



BOARD OF EDUCATION
February 12, 2018
Administration Center Board Room
640 A Street
Springfield, OR 97477

5:00 pm Work Session
6:00 pm Community Open House New Administration Building
640 A Street
7:00 pm Board Meeting

AGENDA		TAB
1.	Call Meeting to Order and Flag Salute • Changes or Additions to the Agenda	Board Chair Erik Bishoff
2.	Classified Employee Appreciation Week Proclamation	Chair Bishoff
3.	School Presentation: Briggs Middle School	Principal Jeff Mather
4.	Work Session Summary	Chair Bishoff
5.	Public Comments (Three (3) minutes each; maximum time 20 minutes. Speakers may not yield their time to other speakers.)	
6.	Consent Agenda	
	A. January 8, 2018 Board Meeting Minutes	1
	B. January 22, 2018 Board Meeting Minutes	2
	C. Financial Statement	Brett Yancey 3
	D. Personnel Action, Resolution #17.18.028	Bruce Smolnisky 4
	E. Contract Renewals: Chief Ops Officer & Assistant Superintendent, Res. #17-18.029	Sue Rieke-Smith 5
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	G. Lane ESD Local Service Plan 17-19 Year 2, Res. #17-18.030	Sue Rieke-Smith 7
	H. Open Enrollment & Inter-District Transfers, Res. #17-18.031	David Collins 8
	I. Out of State Trip, THS Publications, Res. #17-18.032	Kevin Ricker 9
7.	Action Items	
	A. Board Policy EEBA, Resolution #17-18.033	Brett Yancey, Jen McCulley 10
	B. Out of State Trip, SHS Baseball, Resolution #17-18.034	Kevin Ricker 11
8.	Reports and Discussion	
	A. Bond Oversight Committee Report	Ken Kohl
	B. Student Communication	
	C. Superintendent Communication	Sue Rieke-Smith
	D. Board Communication	Chair Bishoff
9.	Other Business	
10.	Next Meeting: February 26, 2018, 4:00 pm, Work Session	
11.	Adjournment	Chair Bishoff

SCHOOL BOARD APPRECIATION RECEPTION

Superintendent Sue Rieke-Smith welcomed those in attendance and read the following proclamation in recognition of **School Board Recognition Month**:

School Board Recognition Month Proclamation

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

WHEREAS, school boards establish clear standards for student performance;

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

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

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

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

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

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

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

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

Dated this 8th day of January 2018.



Susan Rieke-Smith, Ed.D.
Superintendent of Springfield Public Schools

Staff, students and members of the community shared their appreciation for the hard work and dedication of the School Board at the reception. Several representatives from our schools shared gifts for each board member. Those schools which sent representatives were: Amber Mitchell, Principal at Guy Lee Elementary, Sheila Minney, Principal at Maple Elementary, Amy Lehm, representative from the Preschool Program at Maple Elementary, Jeff Fuller, Principal at Agnes Stewart Middle School, Nicki Gorham, Principal at Thurston Elementary, Jeremy Coombs, Principal at Willamette Leadership Academy, José da Silva, Principal at

Springfield High School, Marilyn Williams, Assistant Principal at Springfield High School, Chad Towe, Principal at Thurston High School, Missy Cole and Sun Saeteurn, Assistant Principals at Thurston High School and Charlie Jett, Principal at Two Rivers Dos Ríos Elementary.

BUSINESS MEETING MINUTES

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

1. CALL MEETING TO ORDER

Board Vice Chair Emilio Hernandez called the Springfield Board of Education meeting to order in the Board Room of the District Administration Center at 7:10 pm and led the Pledge of Allegiance.

Attendance

Board Members present included Board Vice Chair Emilio Hernandez, Laurie Adams, Zach Bessett and Tony Jobanek. Board Chair Erik Bishoff was excused from the meeting.

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Judy Bowden, Jenna McCulley, Kevin Ricker, Suzy Price, Brian Megert, Tom Lindly, Bruce Smolnisky, Katie Corwin, Roberta Howard, Katie Nunes, Sheryl Cramer, Becky Lamb, Amber Mitchell, Sheila Minney, Amy Lehm, Jeff Fuller, Nicki Gorham, Jeremy Coombs, José da Silva, Marilyn Williams, Chad Towe, Missy Cole, Sun Saeteurn, Charlie Jett, Jessica Auxier, Tim Stephens, Kim Donaghe, Laura Pavlat, Artemio Paz, Lesa Haley, Lacey Macdonald, April Holmes, Deb Lange, Whitney McKinley, Brandi Starck, Andy Price, Meg Dean, Samieleli Bolz, Krystal Sundstrom and Linda Henry.

Student Board Representatives present included:

Aden Crafton/Academy of Arts and Academics (A3)

Natali Wilson/Gateways High School (GHS)

Brady Spear/Thurston High School (THS)

Erika Arciga/Springfield High School(SHS)

2. CHANGES OR ADDITIONS TO THE AGENDA

There were no changes or additions to the agenda.

3. SCHOOL PRESENTATION: THURSTON MIDDLE SCHOOL (TMS)

Principal Brandi Starck introduced Assistant Principal Andy Price, Instructional Coach Katie Corwin, and Technology Teacher Meg Dean.

A PowerPoint presentation was shared by Ms. Starck, Mr. Price, Ms. Corwin and Ms. Dean detailing how the current work at Thurston Middle School supports the School Board Goals.

1. Promote growth and success for every student
 - a. Instructional Coaching—Support the systems related to instruction:
 - i. Aligning and supporting teaming and collaboration practices
 - ii. Aligning and supporting assessment and data analysis practices
 - iii. Aligning and supporting differentiation practices and school-wide instructional strategies (e.g. academic vocabulary, summarization)
 - b. Support Teachers to Impact Instructional Practice
 - i. Conferencing and collaborating with teams of teachers and individual teachers
 - ii. Instructional systems and incorporating practices from professional learning opportunities

- iii. Initiated by teacher request based on an individual need, or through an expressed need during a coach's team meeting attendance
 - c. Provide and/or support professional development to instruction:
 - i. Participating alongside teachers in District and building professional learning opportunities
 - ii. Providing specific professional learning to staff
 - iii. Modeling, observing, and providing feedback relative to the content of the professional learning
 - d. Thurston Connect (Part 1)—Universal Instruction; Student Connection; Positive Culture
 - i. Academic Vocabulary Instruction
 - ii. Monday Morning Meeting
 - e. Modeling, observing and providing feedback relative to the content of the professional learning
- 2. Support families so that every student is ready to learn
 - a. Student led conferences
 - b. Conference Data—Parent Feedback
 - c. Conference Evaluation Data
 - i. My child was prepared for the conference
 - ii. I have a clear picture of what my child has been studying this quarter
 - iii. The student led conference was valuable and informative
- 3. Provide personalized learning opportunities for every student
 - a. Thurston Connect (Part 2)—Universal Instruction; Student Connection; Positive Culture
 - i. Student Connection
 - ii. iReady
 - iii. Independent Reading Practice
 - b. Flex Schedule
 - i. Intervention
 - 1. Targeted Reading
 - 2. Targeted Math
 - ii. Enrichment
 - 1. Targeted TAG Flex
 - 2. Engineering Enrichment
 - 3. Social Studies Enrichment
 - 4. Writing Enrichment
 - 5. Student Council
 - iii. Growing Leadership
 - 1. Student Council
 - a. Leadership Traits and Qualities
 - b. R.E.D is Right
 - c. Canned Food Drive
 - d. Student Advisory Group
 - 2. W.E.B Leadership
 - a. 6th Grade Orientation
 - b. Self-Awareness and Identity
 - c. Leadership Traits and Qualities
 - d. Leadership Skits
 - e. Vision Statements for T.M.S.
 - f. Personal Mission Statements
 - g. MLK Junior Projects and Assembly

Ms. Corwin explained that she supported teachers as they implemented what they had learned in professional development activities.

Mr. Price shared information on Thurston Connect, which occurred every day.

- A school wide assembly was held on Mondays, which was a good way to start the week on a positive note and present student awards which focus on highlighting positive student behavior
- Tuesday and Thursday focused on increasing vocabulary fluency
- Wednesday and Friday focused on either math or silent reading

Mr. Price added TMS had a fantastic school culture. He noted middle school could be tough, but TMS worked on positive connections with students, to make middle school as positive as possible.

Ms. Starck said TMS supported families so that every student was ready to learn. She shared photographs from student led conferences held in November 2017. Students spent part of their Thurston Connects time during the first quarter developing a portfolio which held their best work. Parent participation in conferences had increased significantly when TMS went to student led conferences. Ms. Starck thanked the Board for supporting the school's coaches.

Mr. Price added that teachers met individually with students whose parents were not able to attend the student led conferences.

Ms. Starck shared information on the TMS effort to provide personalized learning opportunities for every student. One method was through Thurston Connect. Another method was allowing time for student connection, independent reading and time for students to work on their i-Ready activities.

Ms. Corwin shared information on how TMS grew leadership in its students. She thanked the Board for supporting instructional coaches in the District's buildings.

Ms. Adams thanked the TMS staff for a great presentation. She expressed concern that 25 percent of the parents did not participate in the student led conferences.

Ms. Corwin said staff contacted parents who had not attended the conferences and offered to send materials home with the students. Additionally, some kids did not have a supportive person at home, so staff conferenced with those students to help them through their classes and activities.

In response to Dr. Hernandez, Ms. Starck thanked the staff for great information. She added there were only two English Language Learner (ELL) students at TMS. He thanked TMS for a great presentation.

Mr. Jobanek commended the TMS staff for using innovation at the school.

4. PUBLIC COMMENT

Vice Chair Hernandez 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.

Artemio Paz explained he was an architect and the former chair of the State Board of Education. In 2014, the State Board adopted the Next Generation Science Standards (NGSS), which were benchmarked to be assessed in 2018. He was vested in developing a comprehensive framework for all students, especially in Springfield, that was science based and articulated in a way that helped students mitigate climate issues, and restored eco reconditioning and eco stability within our community. He did not know where the District was with the development of the NGSS assessment standards. The State of Oregon had models and had selected some schools to advance initial entrance to address the grade level assessments. He noted the TMS presentation addressed reading and math, but did not address the assessments the State adopted in 2014. He encouraged the District to address the comprehensive nature and cultural change as part of NGSS.

Krystal Sundstrom said she had two students in the district, one at SHS and one at Two Rivers-Dos Ríos (TRDR). She recently read a newspaper article about Hamlin Middle School. It was exciting to see a new school being built. She observed a wall with names of authors, philosophers and other well known people in history. She also observed that the names were mostly white men. Of the 31 names she could see, there were three women and one person of color. She encouraged the Board to work to broaden the opportunities for women and people of color in the District.

Dr. Hernandez assured Mr. Paz and Ms. Sundstrom that the Board would take their comments into consideration.

5. CONSENT AGENDA

A. December 11, 2017 Board Meeting Minutes

B. December 30, 2017 Emergency Board Meeting Minutes

C. Financial Statement

D. Personnel Action, Resolution #17-18.025

Bruce Smolnisky recommended the Board of Directors approve the personnel action for licensed employees as reflected in the resolution. Categories include:

New Hires

Ian Baines

Kira Fee

Laurie Glazener

Leslie Houdeshell

Quinn McAndrews

Paula Tereault

Joanne Tweet Viner

Non-Resignation

Misty Bisby

E. Division 22 Assurances, Resolution #17-18.026

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 2017-18 Assurance submission includes responses to questions about Oregon Administrative Rules. The document submitted to the Board for review indicates that Springfield Public Schools is currently in compliance with OARs.

David Collins recommended that the Board accept the assurance standards as written.

F. Administration Building Address Change, Resolution #17-18.027

In 2015, the School Board of Directors directed staff to identify a new location for the administrative offices of the Springfield School District following a structural assessment of the building that indicated the building was not seismically sound. Following this direction, the district subsequently purchased and renovated the building at 640 A Street in Springfield, OR 97477. During the winter break of December 2017 the administrative functions of the Springfield School District moved to 640 A Street.

Jenna McCulley recommended that the Board of Directors move to designate 640 A Street as the official address of the Springfield School District, changing the address of record from 525 Mill Street, Springfield, OR 97477 to 640 A Street, Springfield, OR 97477.

MOTION: Ms. Adams, moved, Mr. Bessett seconded, for approval of the Consent Agenda.
Motion carried 4-0.

6. REPORTS AND DISCUSSION

A. Bond Oversight Committee Report

Mr. Yancey said Ken Kohl was not able to attend tonight's meeting. The Bond Oversight Committee Report would be brought to the Board at a future Board meeting.

B. Student Communication

Aden Crafton from the Academy of Arts and Academics (A3) said J term had begun at A3. Students would attend a special single class for the term. The students' work in J term would be presented to the public on January 31, 2018. Juniors and seniors had the option of doing an internship rather than a J term class. The recently established A3 soccer team won its first game on January 5, 2018.

Natalli Wilson from Gateways High School (GHS) said the GHS students wanted to give a special thanks to Springfield High School (SHS) for inviting GHS's 11th graders to participate in a presentation by Lane Community College (LCC), which provided information to students on available college scholarships. GHS was forming a student led associated student body (ASB) to raise funds for student activities. Seven GHS students had been accepted for interviews by the Youth Trades Academy. Students would interview for positions and possible apprenticeships for trade occupations such as sheet metals, carpentry, and electrician. Students may then be eligible for paid positions in those fields. A group of students would be attending the AFL-CIO jobs fair at the Northwest Youth Corps (NWYC) to learn about opportunities in those fields. GHS thanked A3 for collaborating with them for an internship program. Four GHS students were currently participating in internships. She was hopeful that 20+ students would participate in the program next year.

Erika Arciga from Springfield High School (SHS) said the SHS sports teams were doing well. The swim team currently had 2 wins and 2 losses. The girls' varsity basketball team participated in a tournament in Las Vegas over winter break where they placed third in a field of 12 teams, and they placed first in a shootout in Portland. Advanced Theater was staging three one act plays in January. The Murder Mystery Dinner Theater performance was scheduled in January. Three choir students auditioned for and were accepted into the Oregon 2018 All State Honor Choir. The Main Stage Play, Rumors, would be performed in February. The SHS blood drive was scheduled for January. The Mr. SHS and Ms. Miller pageant, which was a fundraiser for the Children's Miracle Network, would take place in the spring. Students in the College Now Chemistry class participated in lab work at the University of Oregon using equipment not available to them in their regular classroom setting. Students in Ivan Miller's Outdoor Literature class will be publishing a magazine called *Sonder*, which means "everyone has a story" and contains articles written by the students.

Brady Spear from Thurston High School (THS) said the Mr. and Ms. THS pageant, which was a fundraiser for the Children's Miracle Network, would take place in the spring. The Leadership Class Caring Committee prepared care packages for 20 students who had lost a family member or loved one. The Leadership Class prepared a teacher appreciation video. The boys' varsity basketball game would be played at THS January 9, 2018. The All State choir competition was scheduled for January 12-14, 2018. The Civil War swim meets were scheduled for January 12 and 26, 2018. One act festivals were scheduled for January 17-20, 2018. The Musical Theater Recital was scheduled for January 24, 2018. The girls' Regional Wrestling competition was scheduled for January 26 and 27, 2018. The Cheer Competitor Clinic was scheduled for January 28, 2018. Finals were scheduled for the last week in January.

C. Superintendent Communication

Dr. Sue Rieke-Smith addressed the importance of public education in Oregon. She had the pleasure of serving a Board that understood the impact of public education in the community. A member of the Eugene community recently wrote a letter to the Register Guard regarding Hamlin Middle School, copies of which had been distributed to Board members. She read a portion of the letter to Board members. She thanked Board members for their leadership, service and tireless commitment to excellence.

D. Board Communication

Laurie Adams said it was humbling to be appreciated by the school district and to be a school board member. She promised the students that the Board would do its best to serve the students. She visited Hamlin Middle School today. She thanked Mr. Yancey and the team that brought the project together.

Zachary Bessett said he had held doors open at Hamlin Middle School for students on the first day the building was open for classes. It was rewarding to see the Springfield community's dedication to its kids by approving the bond measure that supported funding to build the school.

Tony Jobanek said he had become aware of the immensity of the commitment the District had. He acknowledged he made the right decision in applying to be on the Board. The superintendent, instructors, administrative staff and the Board all wanted the same thing, for students to be successful and to be able to get through their schooling with the best possible experience and then be able to make the important decisions on what is next.

Dr. Rieke-Smith said that flyers had been given to the Board members with information about the Hamlin celebration for students and their families on January 31, 2018. An all-community celebration was scheduled for February 22, 2018.

Dr. Emilio Hernandez said the Hamlin opening was a marker of the beginning of things the Board was asked to do. The community and the Board needed to continue to work on other schools and other areas of student education. He hoped the students would enjoy the new building.

11. OTHER BUSINESS

There was no other business.

12. NEXT MEETING

Dr. Hernandez said the next Board meeting would be a mid-year planning meeting on January 22, 2018 beginning at 4:30 pm.

13. ADJOURNMENT

With no other business, Vice Chair Hernandez adjourned the meeting at 8:27 pm.

(Minutes recorded by Linda Henry)

MID-YEAR PLANNING WORK SESSION MINUTES

10/ A Mid-Year Planning Meeting of the Lane County School District No. 19 Board of Education was held on January 22, 2018.

1. CALL MEETING TO ORDER

Board Chair Erik Bishoff called the Springfield Board of Education meeting to order in the Board Room of the District Administration Center at 5:29 pm. He called for changes or additions to the agenda.

Dr. Rieke-Smith said Mr. Yancey would address concerns regarding an out of state trip for the Springfield High School (SHS) baseball team under the Other Business section of the agenda. Dr. Rieke-Smith reminded the Board that because they are meeting in a work session, they could not make a decision, only suggest a leaning on the topic.

Attendance

Board Members present included Board Chair Erik Bishoff, Laurie Adams, Zach Bessett and Tony Jobanek. Mr. Bishoff said Dr. Hernandez was absent tonight due to a family emergency.

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Judy Bowden, Jenna McCulley, Kevin Ricker, Suzy Price, Brian Megert, Brett Yancey, Bruce Smolnisky, Whitney McKinley, Marisa Silver, Erica Pifer, Dave Hulbert, Kate Lode, Susan Coleman, Alyssa Dodds, Anne Goff, Cliff Schutte, Jo Schutte, Dan Sterling, Laura Weiss, Amber Mitchell and Linda Henry.

2. WELCOME

Mr. David Collins expressed appreciation for opportunities to provide information about items that had been identified for reinvestment, including the iReady Math adoption, dual immersion at Guy Lee, program staffing providing opportunities for all students and how these items are tied back to the Board Goals.

3. K-8 MATH IMPLEMENTATION UPDATE

Ms. Whitney McKinley, K-12 Teaching and Learning Coordinator, said staff would provide updates on the District's K-8 math adoption and on K-12 standards alignment. She noted last year, a group of people looked at several options and identified *Blended by Design* as the program that would provide the best program for the District's students. She introduced Marisa Silver a teacher from Maple Elementary School, Erica Pifer, Secondary Math TOSA, and Dave Hulbert, Principal at Walterville Elementary. They offered a PowerPoint entitled *Math Implementation—Assess-Instruct-Personalize*. Mr. Hulbert said his role was to support the Math Support Teachers (MSTs) at each school. Ms. Silver said she had served on the committee to select the math curriculum. She distributed and reviewed a document entitled *Unit 1-Interim Assessment-Performance Task*.

Math Implementation

Blended by Design Assess-Instruct-Personalize

- Professional Development Touch Points
 - Flexible
 - Evolves over time
 - Timely
 - Incremental
 - Small trainer-to-teacher ratio
- Support

- District Level
 - Building Embedded
- Powerful Use of Data
 - District
 - School
 - Data-Coaching Conversations
- Secondary Focus-Coherence-Rigor**
 - Middle School
 - Site visits
 - Coach Integration
 - High School
 - Technical Assistance for Standards Alignment and Course Progression
 - District Coach
 - Instructional Coach
 - Building Math Department Leads
 - Follow Up to Math Task Force
 - K-12 Acceleration Team
- Elementary Routines-Math Discourse**
 - Math Support Teachers (MSTs)
 - Focus for Year
 - Marisa Silver, Maple Elementary
 - Math Discourse and Routines
 - Student Sample Performance Task
- Next Steps**
 - Data Dive
 - District Level
 - School Level
 - Classroom Level
 - PD Planning
 - New teachers
 - Refresher
 - Administrators
 - Recommendations to Instructional Leadership
 - Acceleration
 - Intervention

Mr. Bishoff said he had visited the schools and thanked the teachers for everything they did. He asked how the system compared to the system used previously.

Ms. McKinley said the program allowed teachers to push out diagnostics when the students were ready and know where the children were in their academic course work.

Dr. Rieke-Smith expressed kudos for this team and the leadership they provided the District. She added that a new adoption was never easy. Now that the District was four months into the program, additional supports for the program were being identified to continue supporting teachers and giving them more confidence in working with the program. She had observed a professional development session with the teachers and commented that they did an amazing job of developing expertise as classroom teachers. She was humbled by observing them do this work and the outcomes they were achieving. She was excited about the data the District would be able to mine and she looked forward to sharing the information with the Board.

4. INSTRUCTIONAL COACHING REPORT

Mr. Collins said the Instructional Coaching Team was prepared to offer a report to the Board.

Ms. McKinley, introduced Kate Lode, Elementary Instructional Coach, Susan Coleman, Middle School Instructional Coach, and Alyssa Dodds, High School Instructional Coach, who offered a PowerPoint presentation on Instructional Coaching.

Program Staff Instructional Coaches

- Year 1
 - Transition from part time to full time
 - Elementary five full time, two part time coaches
 - Middle School four full time coaches
 - High School two full time coaches
 - Professional Development
 - Accrued approximately 150 hours
 - Key Focus This Year: Coaching for Sustainable School Improvement
 - “Firm on the standard, flexible with how they get there.”
- Principal and Leadership teams determine vision, goals, action plan
- Coaches help teams and individuals implement the action plan

Elementary Instructional Coach Focus: Kate Lode

- Coach/Principal Partnership and PLC Work
 - Building-wide Instructional Focus
 - Quality Instructional Practices
- Coach Support in Buildings
 - Building-wide Professional Learning
 - Grade Level Teams
 - Teacher Support
 - Coaching Impact Cycle
 - Instructional Support
 - Peer Observations
 - Resource Gathering
 - Site Visits

Middle School Instructional Coach Focus: Susan Coleman

- Focus on Alignment: Coach Collaboration and Principal PLC
 - Collaboration structures at the building level
 - High leverage practices
- Coach Support in Buildings
 - Collaboration (Teaming)
 - Individual Teachers: Coaching Impact Cycle
- Association for Middle Level Educators Workshop Presentation
 - April 13 in Portland
 - Opportunity to share at regional workshop
 - Focus: System elements critical to the success of the Coaching Model

High School Instructional Coach Focus: Alyssa Dodds

- Planned Course Statements
 - Standards alignment
 - Departments/Teams
- Individual Support
 - Coaching cycle
 - Peer observations
- Assessment practices

- Self
- Formative
- Performance
- Principal PLC
 - Instructional strategies
 - Equity lens

Coaching Next Steps

- Continue to provide quality professional development for our coaches
- Finalize a draft of coach-teacher feedback survey
- Determine measurable outcomes to determine positive impact and refinement areas for continuous improvement

Ms. Whitney called for questions from the Board.

Mr. Jobanek commended staff for doing a great job moving forward with the coaching program.

Mr. Bishoff expressed appreciation for the collaboration demonstrated by District staff.

Mr. Collins noted as the District moved forward, it was not losing site of the values and practices from its past. The District would continue to use collaborative practices, building on the expertise that existed within the staff, teachers and administrators capturing what was working well and sharing that with others in the District.

In response to Mr. Bishoff, Dr. Rieke-Smith said this was a new practice for the District and they were thrilled the District found sufficient funding in the budget. This provided another opportunity for teacher leadership for the District.

The Board took a short break at 6:25 pm.

5. DUAL IMMERSION UPDATE

Ms. Suzy Price, Director of Elementary Education, thanked the Board for funding the expansion and sustainability of the Dual Immersion Program housed at Guy Lee Elementary School (GLES). The funding included staffing allocations to hire a Dual Immersion Program Coordinator and a Dual Immersion Facilitating Teacher. The funding also supported the purchase of curricular and assessment materials to support the phasing up of the program, targeted professional development for all staff, especially those staff who were directly involved in the Dual Immersion Program. The Board's support allowed the District to begin the creation of a short and long term goal imbedded within a master plan for the purpose of expanding the program K-5 and to sustain that program. It also involved capital improvement programs to accommodate the expanding program, as well as an annual report to the Board as a means of keeping the Board informed of the program's growth, sustainability and opportunity to celebrate successes. She introduced Amber Mitchell, Principal of GLES and Laura Weiss, Program Coordinator for Dual Immersion. They provided an overview of the work on the program to provide the Board with an opportunity to gain insights and have an update on the program.

Board members had a brief discussion about postponing this presentation until Dr. Hernandez was present. The Board decided not to postpone the presentation. Director Price offered to write a summary of the report for Dr. Hernandez to review.

Ms. Weiss offered a PowerPoint presentation entitled *The 3 Pillars of Dual Language, Bilingualism & Biliteracy*. She thanked the Board for providing staff with an opportunity to attend professional development sessions on Dual Immersion programming where they received information from experts who shared what the

most important components were for an effective and sustainable Dual Immersion program. The three pillars were bilingualism and biliteracy, high academic achievement and sociocultural competence.

Ms. Mitchell stated the Dual Immersion Program began in 2014-15 at GLES with the support of a state grant. The program was now funded by Springfield Public Schools (SPS), thanks to the work that was done last year and the commitment and support from the Board and District leadership. The program would be a full K-5 program by the 2019-2020 school year. Currently, one half of the day was taught in Spanish and one half of the day was taught in English by a teacher who spoke both languages. The school worked collaboratively with other schools in the District and other school districts in the area that offered English/Spanish dual immersion programs to develop best practices so that students had access to a rigorous, high level curriculum. The program had developed an amazing partnership with Oregon State University (OSU) where some of the teachers would be able to obtain an English to Speakers of Other Languages (ESOL) endorsement tuition free.

Ms. Price noted there were three primary partnerships the program was involved with: SPS Human Resources Department, Oregon State University, and Pacific University. Human Resources had been instrumental in expediting licensure for teachers new to the District. The District job fair last year enabled the GLES to hire a Dual Immersion teacher. The District was able to extend a contract to an individual who recently graduated from the University to serve as a long term substitute teacher and teach 4th grade in the Dual Immersion Program next year. GLES also had a partnership with Pacific University which was creating a pipeline for potential applicants for teacher candidate placements. Pacific University also recruited SPS teachers to teach at the university. SPS was one of five school districts that received grant funding from OSU to support the ESOL endorsement program. OSU would also start a bilingual certification program in the summer of 2018.

Ms. Mitchell and Ms. Weiss provided information on staffing, capital improvements, the master plan, hiring practices and next steps for the Dual Immersion Program.

Mr. Collins said as the District continued to grow, he was excited that there was a team of individuals at the school who could appropriately handle questions that would arise, and address appropriate design and react to what the Dual Immersion program would look like in the future. The team had the ability to support students in the program. In response to Mr. Bessett, Mr. Collins said staff would get data to Board members about transfers into the program.

In response to Mr. Bishoff, Ms. Mitchell said there was one classroom per grade level in the program.

Mr. Bishoff thanked staff for the information about the program, which helped the Board communicate with the community.

6. BOARD SELF EVALUATION

Chair Bishoff wanted to complete the Board Self Evaluation when Dr. Hernandez was present. He suggested reaching out to the Oregon School Board Association (OSBA) for guidance in doing the self-evaluation.

Dr. Rieke-Smith proposed tabling the topic to next Board meeting.

7. BOARD PARKING LOT

Mr. Erik Bishoff said September 25 was the last time the Board addressed parking lot issues. He wanted to remove some things from the list that the Board had covered since that time and add things that Board members were interested in.

Mr. Jobanek wanted to add his question concerning parents coaching their own children to the parking lot. He asked what other districts did in this situation. Dr. Rieke-Smith said staff would research what other districts

did, and contact the Oregon School Activities Association (OSAA) and the Oregon School Boards Association (OSBA) prior to the next work session.

Mr. Bishoff noted Ms. Adams had expressed an interest in tracking SPS students post-graduation. Ms. Adams suggested the District should contact OSBA.

Mr. Bishoff asked for information about the high school block schedule. Mr. Collins offered to bring back a comprehensive report to the Board within the next 6 to 8 weeks.

In response to Mr. Bishoff, Dr. Rieke-Smith agreed to bring information to the Board in February about how Ballot Measure 99 funding was being invested.

In response to Mr. Bishoff's question about the use of Ballot Measure 98 funds, Mr. Collins reported that the District had completed a self-assessment for the State of Oregon. The State would review the assessment. The District was also required to submit a four-year plan to the State.

Mr. Bishoff said school boundary changes had been addressed by the Facilities Advisory Committee. It was a non-issue for the Board and should be removed from the list.

Mr. Bishoff said a related boundary issue was Game Farm Road. It should be removed from the list.

He added that inter-district transfers had been raised to ensure it was an equitable process. It should be taken off list.

In response to Mr. Bishoff, Mr. Collins said the District was working with the collective bargaining groups about future ready facilities for online schooling. In response to Mr. Bishoff, Ms. McCulley said she would include information about how enrollment had changed in the Friday update.

Mr. Yancey said staff would provide updated information on the bond.

Responding to Mr. Bishoff, Ms. McCulley said the updated website would be available in early February. Staff would provide information to the Board when it was available.

Mr. Bishoff said updated career pathways at the middle school was related to how career pathways was being pushed down to the middle school level. Mr. Collins said an update on career pathways would be included in the budget process that would begin in February. He would also provide information in a future Friday update.

Mr. Bishoff said staff provided an update on the Dual Immersion program this evening and it could be removed from the list. He added child care for Board meetings could be removed from the list, as well as the Dual Language conference.

Mr. Bishoff said there were many people who, including him, were skeptical about whether the United Front trip to Washington D.C. was worth the time and money. He participated in the recent United Front trip to Washington, D.C., where he had an opportunity to meet with representatives of the National School Boards Association, representatives from the Department of Education, representatives from the National Science Foundation, representatives from the National Parks and Recreation Association with staff from Willamalane Parks and Recreation District and staff from Senator Merkley, Senator Wyden, and Congressman DeFazio's offices. The meetings were productive and he was impressed with how excited the people from these agencies were about Springfield Public Schools. Staff from the federal agencies were impressed with how well the organizations that made up the United Front team, including SPS, the City of Springfield, the City of Eugene,

Lane Transit District, Lane County, and Willamalane Park and Recreation District, worked together collaboratively. He noted that he had been skeptical, but was now a fan of United Front.

Dr. Rieke-Smith said it was always a pleasure to work with the chairs of the various boards. Each of the chairs brought dedication to the work.

Ms. Adams added the United Front trip provided the various federal agencies an opportunity to hear from the people in the United Front organizations and to expand their understanding. United Front provided the members an opportunity to show what they were doing in Oregon.

Dr. Rieke-Smith said the representative from the Department of Education looked to SPS as the exemplar relative to policy.

8. OTHER BUSINESS

Mr. Yancey directed Board members to Springfield School District 19 Policy EEBBA—*Use of District Vehicles for Out-of-State Travel*. He understood there were concerns in the community around high school athletic teams' ability to transport themselves when they traveled out of state. Staff were obligated to uphold all adopted Board policies. He understood some parents of members of the Springfield High School baseball team were upset over enforcement of the policy. The policy was about risk tolerance and how much risk the Board was willing to accept. Mr. Yancey also directed Board members to the document entitled *Springfield Public Schools—January 22, 2018*, which provided information on Insurance Coverage, Plan of Reasonable Risk, and Next Steps. He said any change would require modification of the insurance policy currently on the books and staff was looking for some direction from the Board tonight as to whether the Board would like staff to bring a revised EEBBA Policy to the Board. A first and second reading of a proposed new policy could occur at the same meeting. He reviewed possible changes related to insurance, including insurance issues for people driving rented vehicles. He asserted that under no circumstance should students drive during team travel. If the Board decided it wanted to change the policy, the District would need to inform both Springfield High School and Thurston High School that there was a desire to change the policy so that the schools could line up transportation. He recommended that the Board direct staff to develop a procedure that would align with the current policy for reasonable risk. He recommended that in the future, language should be included in the policy that would require information regarding out of state travel to be included as a procedure that would be forwarded to the Director of Secondary Education. Following Cabinet approval, the Director would bring the out of state trip forward for Board approval.

Following Board discussion, Mr. Yancey agreed to bring a revised policy to the Board in February.

9. WRAP UP AND NEXT STEPS

There was no further discussion.

10. NEXT MEETING

Mr. Bishoff said the next Board meeting would be a regular business meeting on February 12, 2018 at 7:00 pm.

11. ADJOURNMENT

With no other business, Mr. Bishoff adjourned the meeting at 7:55 pm.

(Minutes recorded by Linda Henry)

**SPRINGFIELD PUBLIC SCHOOLS
2017-2018 Revenue/Expenditure Forecast
As of January 31, 2018
Please see attached report**

REVENUES:

- A majority of our (current year) property taxes are received during the month of November, with collections remaining throughout the remainder of the year. Additionally, it is estimated that approximately \$450,000 of prior year property taxes are to be received on behalf of the District. This report is based on the information received through the Lane County Tax and Assessment office.
- The District's most significant portion of revenue is the District's scheduled Basic School Support payments. According to Oregon Department of Education's (November 30th) estimate, the District is scheduled to receive approximately 99.9% of the adopted budget. This estimate considers the anticipated drop in enrollment for the current year. Fortunately, ODE funds school districts on the higher enrollment of the prior year and current year. The estimated revenue in the financial statement is based on the ADMw from the 2016-2017 fiscal year.
- 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 \$1.305 million in Common School Funds. To date the District has received approximately \$736,512.

EXPENDITURES:

- Salary amounts are based upon staff allocations adopted during the budgeting process, as well as the addition of positions added during the Supplemental Budget process. This is estimated using actual data (per year-end estimates). These projections also reflect anticipated and realized retirements.
- Benefit amounts are based upon staff allocations revised during the supplemental 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 2017-2018 budget year the current estimate of ending fund balance is \$7,846,097. Included in this number is the audited ending fund balance from the 2016-2017 fiscal year (\$9,381,819).

Submitted by:

Reviewed by:

Brett M. Yancey
Chief Operations Officer

Susan Rieke-Smith, Ed.D.
Superintendent

SPRINGFIELD SCHOOL DISTRICT 19
2017-2018 REVENUE/EXPENDITURE FORECAST
as of
1/31/18

	<u>BUDGET</u>	<u>ACTUAL through 01/31/18</u>	<u>ESTIMATED from 01/31/18 to year end</u>	<u>PROJECTED 2017-2018</u>	<u>PROJECTED as % of BUDGET</u>
REVENUES:					
Property taxes - current	24,192,552	23,261,095	931,457	24,192,552	100.00%
Property taxes - prior years	450,000	201,918	248,082	450,000	100.00%
Other local sources	871,600	466,496	405,104	871,600	100.00%
Lane ESD Apportionment	1,720,000	861,051	858,949	1,720,000	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	78,581,845	51,991,260	26,510,481	78,501,741	99.90%
Common School Fund	1,325,751	736,512	568,692	1,305,204	98.45%
 Total revenues	 107,331,748	 77,518,333	 29,712,764	 107,231,097	 99.91%
 Beginning fund balance	 9,000,000	 9,381,819	 0	 9,381,819	 104.24%
 Total Beginning fund balance	 9,000,000	 9,381,819	 0	 9,381,819	 104.24%
 Total resources	 <u>116,331,748</u>	 <u>86,900,152</u>	 <u>29,712,764</u>	 <u>116,612,916</u>	 <u>100.24%</u>
 EXPENDITURES:					
Personal services	54,497,790	24,108,002	30,085,890	54,193,892	99.44%
Employee benefits	35,826,508	15,095,166	20,109,402	35,204,568	98.26%
Purchased services	11,630,130	6,010,937	5,506,809	11,517,746	99.03%
Supplies & materials	3,509,469	1,813,710	1,661,844	3,475,554	99.03%
Capital outlay	548,190	76,202	471,988	548,190	100.00%
Other objects	737,725	737,693	32	737,725	100.00%
Fund transfers	3,089,144	0	3,089,144	3,089,144	100.00%
 Total expenditures	 109,838,956	 47,841,709	 60,925,109	 108,766,819	 99.02%
 Unappropriated	 5,574,736	 0	 0	 0	 -
Contingency	918,056	0	0	0	0.00%
 Total appropriations	 <u>116,331,748</u>	 <u>47,841,709</u>	 <u>60,925,109</u>	 <u>108,766,819</u>	 <u>93.50%</u>
 Total resources					
		86,900,152	29,712,764	116,612,916	
Total appropriations					
		<u>47,841,709</u>	<u>60,925,109</u>	<u>108,766,819</u>	
 Ending fund balance					
		39,058,442	(31,212,345)	7,846,097	
Less: contingency					
		<u>0</u>	<u>0</u>	<u>0</u>	
 Net fund balance					
		<u>39,058,442</u>	<u>(31,212,345)</u>	<u>7,846,097</u>	

PERSONNEL ACTION

RELEVANT DATA:

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

RECOMMENDATION:

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

- New Hires
- Retirements

SUBMITTED BY:

Bruce Smolnisky
Director of Human Resources

APPROVED BY:

Susan Rieke-Smith, Ed.D.
Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES					
1	EMMA DORLAND	TMS	TEMPORARY	FT	1/29/18-6/15/18	TEMPORARY NEW HIRE
2	WENDY SHARA	TRDR	TEMPORARY	FT	1/25/18-6/15/18	TEMPORARY NEW HIRE
	RETIREMENTS					
3	SANDRA NELSON	TES	CONTRACT TEACHER	FT	6/30/18	RETIREMENT
4	SUZANNE TEUTSCHEL	SHS/ADMIN	CONTRACT TEACHER	FT	6/30/18	RETIREMENT

RESOLUTION #17-178.029

DATE: February 12, 2018

CONTRACT RENEWALS

RELEVANT DATA:

In accordance with Board Policy CCD, the following recommendation is presented for the Board's consideration.

RECOMMENDATION:

It is recommended that the Board of Directors approve the contract agreements for the Assistant Superintendent and the Chief Operations Officer for the 2018-2019 fiscal year.

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent

**Hamlin Middle School
Author Wall Revision**

Relevant Information:

As the District completed the construction of Hamlin Middle School and began to welcome students, a significant error and oversight was realized related to a wall finish. A very distinguishable wall on the second floor of the school, adjacent to the media center displays prominent authors throughout the World's history. While diversity was represented within this display, the District quickly realized that the display was not complete and did not celebrate cultural diversity in a manner that is acceptable for the Springfield School District.

Attached to this cover page is the revised rendering of the "Author Wall". Please notice that this revision makes an effort to correct the oversight and includes additional names. If you have questions or would like additional conversation, please contact Brett Yancey.

Submitted By:

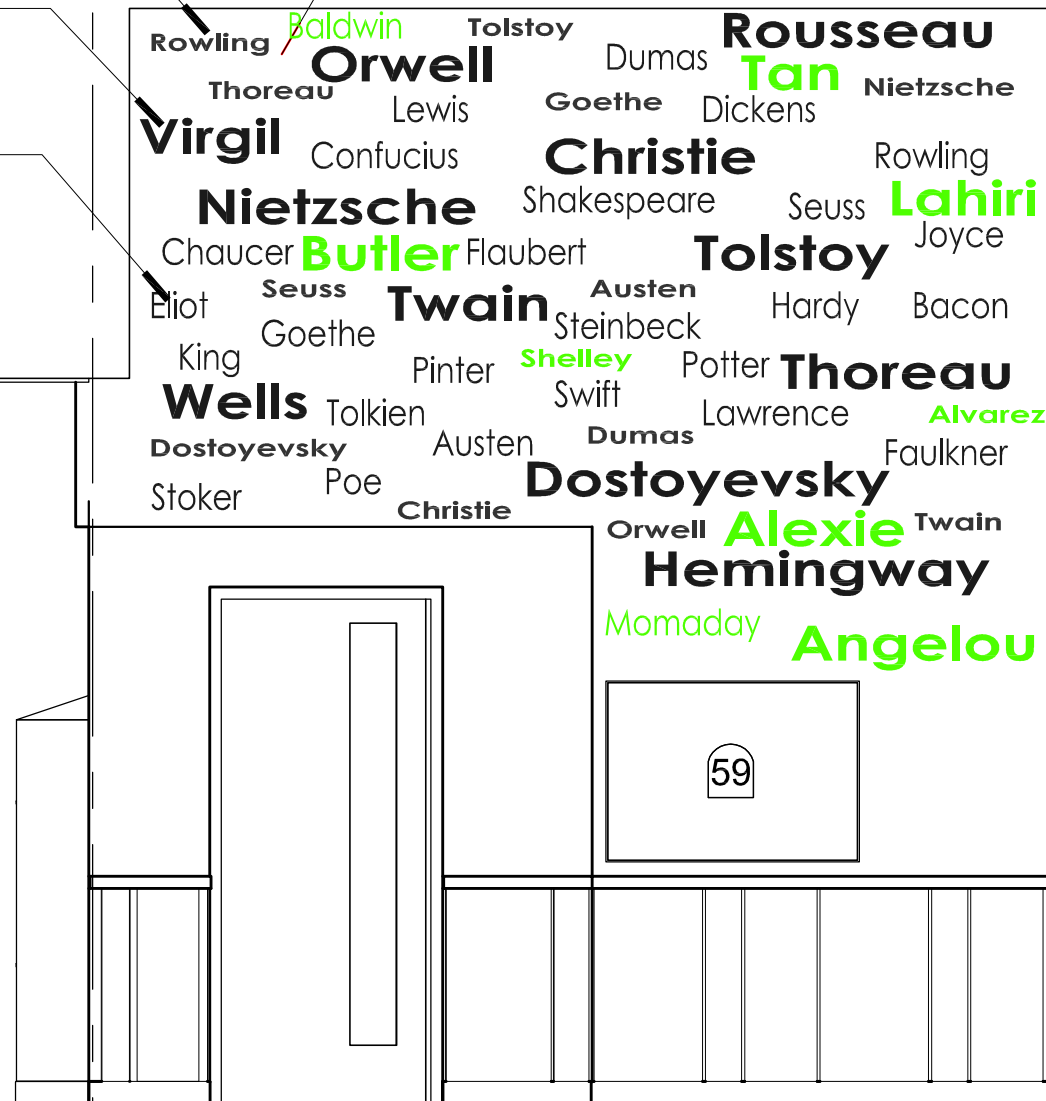
Brett M. Yancey
Chief Operations Officer

Century Gothic -
Bold - 3" Tall -
Width Factor 1.35

Century Gothic -
Bold - 6" Tall -
Width Factor 1.25

Century Gothic -
4 1/2" Tall - Width
Factor 0.85

ACCENT WALL P-2, WITH
PAINTED LETTERING IN P-3
(LIST OF FAMOUS AUTHORS
LAST NAMES)



**LANE EDUCATION SERVICE DISTRICT
LOCAL SERVICE PLAN 2017-19 YEAR TWO**

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 2017-2019 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 24, 2017. The Lane ESD Board of Directors approved the 2017-2019 Local Service Plan Year Two on January 9, 2018.

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 operation and fiscal efficiencies.

The Board of Directors of Springfield Public Schools has completed their annual review of the Lane ESD 2017-19 Local Service Plan Year Two which includes services for:

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

The Lane ESD 2017-19 Local Service Plan provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

RECOMMENDATION:

BE IT RESOLVED that the Board of Directors of Lane County School District No. 19 hereby reauthorizes the approval of the Lane ESD 2017-19 Local Service Plan Year Two and requests the Lane ESD to provide the services described during the 2018-2019 (Year Two) fiscal year in accordance with ORS 334.175.

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent



Local Service Plan 2017-19 Year Two



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



Purpose

*Shaping the Future -
Supporting Excellence in
Education*

Values

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

Commitment – To districts, student and employee success

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

Collaboration – actively engaged with our partners to achieve success

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

*Strategic Plan
5 Bold Steps*

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

Supporting Best Instructional Practices

*Modeling and Promoting Equitable
Practice for All*

*Leadership – Leveraging Education and
Community Partners*

Strong Student Centered Advocacy



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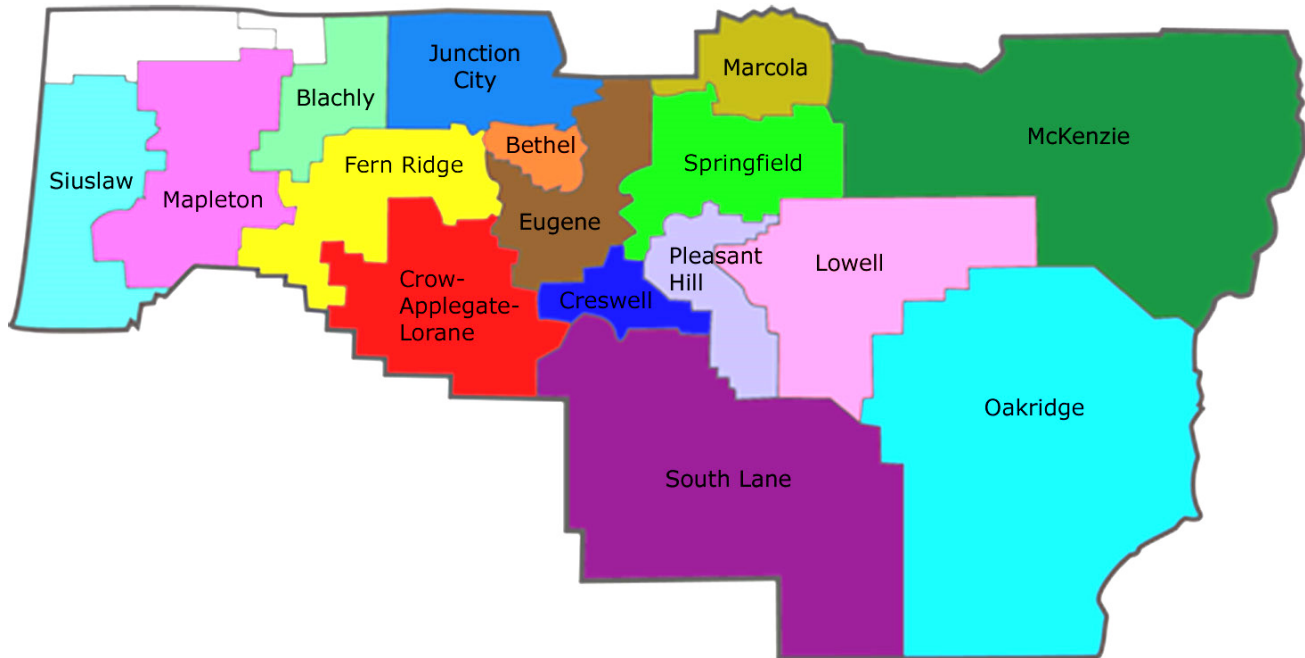


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Component Districts



Bethel, #52

Superintendent – Chris Parra

Blachly, #90

Superintendent – James Brookins

Creswell, #40

Superintendent – 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 – Walt Hanline

Mapleton, #32

Superintendent – Jodi O'Mara

Marcola, #79J

Superintendent – Bill Watkins

McKenzie, #68

Superintendent – Jim Thomas

Oakridge, #76

Superintendent – Don Kordosky

Pleasant Hill, #1

Superintendent – Tony Scurto

Siuslaw, #97J

Superintendent – Andy Grzeskowiak

South Lane, #45J

Superintendent – Krista Parent

Springfield, #19

Superintendent – Sue Rieke-Smith



Core Services and Funding Formula/Allocation Model

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

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

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

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

2017-19 (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, 2016, 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 2017-18 (Year One) Local Service Plan, the May 2016 ADM figures for 2015-16, 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 2017-19 Local Service Plan provides three categories of service:

Core Services

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

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

Menu Services

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

Custom Services

These are services that are developed for an individual district or group of districts based on a specific need. These services may include the assignment of a specific amount of FTE or the provision of a service (e.g. payroll/business services, professional development, technology technician/engineer). Districts order the amount of service desired to meet their needs. Districts are assessed the full cost of the service and may use Flex Funds or district funds to pay for these services.

Changes for the 2017-18 Local Service Plan:

Core Services and Funding Formula/Allocation Model

There are minor changes for 2017-18 which include the following:

1. By agreement of the Superintendents' Council, the High Cost Pool formula was modified to focus on disproportionate representation of high cost students excluding Eugene 4J, Springfield, and Bethel school districts.
2. Elimination of funding dedicated for Math consultation services and an additional Math Specialist.
3. Addition of \$125,000 for Willamette Promise participation if State School Fund Formula revenue levels reach a level that the Superintendents' Council agrees upon.
4. Clarification of services costs in the event that a district "opts out" or takes more than 50% of available Flex Funds in transit.
5. Continue the allocation of PD funds in addition to the district Flex Fund allocations.
6. Flex Fund allocations will be reduced should state school funding be lower than projected. The ESD will use the March estimate from ODE as the basis for the Flex Fund allocation.



2017-19 Local Service Plan

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

Withdrawal from Lane ESD

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

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

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

Potential Changes in Funding

The 2017-19 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 the last 2 biennia in securing a number of Strategic Initiative



grants and Innovation grants. The availability of such grants to support future endeavors is uncertain.

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

Process for Selecting Lane ESD Menu Services & Service Levels

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



Core Service - Decision Making

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

District Feedback

Lane ESD routinely surveys key district contacts to understand use of current services, assess the quality of services, suggestions for improvement, and interest in new services. The most recent survey of districts was completed in October 2016 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. A committee has been established to complete a Special Education Service Review and make recommendations to the Special Education Directors and Superintendents' Council in the Spring of 2017.

Changing Services Included in Core Services

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

Timelines

Proposals that require significant change, such as the establishment of new programs, expansion of specialized services, or increase in fiscal resources allocated to Core Services, should be presented as early as possible, and no later than the Superintendents' Council meeting in October. This timeline allows the Superintendents' Council time to determine if the proposal should move forward to formal feasibility assessment by the ESD. The Superintendents' Council may establish a subcommittee to review feasibility information and make final recommendations regarding proposals. Subcommittee recommendations and feasibility assessment will be presented to the full Superintendents' Council.

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

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

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



Innovation/Projects

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

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

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

For 2017-19, the Superintendents' Council approved the use of Innovation/Projects Funds available from the Local Service Plan to fund Research for Better Teaching (RBT) licensing and trainer of trainer licensing. Funding was also set aside for targeted professional development as determined by the Superintendents' Council which includes specific criteria and application process.

2017-18 High Cost Pool

In 2017-18 High Cost Pool will be funded at \$100,000.

Access to the High Cost Pool is based on disproportionate Special Education enrollment for districts excluding Eugene 4J, Springfield, and Bethel.

2017-18 Connected Lane County

Superintendents approved \$60,000 to partially fund the activities and infrastructure of Connected Lane County.

2017-19 Willamette Promise

Superintendents approved \$125,000 to support component districts' participation in Willamette Promise in the event that State School Fund Formula revenue is \$19,624,000 or higher.



Menu Services – Decision Making

Adding Services to the Menu

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

Timelines

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

Proposals that come forward later in the planning process and that do not require complex program development and are supported by the Superintendents' Council will be placed on the menu if there is feasible interest to cover the costs of the service.

In some cases, proposals may be implemented as a pilot as described below.

Elimination of Service

There may be instances where specific services are discontinued if component districts' orders and associated fiscal support are not adequate to continue the service. The decision to eliminate a service will be made by Lane ESD in consultation with component district superintendents, taking into consideration the implications for the impacted districts and the ESD's fiscal and personnel constraints.

Establishing Pilot/Custom Services

There may be instances where services are added if there is sufficient district interest and associated fiscal resources to cover start up and implementation costs. Districts that have an identified need not currently available on the service menu may request that the ESD develop a custom service to meet the district's unique need. The district and the ESD will identify the nature and scope of the service need. This information is used to estimate costs of providing the service. If the district and ESD agree that it is feasible and cost effective to establish the service, it will be implemented either as a pilot or on-going service.

If implemented as a pilot, the ESD and district will establish criteria for assessing the results of the pilot. All Lane County superintendents will be informed regarding new custom services offerings and options for participating, as well as information gleaned from the pilot(s). Previous custom/pilot services included: Network Engineer service, Technology Technician. Twelve custom/pilot services proposals for 2017-19 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
- Special Education Administration Services
- Survey Services
- Tragedy Response – ALICE Training
- Tragedy Response – ALICE Training for Students
- Tragedy Response – Reunification Training
- Instructional Technology



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 2017-18. 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.

2017-18 Menu of Services
Services to Students with Special Needs
Comprehensive Services Program (Special School) Life Skills ESD and Consortium Placements Lane School (Special School) Behavior Disorder Placements Behavior/Autism Spectrum Disorder Consortium Placements Behavior Disorders – Teacher or Consultant MLK Jr. Education Center School Psychologist Services Speech & Language Pathologist Augmentative Communication Direction Service Custom Services
School Improvement Services
General Education* Career & Technical Education Connected Lane County Tragedy Response Custom Services
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 three 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
- Support for school-wide behavior and climate issues
- Professional Technical education
- Professional development for employees who provide those services

Technology Services

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

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

Administrative Support Services

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

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

Other Services

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

- Compulsory Attendance required under ORS 339.005 to 339.090.

Performance Measures

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

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

Services to Children with Special Needs

Life Skills Consortia Services

Service Description

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

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



Kindergarten to Grade 12

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

Transition Classes

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

Goals

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

Budget

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

Services to Children with Special Needs

Behavior Disorder Services

Service Description

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

Lane School

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

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

Goals

- Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.
- Implement evidence-based practices in the education of students with behavioral/emotional disabilities to improve student learning.
- Assist districts with targeted interventions addressing the needs of students with behavioral/emotional disabilities.
- Enable component districts and the students they serve to have equitable access to resources in Special Education.
- Maximize operational and fiscal efficiencies for component districts in the area of Special Education.



Budget

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



Services to Children with Special Needs

Comprehensive Services Program

Service Description	<p>The Comprehensive Services Program is located on the Fox Hollow campus in the Eugene 4J school district. The Lane County System of Care (SOC) Steering Committee and Trillium Behavioral Health provided start up funds of \$75,000 to develop and implement a program that integrated mental health, family/student Wrap Around facilitator services in the context of a strong academic environment. This program primarily serves students, K-8, with severe mental health needs that have not been successful in either school-based or day treatment programs.</p> <p>Services are designed to help students gain the skills needed to be successful in a less restrictive setting. Students are referred by their resident district and transition to a less restrictive setting as determined appropriate by an IEP team.</p>
Goals	<ul style="list-style-type: none">• Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.• Implement evidence-based practices in the education of students with mental health needs to improve student learning.• Assist districts with targeted interventions addressing the needs of students with mental health needs.• Enable component districts and the students they serve to have equitable access to resources in Special Education.• Maximize operational and fiscal efficiencies for component districts in the area of Special Education.
Budget	<ul style="list-style-type: none">• The annual budget allocation for this service is based on the districts' annual service orders for the service.

Behavior Disorder – Teachers / Consultants

Service Description	<p>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.</p> <p>Behavior Disorder Teachers can be ordered to serve in district-operated behavior classrooms.</p>
Goals	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.• Improve student learning in special education and in at-risk youth by providing consultation to district personnel and provide professional development to component district employees in the area of special education services to at-risk youth.• Enable component school districts and the students they serve to have equitable access to resources in special education.• Maximize operational and fiscal efficiencies for component school districts in the area of special education and services to at-risk youth.
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Services to Children with Special Needs

Martin Luther King, Jr. Education Center

Service Description	Martin Luther King, Jr. Education Center is a collaboration between Lane ESD and the Department of Youth Services (DYS) to provide educational services to adjudicated youth in middle and high school. The program is located at the Serbu Juvenile Justice Center. The program is funded by district-paid tuition for students enrolled in Credit Recovery and GED services and is augmented by DYS Juvenile Crime Prevention funds, Juvenile Accountability Block Grant funds and Video Lottery which funds Job Skills/Life Skills services.
Goals	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.• Enable component school districts and the students they serve to have equitable access to resources targeting at risk youth.• Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.
Budget	The annual budget allocation for this service is based on anticipated student enrollment.



Services to Children with Special Needs

School Psychology Services

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



Services to Children with Special Needs

Speech Services

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

Augmentative Communication

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



Services to Children with Special Needs

Direction Service

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



2017-18 Grant and Contract Services

Early Intervention/Early Childhood Special Education

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

Lane Regional Program

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

State Hospital

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

Juvenile Detention Education Program

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

Phoenix Treatment Program

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

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.

Employment Support Facilitator

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



Services in 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 is a member organization of the Oregon Leadership Network (OLN). Lane OLN team membership includes Lane ESD staff, superintendents from OLN district members in Lane County, representatives from the Superintendents' Council, and community members. Lane ESD is a member of the Equity and Community Consortium (representatives from 13 Eugene/Springfield



area public agencies collaborating on equity and human rights issues). Lane ESD collaborates with equity and community organizations such as NAACP, Blacks In Government (BIG), Centro Latino Americano and Connected Lane County member organizations to strengthen, expand and integrate our efforts to address equity issues in our community. Collaborative efforts may include active participation in grants, initiatives, and community-based activities.

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

Partnerships

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

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

Goals

The goals of the Instruction, Equity, and Partnerships service area align with Lane ESD's Strategic Plan, specifically:

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

Budget

For 2017-19 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 21st 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.



Connected Lane County

Service Description

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

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

Goals

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

Budget

For 2017-19 funding to support CLC includes partner dues, Oregon Department of Education/Chief Education Office Regional Achievement Collaboratives grants, and Superintendents' Council Core Services funding.

Tragedy Response

Service Description

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

Goals

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

Budget

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



2017-18 Grant and Contract Services

Carl Perkins Consortium Services

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

Advanced Manufacturing and Construction

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

Credit Equivalency Project

This grant supports the strengthening and contextualizing of academic standards in Career and Technical programs.

Apprenticeship Trades Academy

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

Youth Transition Program

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

Career Pathways: MedSplash!

MedSplash! is a two-year grant funded summer camp program providing immersive and unique experiences in Health Sciences for underserved middle and high school students in Lane County. The program, first offered in 2016, combines academic and experiential activities beyond those offered in the classroom and includes exposure to state-of-the-art healthcare facilities and equipment. Participants are exposed to multiple Lane Community College (LCC) Career Pathways leading to high wage and high demand healthcare careers, CTE Programs of Study, College Now classes available in their school, and additional STEM classes recommended for healthcare careers.

Health Sciences Teacher Summer Boot Camp

Lane ESD coordinates teacher experiences in Health Sciences fields, developing connections with industry and strengthening the quality of CTE Programs of Study.

Connected Lane County/Regional Achievement Collaborative

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

Lane 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.

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.

McKinney-Vento Education for Homeless Children & Youth – Title X

Lane ESD will develop coordination between schools and agencies providing services to homeless children and youth.

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;
- 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

For 2017-19 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.





2017-18 Grant and Contract Services

LCC Contract

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

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

Monroe Contract

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



Administrative Services

Business Services

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



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">• Weekly delivery services to subscribing districts, supporting both inter- and intra-district mail and instructional materials delivery for component districts• Secure and confidential delivery of Student Records, including Special Education records• Pick-up and delivery of instructional materials provided by Lane ESD to component districts including Media Materials (science kits, models, etc.), and audience response systems• Movement of specialized equipment for special education classrooms• Customized services to Eugene and Springfield Schools Districts to interface with district courier.
Goals	<ul style="list-style-type: none">• Provide cost-effective, timely, accurate and courteous courier services to all component school districts.
Budget	<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">• Provision of annual application process to register new teacher substitutes• Provision and monitoring of annual training requirements• Completion of annual "intent to return" and usual and customary break periods notice• Verification of valid teacher licensure
Budget	<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.

2017-18 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.

**STUDENT TRANSFERS, OPEN ENROLLMENT & INTER-DISTRICT
TRANSFERS**

RELEVANT DATA:

In keeping with House Bill 3681 (HB 3681) and House Bill 4007 (HB 4007), School Boards must decide whether to open enrollment to new out-of-district students annually. If the district opens enrollment, the Board must also determine how many Open Enrollment spaces are available, indicate any enrollment limits by school and/or grade level; and admission criteria or priorities that will be applied. Additionally, districts must also declare the number of Inter-District requests they will allow to leave.

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

Identifying Within-District Transfers assist the district in determining staffing for the 2018-19 school year.

Students enrolled in a Springfield school through High Priority and Open Enrollment guidelines are allowed to continue through the highest grade of that level. However, students changing school levels, i.e., elementary to middle or middle to high school, must reapply for the coming year.

Inter-District Transfer approvals are valid until the end of the current school year. Students are notified to reapply through Open Enrollment or High Priority should they wish to request to attend a school outside their resident boundary school.

RECOMMENDATION:

It is recommended the Board approve up to 150 Open Enrollment spaces for the 2018-2019 school year. It is recommended the Board approve up to 100 slots into Springfield and 60 slots out of the District for Inter-District Transfers.

SUBMITTED BY:

David Collins
Assistant Superintendent

**RESOLUTION #17-18.032
OUT-OF-STATE TRIP REQUEST**

DATE: February 12, 2018

**THURSTON HIGH SCHOOL
PUBLICATIONS**

RELEVANT DATA:

The objective of our trip is to participate in a yearbook camp where students will learn more about journalistic writing, photography, and design. Participation in various workshops will enhance their understanding of newspaper and yearbook production.

Students will miss two (2) school days.

RECOMMENDATION:

It is recommended the Board approve Thurston High School's Publications' request to travel to San Francisco, California to participate in JEA / NSPA Spring National Journalism Conference. Dates of the trip will be April 11 – 15, 2018.

THS Publications class has successfully fundraised all monies required to cover the cost of this trip. There is no cost to the district for this trip.

Chad Towe and Joseph Roberson will be available to answer questions.

SUBMITTED BY:

Kevin Ricker
Secondary Director

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent

Springfield School District

OUT-OF-STATE TRAVEL REQUEST

School: Thurston High Contact: Joseph Roberson Date: 4 Jan.

Club/Organization Going on Trip: Publications # of Students (M/F): 3 / 6

Number of Faculty Chaperones: 1 Number of Parent/Other Chaperones: 1

Names of Chaperones:

School Staff: Joseph Roberson

Parents/Others: Trina Taylor

Destination: San Francisco, CA Dates of Trip: April 11 – 15, 2018

Estimated Total Cost: \$4,300 Cost to the Program/Building*: \$ 0
(Includes substitute teacher cost.)

Amount Fundraised to Date: \$4,300

Fundraising Activities: Yearbook sales; Baby Ad sales

Lodging: Marriott Marquis, 780 Mission St. San Francisco, CA 94103

Food: Light breakfasts provided; students cover own lunches and dinners.

Method of travel: Amtrak
(Note: District vehicles **are not** available for out-of-state travel)

of School Days Missed: 2
(If more than two school days will be missed, please attach additional rationale to justify absences)

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

Applicable forms on file: (please check)

X Parent Permission Form X Medical Release Form _____ Student Fundraising Agreement

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

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

Approved: X Denied: _____ Principal: Chad R. Towe Date: 1/19/18

Approved: X Denied: _____ Secondary Director: Kevin Ricker Date: 2/6/18

IMPORTANT NOTE

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

***All costs must be paid by the program or building. The District assumes no costs for trips.**

THS PUBLICATIONS CLASS
JEA/NSPA SPRING NATIONAL JOURNALISM CONFERENCE
SAN FRANCISCO, CA
April 11 – 15, 2018

PURPOSE OF THE TRIP

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

Students will learn more about journalistic writing, photography, and design, and will enhance their understanding of newspaper and yearbook production from the various workshops. Only student leaders in the programs will attend, which will help the learning from the workshops translate into action in the classroom.

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

The students will gain new insights into what makes for an excellent yearbook or newspaper, and apply that understanding by planning, dreaming, and organizing for next year's publications.

How will the experience motivate students for further learning?

Workshops inspire students to work harder and think more creatively because of the quality of instruction, and the expertise of the presenters—many of whom are former yearbook/newspaper advisors. In addition, the excitement of visiting a large city will motivate returning students to give a good report to their peers, motivating future students to want to come.

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

This trip is expensive, but it is an excellent investment. The Publications program has enough profits from sales and fundraising this year to pay for the trip, and the value in preparing and inspiring the Editors makes it worth the cost. Investing in student leadership benefits the entire staff.

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

This trip benefits the publications class because it organizes and enhances its products: newspaper & yearbook. Better publications also serve the extra-curricular activities more effectively, because it makes them attractive and publicizes them to a wider audience, as well as reflecting well on the school; an excellent yearbook records and communicates THS students' accomplishments.

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

We will accompany the students in transit, to ensure their safety, and permission slips will be collected, to communicate with parents. Once there, we will plan the workshop schedule, and set up a time to meet together for lunch & dinner to debrief. Students will travel with at least one other student wherever they go, but will remain within the convention center—with other students from across the country—rather than meandering through downtown San Francisco. In addition, we will

be staying in the same hotel as the students, to supervise, if needed. However, since the group will be hand-picked from Publications leadership, responsibility was one of the determining factors in allowing students to attend. If a student did not demonstrate responsible behavior during class, he or she was not allowed the opportunity to attend the trip.

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

Yes. All monies have been fundraised.

RATIONALE*

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

Though students will miss two class days, Thursday and Friday, the benefits of this experience make the loss of instructional time worthwhile. In fact, it is not entirely accurate to equate this trip as “lost instructional time” because students will still be receiving intensive instruction from professionals in myriad journalistic fields. This trip offers the nine attending students an enriched, alternative instructional time, one that makes memories for students and benefits the entire program, as outlined in the answers above.

The students who are participating are responsible enough to ask teachers ahead of time for missed work, dedicated to growing in their journalistic skills, and excited for the opportunity to learn real-world skills, which will directly impact their future studies and careers. As a classroom teacher, and their publications adviser, I am confident that the benefits of this trip for my students far outweighs the two missed days.

**THS PUBLICATIONS CLASS
JEA/NSPA SPRING NATIONAL JOURNALISM CONFERENCE
SAN FRANCISCO, CA
April 11 - 15, 2018**

ITINERARY

April 11th:

Leave Eugene on Amtrak for San Francisco, CA, 5:10 p.m.

Walk – or take shuttle - from Train Station to hotel

April 12th – 14th:

Participate in convention activities: Thursday night through noon on Saturday will include classes on InDesign, Photoshop, interviewing, copy and headline/reporting, pre-press and book production, photography, sales/marketing, and staff management

April 15th:

Arrive in Eugene via Amtrak at 12:30 p.m.

BOARD POLICY EEBBA UPDATE

RELEVANT DATA:

Out-of-state travel is becoming increasingly common as professional development, educational opportunities, and sports activities are readily available to staff and students.

Recently it was brought to the district's attention that policy EEBBA Use of District Vehicles for Out-of-State Travel was challenging to navigate to ensure adherence to the adopted policy. The requirement that travel be restricted to appropriate public transportation only proved no longer reasonable in light of the current accessibility of travel opportunities. As a result of Board discussion, staff worked with the district insurance provider to identify requirements that must be fulfilled to allow for an expansion of the travel policy to include rental vehicles when other forms of travel are not available or appropriate.

The attached update reflects the expansion to include alternative transportation methods and is accompanied by the required Administrative Rule. This expansion does not change the restriction on district vehicles as they are to remain in-state only, nor does it supersede the preference towards appropriate public transportation when available and feasible. The policy update simply addresses the need to ensure appropriate opportunities are not prohibited solely because of transportation restrictions.

As the Board is not required to formally approve the accompanying Administrative Rule, it has simply been attached to provide additional information and context as provided by the district insurance provider.

RECOMMENDATION:

It is recommended the Board of Directors approve the proposed amendment to the current Board Policy EEBBA, the Use of District Vehicles for Out-of-State Travel as outlined to expand the ability to utilize rental vehicles when appropriate public transportation is not available or feasible.

Brett Yancey and Jenna McCulley are available for questions.

SUBMITTED BY:

Jenna McCulley
Community Engagement Officer

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent



Code: **EEBBA**

Adopted: 04/05/99

Revised/Readopted: 02/26/07

Orig. Code(s): EEBC

Use of District Vehicles for Out-of-State Travel

The Board recognizes that risks are involved with the operation and use of district-owned vehicles. These risks are mitigated through insurance coverage and statutory protections.

The Board, after carefully evaluating its liability in the event of automobile accidents, restricts the use of district-owned vehicles for travel within Oregon. For out-of-state travel related to district activities, Board members, staff and students must use appropriate public transportation, ***chartered vehicles, or rental vehicles upon approval as outlined by the associated Administrative Rule – EEBBA –AR and any applicable district procedures.***

The superintendent or designee, ***in consultation with district insurance and legal guidance*** will develop procedures ***an Administrative Rule*** to support this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)



Code: **EEBBA - AR**

Revised/Readopted: 02/12/18

Use of District Vehicles for Out-of-State Travel – Administrative Rules

The Board recognizes that risks are involved with the out-of-state travel. These risks are mitigated through insurance coverage and statutory protections. The district will not permit district owned vehicles outside of the State of Oregon. The following procedures will be used to evaluate the transportation proposals for out-of-state trips should appropriate public transportation be unavailable.

This administrative rule does not supersede the long-standing preference for appropriate public transportation as the first choice for out-of-state travel. However, understanding that public transportation is not always available, or reasonable, the district has prepared the following procedure in consultation with legal counsel and the district insurance provider out-of-state trip requests that include transportation requests outside of appropriate public transportation. In order to move forward with any district approval of out-of-state travel, the following conditions must be met prior to the superintendent, or designee forwarding to the Board for their approval:

Driver(s):

Any driver(s) who will be operating vehicles carrying district staff, students, or chaperones associated with a district approved trip **must** be listed on the out-of-state trip proposal request prior to approval and **must provide**:

- Proof of age – minimum age to rent a vehicle is 25-years-old
- A national criminal history/background check
- Certified copy of their driving record
- Copy of current auto insurance

Rental Requirements:

Any vehicle(s) rented as associated with a district approved out-of-state trip are subject to the following requirements:

- Under no circumstances are rental vehicles to be taken or operated outside of the United States
- The individual(s) renting the vehicle(s) will be required to purchase the full offered coverage by the rental company to include:
 - Full coverage including personal liability and physical damage waiver.

Student Permissions:

Prior to submitting an out-of-state trip proposal request, in addition to the above information, all students must have signed parental/guardian permission slips acknowledging that students will be in rental vehicles with a non-district driver.

**RESOLUTION #17-18.034
OUT-OF-STATE TRIP REQUEST**

DATE: February 12, 2018

**SPRINGFIELD HIGH SCHOOL
BASEBALL**

RELEVANT DATA:

The objective of our trip is to participate in the 'Tournament in the Sun' in Anaheim, California.

This is a great opportunity for our baseball student athletes to experience a different level of play and also for them to get their spring break games in.

I'm not sure about motivating them for further learning, but is surely will motivate to excel in sports and also in experiencing the traveling and playing different states and countries is a forever type experience.

Students will no school days.

RECOMMENDATION:

It is recommended the Board approve Springfield High School's Baseball Team's request to travel to Anaheim, California to participate in the Tournament in the Sun. Dates of the trip will be March 23 - 29, 2018.

SHS Baseball has fundraised \$8000 of the \$12,000 needed to cover the cost of this trip. There is no cost to the district for this trip.

José da Silva and Audrea Shelley will be available to answer questions.

SUBMITTED BY:

Kevin Ricker
Secondary Director

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent

Springfield School District

Cabinet Mtng Date/Decision: _____

Board Mtng Date/Decision: _____

OUT-OF-STATE TRAVEL REQUEST

School: SHS Contact: Audrea Shelley Date: 1/2/2018

Club/Organization Going on Trip: Baseball # of Students (M/F): 14 / 0

Number of Faculty Chaperones: 3 Number of Parent/Other Chaperones: 8

Names of Chaperones:

School Staff: Zach Bessett, Abby Bessett, Heather Klym, Audrea Shelley

Parents/Others: Kathie Dougherty, Jerry Klym, Ryan O'Grady, Kristie O'Grady, Elizabeth King, Tim Goff,
John Dougherty

Destination: Anaheim, CA Dates of Trip: March 23-29, 2018

Estimated Total Cost: \$12,000 Cost to the Program/Building*: \$0.00
(Includes substitute teacher cost.)

Amount Fundraised to Date: \$8000

Fundraising Activities: Auction, working Autzen & Matthew Knight games, Christmas tree pick up

Lodging: Hampton Inn & Suites: 11747 Harbour Blvd, Garden Grove CA 92840

Food: Kids will be responsible for most meals on their own but coaches will have money through the fundraisers to pay for kids' food that need it.

Method of travel: Air

(Note: District vehicles **are not** available for out-of-state travel)

of School Days Missed: 0

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

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

Applicable forms on file: (please check)

X Parent Permission Form X Medical Release Form _____ Student Fundraising Agreement

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

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

Approved: ✓ Denied: _____ Principal: José da Silva Date: 1/4/18

Approved: ✓ Denied: _____ Secondary Director: Kevin Ricker Date: 2/6/18

IMPORTANT NOTE

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

***All costs must be paid by the program or building. The District assumes no costs for trips.**

**Springfield High School Baseball
Spring Break Tournament
Anaheim, California
March 23-29**

PURPOSE OF THE TRIP

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

The Baseball Team was invited to play in a spring break "Tournament in the Sun" in Anaheim, California. There is not relation to class work on this trip however the kids will not be missing any school.

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

This is a Great opportunity for out baseball kids to get out and experience a different level of play and also for them to get their spring break games in.

How will the experience motivate students for further learning?

I am not sure about motivating them for further learning but it surely will motivate to excel in sports and also in experiencing the traveling and playing different states and countries is a forever type experience,

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

Yes this trip does make the best use of time and money. We have budgeted so that everything is discounted and cost effective for all student athletes. Yes, our itinerary runs minute to minute and not a lot of down time. We have activities planned throughout the entire trip to keep the boys busy.

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

It has NO effect on classes or other programs

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

We will be flying from PDX to Anaheim. Parents will take their own kids to PDX. Once we arrive in Anaheim we have rental vans to transport the kids from place to place. Audrea Shelley and John Dougherty will be the only drivers of the vans.

**Springfield High School Baseball Team
Spring Break Tournament
Anaheim California
March 23-29**



Spring Break Tournament - Agenda

Dear Springfield Baseball Parents:

We have reserved a spot in the Anaheim Lions Spring Break Tournament in Los Angeles.

The Agenda looks as follows:

DATES:

We will leave Friday evening March 23, from Portland, OR and return Thursday March 29th

AIRPORT TRANSPORTATION:

Parents will provide transportation to and from Portland Airport

FLIGHTS:

Southwest Airlines from Portland:

I have this option on hold20 seats** = \$522.97 per person.

3/23/18

Southwest # 5618

610p leave Portland 935p arrive LAX (nonstop)

3/29/18

Southwest #1650

805a leave LAX 1025a arrive Portland (nonstop)

HOTEL:

4 Players to a Room

Hampton Inn & Suites

11747 Harbor Blvd.

Garden Grove, CA 92840

Direct Line: (714) 620-2419

SCHEDULE:

We will have a game each day Saturday through Wednesday and have Sunday off for a day at Disneyland!

**Springfield High School Baseball Team
Spring Break Tournament
Anaheim California
March 23-29**

We have raised 2/3 of the funds to travel on this trip. We have 6 more Matthew Knight games we will be working through the month of February. We also will be working 2 more concerts and a pizza fundraiser. All money will be raised by the end of February. Our Student athletes are participating in a Spring Break Tournament in Anaheim California March 23rd-29th. We will be traveling by air out of PDX and arriving in Anaheim. We will spend 1 day in Disneyland and have 11 chaperones including 4 district employees and 7 parents. The kids will be supervised 100% of the time.