot services proposals for 2019-21 are being explored to determine feasibility and will be reviewed by the Superintendents' Council.



The services being proposed include:

- Communication Services
- Food Service Management
- Grant Writing Services
- Human Resources Services
- Legal Services
- PBIS Consultation/Coaching
- School Nurse Services, including diabetic care professional development
- Special Education Administration Services
- Survey Services
- Tragedy Response – ALICE Training
- Tragedy Response – ALICE Training for Students
- Tragedy Response – Reunification Training
- Instructional Technology
- Mentoring Support for Teachers
- Bus/Transportation
- Mental Health Support
- ESY for Life Skills students
- DHH Interpreter Services
- Communications/Public Relations
- Classified Professional Development
- Purchasing
- Restraint/Seclusion Training

### 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 2019-20. 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.

2019-20 Menu of Services
Services to Students with Special Needs
Life Skills ESD and Consortium Placements Lane School (Special School) Behavior Disorder Placements Behavior Consultant MLK Jr. Education Center School Psychologist Services Speech & Language Pathologist Services Augmentative Communication Services Direction Service Custom Services
School Improvement Services
General Education* Career & Technical Education Connected Lane County Tragedy Response Custom 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.

### **Title Programs**

Lane ESD administers two Title programs and a portion of the administrative functions associated with these programs are funded by Lane ESD to ensure that the program efforts are successful.



## **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, including but not limited to culturally responsive teaching in content areas (Math, Science, ELA, SS, STEM)
- Support for school-wide behavior and climate issues
- Support for Curriculum Adoption Planning
- 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.

#### Intensive Services Program

- Students whose needs cannot be accommodated on a general education campus and who require more specialized facilities and a higher staffing ratio due to extremely challenging behavior are served in this program located at Fox Hollow, a special day school site, in partnership with Eugene 4J School District.

##### 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.

### Behavior 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.

Behavior Disorder Teachers can be ordered to serve in district-operated behavior classrooms.

#### 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.

### **School Psychology Services**

#### **Service Description**

School psychologists are utilized in a variety of ways based on the needs of component districts. School Psychology services might include:

- 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**

- 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**

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



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## *Services to Children with Special Needs*

### **Speech and Language Services**

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

### **Augmentative Communication Services**

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



## Services to Children with Special Needs

### Direction Service

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

### 2019-20 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 Low Incidence 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.

#### **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.

#### **TBI Liaison**

Grant support for Traumatic Brain Injury (TBI) liaisons to consult with district personnel.

#### **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.



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**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.





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## *Services in Instruction, Equity and Partnerships*

### 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 has taken a leadership role in regional equity work. Our membership team includes Lane ESD staff, superintendents from large, medium and small sized component districts,, equity leaders from several districts 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



## *Local Service Plan 2019-21*

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 2019-20, 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 Instruction, Equity and Partnerships

### Career & Technical Education

#### Service

#### Description

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

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

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



### Partnerships with Colleges & Districts

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

### Career Counseling and Guidance

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

#### Goals

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

#### Budget

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

### Services in Instruction, Equity and Partnerships

#### Connected Lane County

##### Service Description

Connected Lane County is the evolution of an early collaborative called the Education Partnership established in 2010. This Lane County K-16 coalition was made up of the superintendents and presidents of local school districts, Lane Community College, and the University of Oregon. 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 Community College and the University of Oregon 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

Funding to support Connected Lane County includes partner dues, and Superintendents' Council Core Services allocation.

#### 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

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

## 2019-20 Grant and Contract Services

### **African American/Black Student Success Plan Grant**

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.

### **Career Pathways**

The Pathways to CTE Licensure Grant, a sub grant through Portland Community College, helps teachers complete their state-required CTE licensure through a 15-month cohort-based path in advanced manufacturing, construction, healthcare, and information technology.

### **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.

### **Lane Regional Promise**

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

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

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

### **Migrant Education – Title IC**

Lane ESD coordinates a regional Migrant Education Program consortium serving Lane and Douglas

counties including 29 school districts. MEP services provide supplemental instruction, community outreach and parent involvement for eligible MEP students including summer school and pre-school.

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

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

***Rural School Network***

The Rural School Network provides support for small or rural districts that have schools that have been identified as in need of Comprehensive or Targeted Support. This differs from approaches to larger, urban districts due to the unique nature of these schools and districts. A major component of this work is creating differentiated ways for districts to collaborate with each other and share resources and best practices. This work is based on the Oregon Equity Lens.

***Youth Transition Program***

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

### Technology Services

#### Infrastructural Technology

##### Service Description

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

- Managed network connectivity, including CIPA compliant filtering;
- Coordination and engineering support to district initiatives;
- 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;
- 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;
- Coordinate data warehouse services;
- Coordination between multiple agencies, including the creation and management of multi-lateral intergovernmental agreements.

##### Goals

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

##### Budget

2019- 20 Technology Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.





## Technology Services

2019-20 Grant and Contract Services
<p><b>LCC Contract</b></p> <p>LESD Technology functions as the Internet Service Provision (ISP) and provides remote campus connectivity for Lane Community College (LCC) from their main campus to their two community outreach sites in Cottage Grove and Florence. LESD and LCC began a recurring contract in 2005-06 that provides needed services to LCC and entrepreneurial funding to serve Lane County districts. Lane County districts have benefited from the LCC relationship and revenue in the following ways:</p> <ul style="list-style-type: none"><li>Network core upgrade purchases (e.g. costly core routing systems, firewall)</li><li>Common wide area network across 14 districts and all LCC sites simplifying instructional access</li><li>Funding for development and "proof of concept" endeavors in direct support to districts</li></ul> <p><b>Monroe Contract</b></p> <p>Lane ESD Technology provides Internet Services and filtering through an intergovernmental agreement with Monroe School District.</p>





## Administrative Services

### Business Services

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



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## Administrative Services

### **Courier Services**

Service Description	<p>Lane ESD's courier services provides an efficient and secure method of moving materials between the ESD, districts and other public agencies.</p> <ul style="list-style-type: none"><li>• Weekly delivery services to subscribing districts, supporting both inter- and intra-district mail and instructional materials delivery for component districts</li><li>• Secure and confidential delivery of Student Records, including Special Education records</li><li>• Pick-up and delivery of instructional materials provided by Lane ESD to component districts including Media Materials (science kits, models, etc.), and audience response systems</li><li>• Movement of specialized equipment for special education classrooms</li><li>• Customized services to Eugene and Springfield Schools Districts to interface with district courier.</li></ul>
Goals	<ul style="list-style-type: none"><li>• Provide cost-effective, timely, accurate and courteous courier services to all component school districts.</li></ul>
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>

### **Substitute Teacher List Subscription**

Service Description	<p>Lane ESD's Substitute Teacher Registration subscription provides an efficient method of ensuring that substitute teachers have completed required background checks and annual training requirements.</p>
Goals	<ul style="list-style-type: none"><li>• Provision of annual application process to register new teacher substitutes</li><li>• Provision and monitoring of annual training requirements</li><li>• Completion of annual "intent to return" and usual and customary break periods notice</li><li>• Verification of valid teacher licensure</li></ul>
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



## Administrative Services

### Attendance/Truancy Services

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

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

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

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

**Budget** Attendance/Truancy Services are fee-based.

### 2019-20 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 Driver Education Grant**

The goal of this grant is to develop the capacity to offer the ODOT approved driver education course to all 15 year olds in Lane County, through training more driver education instructors, reducing the cost barrier of taking the driver education course by offering scholarships, and work with providers and schools to coordinate course offerings.