



BOARD OF EDUCATION
February 13, 2017
Administration Center Boardroom
525 Mill Street
Springfield, OR 97477

7:00 pm Board Meeting

AGENDA		TAB
1.	Call Meeting to Order and Flag Salute • Changes or Additions to the Agenda	Board Chair Tina DeHaven
2.	Classified Employee Appreciation Week Proclamation	Chair DeHaven
3.	School Presentation: Walterville Elementary School	Principal Dave Hulbert
4.	Check Presentation	Terry Rutledge
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 23, 2017 Board Meeting Minutes	1
	B. Financial Statement	Brett Yancey 2
	C. Personnel Action, Resolution #16-17.032	Michael Henry 3
	D. Board Policy Approval, Resolution #16-17.033	Jenna McCulley 4
	E. Budget Calendar Adoption, Resolution #16-17.034	Brett Yancey 5
	F. Contract Renewals: HR Dir, Chief Ops Officer, Res. #16-17.035	Sue Rieke-Smith 6
	G. Open Enrollment & Inter-District Transfers, Res. #16-17.036	David Collins 7
7.	Action Items	
	A. Lane ESD Local Service Plan 2017-19 Year 1, Res. #16-17.037	Sue Rieke-Smith 8
	B. Auditing Services, Resolution #16-17.038	Joan Bolls 9
8.	Reports and Discussion	
	A. Bond Oversight Committee Report	Ken Kohl
	B. Student Communication	
	C. Superintendent Communication	Sue Rieke-Smith
	D. Board Communication	Chair DeHaven
9.	Other Business	
10.	Next Meeting: February 27, 2017, 4:00 pm, Work Session February 27, 2017, 7:00 Business Meeting	
11.	Adjournment	Chair DeHaven

WORK SESSION MINUTES

12/A Work Session of the Lane County School District No. 19 Board of Education was held on January 23, 2017.

1. CALL MEETING TO ORDER

Board Chair Tina DeHaven called the Springfield Board of Education Work Session to order in the Board Room at the District Administration Center at 4:46 pm.

Attendance

Board Members present included Chair Tina DeHaven, Laurie Adams, Erik Bishoff, Sandra Boyst and Dr. Emilio Hernandez.

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Brett Yancey, Tom Lindly, Michael Henry, Brian Megert, Kevin Ricker, Suzy Price, Judy Bowden, Linda Henry and Anne Goff and Alisha Roemeling of *The Register Guard*.

2. WELCOME

Chair DeHaven and Superintendent Sue Rieke-Smith welcomed the Board to the meeting.

3. ESSA (EVERY STUDENT SUCCEEDS ACT) FEEDBACK

Superintendent Sue Rieke-Smith shared an overview of ESSA with the board and what this meant for our district. She directed Board members to a document entitled *Draft Framework for Oregon's ESSA State Plan—Draft for Stakeholder Input—December 2016*.

Superintendent Rieke-Smith explained ESSA, which was authorized in 2015, repealed No Child Left Behind. Congress' goal was to return control from the federal government to states and school districts, as well as increase flexibility regarding how states and schools could use federal Block Grants through Title I. Every state was required to develop a draft framework. Oregon's ESSA State Plan was developed in collaboration with listening groups and stakeholders across the state led by Dr. Salam Noor, Deputy Superintendent of Public Instruction of the Oregon Department of Education. Laura Scruggs represented our Springfield Public Schools (SPS) in this process.

Superintendent Rieke-Smith explained the State intended to continue to follow the Common Core State Standards adopted in 2010, referred to as the Oregon State Standards. The current standards addressed language arts and mathematics. The next generation would address science standards which would be released in 2018. Additionally, the State had determined its summative assessment would continue to be Smarter Balanced for grades 3 through 8, while providing flexibility through options for ACT, SAT or other exams for grades 9 through 12. The State was also open to the concept of discussing tests other than Smarter Balanced for grades 3 through 8 which met technical requirements that other State assessments were required to meet.

Superintendent Rieke-Smith stated the areas of greatest interest for the District were accountability, support and improvement for schools, which were explained on page 10 of the document. She had asked Dr. Henry to provide information on supporting excellent educators. She was pleased that the State had listened to feedback from teachers and superintendents related to the belief that districts needed to build human capacity in their human capital rather than to use test scores to measure their capacity. The requirements that were part

of the waiver where test scores must be used as a portion of teacher evaluations has been removed. Teachers and administrators could choose to use the State summative assessments if they chose to do so.

Dr. Henry said the ESSA State Plan addressed supporting excellent educators and shared the work the District was engaged in. The District was developing a strategic and intentional approach to recruitment and hiring for 2017 that placed the District on the cutting edge of tapping the best and brightest talent from the colleges and universities. He distributed a document entitled *Fall in Love with Springfield*, which was an invitation that would be go out to student teachers from colleges and universities in western Oregon. Students would have an opportunity to network and participate in interviews with District principals on February 11, 2017. He noted he had contacted California State University, Chico, and the District was developing a partnership with the university, which had a strong bilingual department. He was optimistic that SPS could tap into the bilingual talent in its recruiting efforts. He reported that members of the SPS cabinet and Anne Goff, the Springfield Education Association (SEA) president, would serve on SPS accreditation teams. Superintendent Rieke-Smith and Chair DeHaven would participate in an accreditation team in Washington, which would provide an opportunity to learn about components of school district accreditation. He iterated that SPS was on the cutting edge of school improvement, recruitment, and identifying talent early.

Superintendent Rieke-Smith stated she and Dr. Henry were scheduled to meet with representatives from the Eugene School District and Bethel School District, the National Association for the Advancement of Colored People (NAACP) to discuss SPS' commitment to diversification of the workforce. SPS had shared the District's teacher pathways information for people with a bachelor's degree who wished to enter teaching. She had asked the NAACP and Latino community to help the District to connect with its networks in recruiting teachers. She noted Senator Lamar Alexander was a strong proponent of school choice, charter schools and vouchers. A recent edition of Education Week reported that the Trump administration had requested a hold on all state plans until they could review what the Obama administration had attempted to put into place regarding those issues. The challenge was that all states were required to file their plans by April 12, 2017 for review. This would likely be impacted by the nomination and appointment of the Secretary of Education. She opined it may be months before a final plan was released by the administration. SPS would continue with the work it was already engaged in. ESSA was developed and approved with support from both sides of the aisle. She noted Senator Merkley, Senator Wyden and Congressman DeFazio were supportive of the work of SPS.

The Board took a short dinner break.

4. EQUITY

Superintendent Rieke-Smith thanked Board members for meeting in December with Tom Malarkey from the National Equity Project. He anticipated having initial data from the listening sessions in February 2017. She said the letter from the NAACP the Board received in a recent Friday update requested information about how SPS was addressing diversification of staff and equity legislation put forward by the Oregon Legislature in 2016. She, in collaboration with Dr. Gustavo Balderas, Superintendent of the Eugene School District and Dr. Chris Parra, Superintendent of the Bethel School District, were planning to meet with the NAACP and provide individualized reports for the each districts' work. They would be invited to participate in a behavior based interview process at SPS, to enable them to understand the work Dr. Alex-Assensoh from the University of Oregon (UO) did with the District, including mentorship and retention of staff of color and gender diversity. She and Dr. Balderas had spoken to the City Club of Eugene regarding this issue. Additionally, the SPS Equity Cadre would participate in the Teaching with Purpose Leadership Cadre. They had been asked to put together a think tank to determine how to implement a bicultural endorsement on administrative licensure. Colt Gill, State Education Innovation Officer, and Dr. Charles Martinez, Chair of the State Board of Education department head in the University of Oregon Department of Education, convened a listening leads to action work group. The next meeting would be held on February 2, 2017 at Springfield High School.

5. STATE BUDGET UPDATE

Brett Yancey reported Governor Brown released her budget on December 1, 2016 and the focus on K-12 education was approximately \$8.015 billion. He estimated that \$8.4 billion was needed to support the current service level. The co-chairs recently released their budget for \$7.8 billion. Typically, the co-chairs' budget was somewhat higher than the governor's budget, which became the starting point for negotiations. Oregon was in an economy that was doing well, with unemployment down and revenues were projected to increase by approximately \$1.4 billion. However, the expenditure increase was estimated to be approximately \$1.3 billion more. The District was asking SPS staff to do a priority process and prioritize from top to bottom the things that had the greatest impact on their daily work as well as additional input. The budget process would be different this year because the December and January Budget Committee work sessions had been cancelled due to weather. The first work session was scheduled for February 16, 2017. The message shared with staff will be transparent and the District would have an inclusive decision making process. It was important to note that the District was not going into a recession. In response to Ms. DeHaven, Mr. Yancey said the co-chairs budget included \$74 million in marijuana taxes to support education through the Common School Fund.

Superintendent Rieke-Smith directed Board members to Representative John Lively's newsletter dated January 23, 2017. Representative Lively had been appointed to serve as the Chair of the House Committee on Early Learning and Family Support and he had been appointed to serve on the Ways and Means (Budget) sub-committee on Education. She noted Representative Lively and Senator Beyer were strong supporters of education.

6. CALENDAR MODIFICATION

Dr. Henry and Mr. Collins shared with the Board information about proposed modifications to the 2016-2017 District Calendar resulting from the 6 cancelled schools days in December 2016 and January 2017 due to inclement weather. Dr. Henry noted contractual obligations and fiscal implications needed to be considered.

Mr. Collins said staff considered instructional hour requirements, submitting a waiver to the State for up to 14 hours, fiscal impacts including collective bargaining, transportation and food services. The District took into consideration the impacts on families and students who may have prearranged activities at the end of the school year; the impact on community partners who provided support related to day care, camps and other partnerships that supported families; impacts of state and federal funding support; and financial impacts on staff.

Mr. Yancey said classified support employee hours in food services, transportation, and instructional aids matched student days. When students were not in school those employees were not working. The ability to pay for food services and transportation was directly tied to revenue received when students were in school, and there was an understanding that there would be no transfer of general fund dollars to support those services.

Mr. Collins proposed that the District request a waiver for up to 14 hours from the State; recapturing four hours on two early release days and adding days for students and staff; moving the end date to the student calendar to June 16, 2017. These changes would not impact graduation dates for the high schools.

Mr. Yancey noted that the District served approximately 6,000 meals per day, and when the students were not in school, they were not fed. He asked the Board to consider this in their decision.

Following a discussion, Superintendent Rieke-Smith noted consensus to bring the issue back to the Board in February.

7. BOARD DISCUSSION

Dr. Hernandez requested that the Board have a discussion on the dual immersion program at a future meeting. Ms. DeHaven proposed holding the discussion at tonight's Business Meeting during the Board Communications portion of the meeting.

8. NEXT MEETING:

February 13, 2017, 7:00 pm, Business Meeting

9. ADJOURNMENT

With no other business, Ms. De Haven adjourned the meeting at 6:26 pm.

(Minutes recorded by Linda Henry)

SCHOOL BOARD APPRECIATION RECEPTION

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

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;

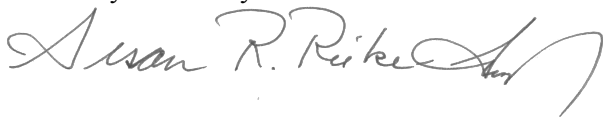
WHEREAS, school boards build collaborative relationships based on trust, teamwork and shared accountability; and

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 23th day of January 2017.



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: Gateways High School, A3, Walterville Elementary, Yolanda Elementary, Springfield High School, Hamlin Middle, Page Elementary, Thurston high School, Two Rivers Dos Ríos Elementary, Mt. Vernon Elementary, Riverbend Elementary, Maple Elementary, SPS Youth Transition Program and Willamette Leadership Academy.

BUSINESS MEETING MINUTES

A Regular Meeting of the Lane County School District No. 19 Board of Education was held on January 23, 2017.

1. CALL MEETING TO ORDER

Board Chair Tina DeHaven called the Springfield Board of Education meeting to order in the Board Room of the District Administration Center at 7:13 pm and led the Pledge of Allegiance. She noted Board Member Adams was not present for the Business Meeting.

Attendance

Board Members present included Chair Tina DeHaven, Erik Bishoff, Sandra Boyst, and Dr. Emilio Hernandez.

District staff and community members identified included Superintendent Sue Rieke-Smith, David Collins, Brett Yancey, Brian Megert, Kevin Ricker, Suzy Price, Brett Yancey, Michael Henry, Judy Bowden, Anne Goff, Kristen Denmark, Jessica Auxier, Whitney McKinley, Marcia Koenig, Izamar Arroyo, Sara Thornton, Tim Stephens, Jim Crist, Scott Touchette, José da Silva, Marilyn Williams, Christina Scott, Jamie Hoag Barnett, Kate Comiskey, Dionne Hasforth, Calli Dean, Elizabeth Miglioretto, Glenda Harter, Dennis Minium, Alicia Romero, Joe Roberson, Tim Vian, Missy Cole, Joseph Murray, Sun Saeturn, Garth Gerot, Jeremy Coombs, Jeff Butler, Burdy Smith, Terry Rutledge and Kevin Goad.

Student Board representatives in attendance included Nathaniel Schiffer, Nick Romig, Aden Crafton, and Tarah Pugh.

2. CHANGES OR ADDITIONS TO THE AGENDA

There were no changes to the agenda.

3. SCHOOL PRESENTATION - YOLANDA ELEMENTARY SCHOOL

Principal Jeff Butler and Burdy Smith offered a PowerPoint presentation entitled *Yolanda Elementary School—Presentation to the Board—January 23, 2017*. The presentation highlighted the results of a Board decision last year that provided 6 additional full time equivalents (FTE).

- Vision Statement
 - Excellence through effort; every child, everyday.
- School-Wide Positive Behavior Support—Main Ideas
 - Invest in prevention first
 - Multiple tiers of support intensity
 - Early/rapid access to support

- Tier 2 Overview
 - Why there was a need for more support?
 - The Yolanda Tier 2 team.
 - The new Tier 2 TOSA at Yolanda
- Tier 2 TOSA Support Person—Roles and Responsibilities
 - Work collaboratively with teachers, administrators, families, and students.
 - Analyze and interpret student data.
 - Provide Tier 2 interventions to support students both with behavior and academic needs.
 - Schedule and organize teaching opportunities within classrooms to help meet student and staff needs.
- Life of a Tier 2 TOSA—Being Visible on Campus
 - Greet Yolanda students and families as they arrive at school.
 - Supervise the bus unloading area.
 - A great opportunity to engage with students as they arrive at school.
 - Check-in with bus drivers daily.
- Tier 2 Check-In
 - Positively greeting students to start their day.
 - Check in to make sure students are prepared for their day; goals, reminders, supplies, etc.
 - Pass out point cards.
 - Social time; board games, coloring, science, kits, etc.
 - Determine which students will need more support throughout the morning.
- Yolanda Tier 2 Point Card Intervention—Cougar Connection
 - An Intervention That:
 - Improves student behavior and academic achievement.
 - Provides positive feedback and adult support on a daily basis.
 - Improves student organization, motivation, and overall school experience.
- The Intervention Targets
 - Students that have failed to respond to Tier 1 classroom management techniques and interventions.
 - Students that have attention, focus, frustration, organization, or impulsivity issues.
 - Students that are exhibiting behavioral problems.
- Data Entry
 - Using student point cards, data is accumulated daily and is entered into the SWIS CICO program.
 - Data is assessed for intervention effectiveness at least twice per month, where the Tier 2 team determines what changes are needed for each student.
- Social Skills Groups
 - Individual Students
 - Small Group
 - Whole Class
- Opportunities to Grow Program
 - A teacher growth program that allows a classroom teacher or teachers to focus on improving a specific area of their teaching. An opportunity that improves teaching practices.
 - Examples:
 - Collaboratively planning a new unit in JOURNEYS.
 - Crating a STEM unit.
 - Using technology to improve teaching practices.
 - Observing teachers who excel in behavior management.
- Moving Forward

- The Yolanda Tier 2 Team will increase the number of students that will receive Tier 2 interventions.
- Through relationship building and improved communication, the Yolanda Tier 2 Team will increase collaboration with families of students receiving Tier 2 interventions.

Mr. Butler and Mr. Smith facilitated a brief Board discussion.

4. PERFORMANCE CONTRACTING: PART 2

Brett Yancey introduced Terry Rutledge and Kevin Goad from Johnson Controls who offered a PowerPoint presentation entitled *Energy Solutions for Springfield Public Schools-District Goal 5:7*.

Mr. Yancey said no General Fund operating dollars would be used for improvements on the new administration building. He intended to take the information about energy audits to the Facilities Advisory Committee so they could create a recommendation for consideration by the Board for future projects.

5. WORK SESSION SUMMARY

Chair Tina DeHaven shared that at the Work Session held earlier this afternoon the Board discussed ESSA (Every Student Succeeds Act), Equity, State Budget Update and Calendar Modifications.

6. PUBLIC COMMENTS

Marcia Koenig was the parent of a student in the Guy Lee dual emersion program. She presented Board members with gifts. She was grateful daughter could benefit from bilingual education at school in her neighborhood. She wanted to ensure that Spanish speaking learners in the community had the opportunity to benefit from this model.

Jessica Auxier stated she was the parent of a student enrolled in the dual language program at Guy Lee Elementary School (GLES). She loved the program and had concerns about funding the program in the future. The program needed a coordinator and an advocate.

Izamar Arroyo had a son with a learning disability who attended Guy Lee. His development had increased since enrollment in the dual language program. She was concerned if the program was eliminated, his level would decrease. If the program was eliminated, she would have to find another program for him.

Dionne Hasforth was a Spanish teacher at Thurston High School and she had a daughter in the Guy Lee bilingual program. The program provided the English language learners an opportunity to be leaders for one-half of each day. The community benefitted from the program. The District needed a plan for the program. She implored the District and Board to see the program through the eyes of the parents when making decisions.

Kate Comiskey had a daughter in the dual language program at Guy Lee. The program supported diversity for English speaking and Spanish speaking kids who participated in the program. It was important for the District and the community to show that it supported its students.

Sara Thornton was a Spanish teacher at Springfield High School and she had a daughter in the dual emersion program at Guy Lee. She encouraged the District to continue the program and promote it so more people knew about it. She asked that a program coordinator be hired.

7. CONSENT AGENDA

A. December 12, 2016 Board Meeting Minutes

B. Financial Statement

C. Personnel Action, Resolution #16-17.025

Michael Henry recommended that the Board of Directors approve the personnel action for licensed employees as reflected below:

Retirement

Robin Furrer

D. Board Policy, First Reading

Jenna McCulley recommended that the Board of Directors review the following board policies as a first reading:

- JECBA Admission of International Study or Exchange Students
- JECBB Intra-district (In District) Transfer Students
- JECC Admission of Students to Schools
- JECF Inter-district (Out of District) Transfer of Resident Students

E. Out of State Trip THS Band, Resolution #16-17.026

Kevin Ricker recommended the Board of Directors approve Thurston High School's Band and Orchestra student's requests to travel to Oahu, Hawaii to perform at the University of Hawaii and the Royal Hawaiian Stage. Dates of the Trip will be Thursday, April 20, 2017 through Tuesday, April 25, 2017. Students will miss four (4) school days.

F. Out of State Trip SHS VICA, Resolution #16-17.027

Kevin Ricker recommended the Board of Directors approve Springfield High School's VICA student's request to travel to Seattle, Washington to attend the Boeing Industry Tour. Available tour dates will determine actual travel dates. Students will travel either:

- Saturday, May 6, 2017 to Monday, May 8, 2017 or
- Saturday, May 13, 2017 to Monday, May 15, 2017

Students will have tour schedule selected and trip details finalized and will report to the Board in April 2017.

G. Out of State Trip THS Baseball, Resolution #16-17.028

Kevin Ricker recommended the Board of Directors approve Thurston High School's Baseball Teams student's requests to travel to Phoenix, Arizona to participate in the Coach Bob Invitational Baseball Tournament. Dates of the trip will be Friday, March 24, 2017 through Saturday, April 1, 2017. Students will miss a half day of school.

H. Out of State Trip THS Publications, Resolution #16-17.029

Kevin Ricker recommended that Board of Directors approve Thurston High School's Publications student's request to travel to Seattle, Washington to attend the JEA/NSPA National High School Journalism Convention.

H. Integrated Pest Management Report

I. Division 22 Assurances, Resolution #16-17.029

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

K. Board Policy Approval, Resolution #16-17.030

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

- GCBDD/GDBDD Sick Time

MOTION: Mr. Bishoff moved, Dr. Hernandez seconded, for approval of the Consent Agenda. Motion carried 4-0.

8. REPORTS AND DISCUSSION

A. Willamette Leadership Academy Charter School Annual Report

Kevin Ricker introduced Jeremy Coombs, Tara Pugh, and Garth Gerot, who shared the Annual Report for Willamette Leadership Academy. They offered a PowerPoint presentation entitled *Willamette Leadership Academy—SPS Board Presentation—Presented by Jeremy Coombs, 1st Battalion and Garth Gerot, 2nd Battalion*. They distributed a document entitled Oregon Report Card—2015-16—Willamette Leadership Academy MAJ Coombs and LTC facilitated a brief discussion with the Board.

A. Student Communication

Nick Romig reported on THS activities. The Mr. and Ms. THS pageant planning was underway. Proceeds from the pageant would go to the Children's Miracle Network. Dash for Cash was raising money for the pageant. The International Student Dinner was organized by a leadership member. THS students won first, second and third place at the Martin Luther King speaking event. The Hall of Fame event in which THS honored former athletes

was held on January 21, 2017. The One Act Festival was successful. Upcoming events included senior meetings, graduation planning, finals are next week, and on-line sports registration was underway.

Nate Schiffer reported on SHS activities. The Mr. and Mrs. SHS pageant had a new coordinator, and would be held for the first time in two years. Brayden Rogers was invited to a national wrestling tournament. The SODA club was visiting all of the elementary schools to promote drug and alcohol awareness. The swim team recently had senior night and graduated 8 or 9 seniors. The theater program recently presented a successful dinner theater. The boys' basketball team was first in the league and second in the state. They recently beat the Churchill High School team in double overtime which was exciting because they were the last two undefeated teams. Leadership was giving out hot chocolate to all students as a pick-me-up during finals week.

Aden Crafton reported on A3 activities. The students at A3 have begun J-Term, a section of the year where students stop having more of their classes so they could have more time to attend special J-Term classes, each run by one or two members of the A3 staff. A typical J-Term day consisted of math from 8:15 am to 9:25 am, with the rest of the day devoted to J-Term. There was a wide variety of classes for students to choose from, including Literary Dog Training, Jedi Academy, Rock Climbing, Interactive Storytelling, Sculpting with Fire, and many more. At the end of J-Term, students would have a performance called J-Fluence, where they would present the things they did during J-Term. This year's J-Fluence, which was open to the public, was scheduled for January 25, 2017. Goals of A3 were to prepare students for the future and to enrich their education through work internships in the community. The A3 staff helped students find businesses involving the work careers students wanted to pursue in the future and set them up with internships. A3 had helped more than 100 students find internship work all throughout Springfield and Eugene, as well as one internship in Coos Bay and two in Los Angeles.

Tara Pugh reported on WLA activities. The winter awards assembly was scheduled for February 9, 2017. Several volunteer opportunities were available to students including helping with child care and setting up tables for cultural night at Holt Elementary School. Students had a successful program for credit recovery. Finals were coming up.

B. Superintendent Communication

Superintendent Rieke-Smith thanked the Guy Lee parents for addressing the Board tonight. Listening deeply was an important skill for superintendents to have. This was reinforced by a presentation she and Dr. Baldares recently gave to the City Club of Eugene regarding how to address the concern in the community around the divisive and hateful language communities of culture and gender diversity were facing. She agreed there were many opportunities for the District with the Every Student Succeeds Act, including direction from the State to diversify the work force. The District was holding its first Education Fair on February 11, 2017 thanks to the work of Dr. Henry. Dr. Henry has made an intentional outreach to universities that had active bilingual training programs, one of which was California State University at Chico. The District was hoping to interview potential candidates from Chico State and Western Oregon University via Skype at the Education Fair. She thanked Dr. Henry and Mr. Yancey for supporting this work in high needs areas. She continued to make half-day visits at District schools. She met with a group of students from THS who offered suggestions for improving her performance. They knew that she cared for them, that they were safe, and that THS was a good place to be. Students asked for more electives and more opportunities to discover their own talents in the ESSA plan. She and the Board would continue to advocate to the Oregon Legislature to show what the students, teachers, boards and parents were asking for were in alignment and it was time to do the hard work for the kids.

C. Board Communications

- Board Committee Reports

Mr. Bishoff said he had gotten great information from the teachers while visiting CTE programs in District high schools in preparation for the upcoming Measure 98 Summit in Salem. He encouraged everyone to advocate for their schools, students, teachers and curriculum at Lobby Day on February 20, 2017 in Salem. He read a quote regarding public education from President Trump.

Dr. Hernandez noted he had attended the Chamber of Commerce awards dinner with Superintendent Rieke-Smith and Mr. Bishoff. He saw some holes in the awards system which appeared to lack in diversity in the businesses that received awards. He was the Master of Ceremonies for the MLK event. The A3 choir performed at the MLK event. He attended the ESSA listening presentations at the UO, where the topic focused on racism in schools. He attend the Guy Lee Elementary School parent meeting. He thanked the parents for attending tonight's Board meeting. The Board and the community needed to continue to work together to support the program into the future.

Ms. Boyst said Hamlin Middle School was moving forward with its first Winter Grit Run scheduled for February 25, 2017. She encouraged people to register for the event on the Hamlin PTSO website.

10. OTHER BUSINESS

There was no other business.

11. NEXT MEETING

Ms. DeHaven said the next business meeting was set for February 13, 2017 at 7:00pm. There is a Board Work Session scheduled for February 27, 2017 at 4:00pm.

12. ADJOURNMENT

With no other business, Chair DeHaven adjourned the meeting at 8:45 pm.

(Minutes recorded by Linda Henry)

**SPRINGFIELD PUBLIC SCHOOLS
2016-2017 Revenue/Expenditure Forecast
As of January 31, 2017
Please see attached report**

REVENUES:

- A majority of our (current year) property taxes were received during the month of November, with minor 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 estimate, the District is scheduled to receive approximately 99.3% of the adopted budget. This estimate includes the additional students enrolled in the SPS Online program, as well as Charter School enrollment at both A3 and Willamette Leadership Academy.
- The District is anticipating receiving approximately \$190,000 in County School Funds. To date the District has not received anticipated funds.
- The District received approximately \$1.59 million in Common School Funds, which is approximately 52% more than originally anticipated.

EXPENDITURES:

- Salary amounts are based upon staff allocations adopted during the budgeting process. This is estimated using actual data (per year-end estimates). These projections reflect anticipated and realized retirements, which is resulting in an approximate 1.5% (\$800,000) savings from originally allocated resources.
- Benefit amounts are based upon staff allocations revised during the budgeting process, along with budgeted salaries. It is projected that this area in the budget will be approximately 1.6% under budget (\$500,000).
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be between 3% - 5% underspent. Under expenditures of approximately 2% - 3% are consistent with previous years, however the District is increasing these savings between now and the end of the year in an effort to build the General Fund ending fund balance.
- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2016-2017 adopted budget.
- During the summer 2016 the District requested \$95,000 transferred from Contingency into Capital Outlay for the plumbing replacement at Page Elementary School. This transfer is reflected in these two line items.

Additional Notes: For the 2016-2017 budget year the current estimate of ending fund balance is \$6,465,003, which is approximately 6.5%. Included in this number is the audited ending fund balance from the 2015-2016 fiscal year (\$7,997,166).

Submitted by:
Brett M. Yancey
Chief Operations Officer

Reviewed by:
Susan Rieke-Smith, Ed.D.
Superintendent

SPRINGFIELD SCHOOL DISTRICT 19
2016-2017 REVENUE/EXPENDITURE FORECAST
as of
1/31/17

	BUDGET	ACTUAL through 01/31/17	ESTIMATED from 01/31/17 to year end	PROJECTED 2016-2017	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	23,471,453	22,311,803	1,159,650	23,471,453	100.00%
Property taxes - prior years	450,000	217,277	232,723	450,000	100.00%
Other local sources	936,100	342,637	477,137	819,774	87.57%
Lane ESD Apportionment	1,607,785	401,946	1,205,839	1,607,785	100.00%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	70,872,711	46,499,894	23,896,225	70,396,119	99.33%
Common School Fund	1,048,399	1,591,241	0	1,591,241	151.78%
Total revenues	98,576,448	71,364,798	27,161,575	98,526,373	99.95%
Beginning fund balance	8,133,941	0	7,992,966	7,997,166	98.32%
Total Beginning fund balance	8,133,941	0	7,992,966	7,992,966	98.27%
Total resources	106,710,389	71,364,798	35,154,541	106,523,539	99.82%
EXPENDITURES:					
Personal services	52,025,705	22,807,068	28,468,637	51,275,705	98.56%
Employee benefits	31,493,037	13,936,918	17,051,119	30,988,037	98.40%
Purchased services	11,490,100	5,595,910	5,549,487	11,145,397	97.00%
Supplies & materials	3,098,500	1,321,818	1,621,757	2,943,575	95.00%
Capital outlay	265,000	251,448	302	251,750	95.00%
Other objects	723,295	706,149	17,146	723,295	100.00%
Fund transfers	2,631,577	2,631,577	0	2,631,577	100.00%
Total expenditures	101,727,214	47,250,888	52,708,448	99,959,336	98.26%
Unappropriated	4,000,000	0	0	0	-
Contingency	983,175	0	95,000	95,000	9.66%
Total appropriations	106,710,389	47,250,888	52,803,448	100,054,336	93.76%
Total resources		71,364,798	35,154,541	106,519,339	
Total appropriations		47,250,888	52,803,448	100,054,336	
Ending fund balance		24,113,910	(17,648,907)	6,465,003	
Less: contingency			0	0	
Net fund balance		24,113,910	(17,648,907)	6,465,003	

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 retirement and change of contract status. If the Board of Directors would like to discuss any of these recommendations in executive session, in accordance with ORS 192.660(2)(f) Exempt Public Records, the employee should be identified by the number preceding the name and it will be withdrawn pending further instruction from the Board. Dr. Michael Henry is available for questions.

RECOMMENDATION:

It is recommended that 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:

- Retirement
- Change of Contract Status

SUBMITTED BY:

Michael Henry, Ph.D.
Director of Human Resources

APPROVED BY:

Susan Rieke-Smith, Ed.D.
Superintendent

NO	NAME	CURRENT BUILDING ASSIGNMENT	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	RETIREMENTS					
1	ELLEN LEINBACH	GUY LEE	CONTRACT TEACHER	FT	6/30/2017	RETIREMENT
	CHANGE OF CONTRACT STATUS					
2	SARAH BOWMAN	GUY LEE	PROBATIONARY 1	PT	1/30/17-6/30/17	TEMPORARY INCREASE TO FULL TIME FROM PART TIME

RESOLUTION: #16-17.033

DATE: FEBRUARY 13, 2017

BOARD POLICIES FOR APPROVAL

RELEVANT DATA:

From time to time, changes in laws or operating practice require changes or additions to board policies. In addition, the district subscribes to a policy review service with Oregon School Boards Association and receives samples that are used to craft policy for Springfield Public Schools.

Four board policies need to be rewritten to meet legal standards. These policies were presented for first reading at the January 23, 2017, board meeting.

Jenna McCulley is available for questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the following board policies:

- JECBA Admission of International Study or Exchange Students
- JECB Intra-district (In-district) Transfer Students
- JECC Admission of Students to Schools
- JECF Inter-district (Out of District) Transfer of Resident Students

SUBMITTED BY
Jenna McCulley
Community Engagement Officer

RECOMMENDED BY:
Susan Rieke-Smith, Ed.D.
Superintendent



Code: **JECBA**
Adopted:

Admission of International Study or Exchange Students

In the interest of furthering better understanding and improving human relations among district students and youth from all parts of the world, the school Board encourages the high schools to participate in student International Study or Exchange-programs.

International Study or Exchange students must meet the regulations and expectations of local students, including immunization requirements. No student will be enrolled until all standards for admission have been cleared. Information such as the student's name, nationality, age, sponsor's name, host family's name and address, immunization information and health records, school transcript, and English proficiency documents will be required upon application submission.

International Study or Exchange students must be a 10th or 11th grade student, hold a J-1 visa, attend for a full academic year and maintain a full day academic schedule. Completion of an International Study or exchange program does not result in the award of a Springfield School District high school diploma.

International Study or Exchange students are required meet a minimum language ability scores. SPS accepts SLEP (minimum scaled score of 48) and ELTis (minimum score of 215) SPS does not accept TOEFL test scores. Sponsoring agencies for International Study or Exchange students found to require additional ELL services will be billed for those services.

International Study or Exchange students are required to participate with an agency that is recognized and meets standards set by CSIET (The Council on Standards for International Educational Travel).

International Study or Exchange students must reside within the attendance boundaries of the high school they are approved to attend. International Study or Exchange students are not eligible to transfer schools or districts.

The district will not approve any International Study or Exchange student should there be a current waiting list of transfer students to either Springfield or Thurston High Schools.

International Study or Exchange students may not transfer schools or districts. International Study students approved to attend a charter school (whether it be a Springfield District sponsored charter or not) may not enroll, take classes or participate in athletics or extra curricular activities at another Springfield school.

International Study or Exchange students are not eligible to attend Gateways High School.

Exchange students must agree to abide by the district policies and regulations and those of the high school they are attending.

At the time of admission to the district, the exchange student must be at least 16 years old but not older than 18 years of age and cannot be a graduate of high school in their own nation.

International Study or Exchange students will be encouraged to participate in all student activities and will be eligible to participate in interscholastic athletics, provided academic requirements and Oregon School Activities Association criteria are met.

The district reserves the right to limit the number of exchange students.

END OF POLICY

Legal Reference(s):

[ORS 339.133](#) OAR 581-022-1130
[ORS 433.267](#)

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1224, 1363, 1367 (2006).



Code: **JECBB**
Adopted:

Intra-district (In-district) Transfer Students

The Board requires that students attend the school assigned to the attendance area in which they live. However, the Board recognizes that there may be circumstances in which a student's parents or guardians would request that the student be allowed to attend another school in Springfield.

Requests for transfers will be granted under the following conditions:

1. There must be space available at the school to be entered;
2. The requested school must be open to accept transfers;
3. The student must maintain appropriate attendance;
4. The student must maintain appropriate behavior; and
5. The parents must provide transportation both to and from school, regardless of documented disability. The student should not arrive too early or be left waiting after school. The district will not allow a transfer student to walk unaccompanied across major streets in order to attend as a transfer.

Failure to maintain any of these conditions may result in the revoking of the right to transfer. In the event a student's transfer is revoked, the student cannot apply for a transfer for one calendar year.

When a student moves into another attendance area during the school year the district will allow the student to complete the current school year in their former school. This is also subject to the conditions listed above.

Students who attend a district school identified for improvement, corrective action or restructuring under the No Child Left Behind Act of 2001 may, as required by law, transfer to another public school in the district which has not been identified for improvement or as persistently dangerous under federal No Child Left Behind definition. Additionally, students who attend a district school identified as persistently dangerous, or who are victims of a violent criminal offense occurring in or on the grounds of the school the student attends, may transfer to a safe public school in the district that has not been identified as in need of improvement. Additionally, as provided by ORS 329.485, the district may allow a student who has not met or has exceeded all of the state standards at grades 3, 5, 8 and 10 to attend another district school outside of the student's attendance area.

Transfer priority will be given to the lowest achieving students from low-income families. A transferring student will be permitted to remain in the school until he/she completes the highest grade in that school.

For students requesting a transfer under conditions listed in the No Child Left Behind Act of 2001, the district will provide transportation, as provided in Board policy EEA-Student Transportation Services. That obligation will end at the completion of the school year for students transferring from a school identified for improvement as persistently dangerous, if the school from which the student has transferred is no longer identified for improvement, subject to corrective action or restructuring or persistently dangerous.

The superintendent will develop administrative regulations, as necessary, to implement this policy.

END OF POLICY

Legal Reference(s):

ORS 329.485

ORS 332-107

OAR 581-021-0045

No Child Left Behind Act of 2001, 20 U.S.C. §§ 6316, 7912



Code: **JECC**
Adopted:

Admission of Students to Schools

Students will attend the school in the attendance area in which their parent or legal guardian live, unless as otherwise provided by state and federal law.

When a student moves into another Springfield attendance area after the school year has begun, the parents may complete a transfer application and he/she may remain at the former school as space allows.

Students who wish to attend another Springfield school outside of their assigned school boundary should follow the policies and procedures outlined in Board policy JECCA – Intra-district Transfers. In all such cases, parents must provide transportation, as outlined in Board policy.

In the event a district school is identified for school improvement, corrective action or restructuring under the No Child Left Behind Act of 2001 (NCLBA), the district shall, no later than the first day of the school year following such identification, provide all students enrolled in the school the option to transfer to a safe district school meeting adequate yearly progress standards as defined by law. Transfer priority will be given to the lowest achieving students from low-income families. A transferring student will be permitted to remain in the new school until he/she completes the highest grade in that school.

A student who becomes a victim of a violent criminal offense, as determined by state law, while in or on the grounds of a school the student attends, or any student attending a district school that is identified by the Oregon Department of Education (ODE) as persistently dangerous, may transfer to a safe district school that has not been identified as in need of improvement.

Additionally, as provided by ORS 329.485, the district may allow a student who has not met or has exceeded all of the state standards at grades 3, 5, 8 and 10 to attend another district school outside the student's attendance area.

The district will provide transportation, as provided by Board policy EEA -Student Transportation Services. That obligation will end at the completion of the school year for students transferring from a school identified for improvement or as persistently dangerous, if the school from which the student has transferred is no longer identified for improvement, subject to corrective action, restructuring or persistently dangerous.

Notice to parents of their right to request the transfer of their student as provided by this policy will be provided as required by law.

Attendance areas are subject to annual adjustment to balance student enrollment as outlined in Board policy JC -School Attendance Areas.

END OF POLICY

Legal Reference(s):

ORS 329.485

ORS 332.107

OAR 581-021-0045



Code: **JECF**
Adopted:

Inter-district (Out of District Transfer or Resident Students)

The district offers a variety of programs and services designed to meet the individual needs of its students. Nevertheless, the Board recognizes there may be circumstances that arise in which a resident student may benefit from attendance in another public school in the state. Therefore the Board authorizes the superintendent, or designee, to manage Inter-District transfer of resident students in keeping with state law and district guidelines.

Prior to March 1 of each year the Board will determine the number of students, if any, it will accept and release for the coming school year.

The District will release all students up to the number declared.

When the district approves the release of a resident student ~~under the above criteria~~, the student or his/her parent(s) will be solely responsible for transportation.

In emergency situations, a student who resides within district boundaries may be released to attend school in another district that agrees to accept the student. Any additional fees or tuition costs are the responsibility of the parent.

In all of the above situations, the parent assumes the responsibility of transportation regardless of documented disability.

The superintendent or designee may consider for approval requests that meet one or more of the following criteria:

1. A safety or health condition affecting the student would likely be improved as a result of the transfer. "Would likely be improved" means it is probable, in the judgment of the district, that the nature and effect of the benefit to be received will be real and meaningful;
2. There is hardship affecting the student or his/her immediate family which would be alleviated as a result of the transfer. "Hardship" apply to any circumstance or factor which has a harmful effect on the student or his/her immediate family, and is restricted to a safety or health condition.

Additionally, the inter-district transfer of resident students will be permitted, as appropriate, to meet the requirements of the No Child Left Behind Act of 2001 (NCLBA). Accordingly, the district shall, to the extent practicable, establish a cooperative agreement with one or more districts in the area to allow the transfer of any student who attends a school receiving Title I funds that has been identified for improvement, corrective action or restructuring when all other district schools the student may transfer to

are also identified as in need of improvement, or there is no other district school to which the student may transfer. The student may remain in the new school until the student has completed the highest grade in that school.

All such transfers must be to a safe school not identified as in need of improvement, corrective action or restructuring. Priority shall be given to the lowest achieving students from low-income families.

An inter-district transfer may also be permitted in the event a student has been a victim of a violent criminal offense occurring in or on the grounds of a school the student attends or the student attends a school identified as persistently dangerous, and all other district schools the student may transfer to are also identified as persistently dangerous or there is no other district school to which the student may transfer. The transfer must be to a safe school and, to the extent possible, to a school that is making adequate yearly progress and has not been identified for school improvement, corrective action or restructuring.

A homeless student residing in the district and the student's parent, or in the case of an unaccompanied student, the district's liaison for homeless students, may request that the student attend his/her school of origin, located out-of-district. The request will be considered based on the best interest of the student. The student may continue in his/her school of origin for the duration of the student's homelessness when the student's family becomes homeless during or between an academic year, or for the remainder of the academic year if the student becomes permanently housed during the school year. Transportation to an out-of-district school will be provided through the McKinney-Vento program.

The superintendent is directed to establish procedures for the review of student requests to attend school in another school district.

END OF POLICY

Legal Reference(s):

ORS 327.006 ORS 329.485 OAR 581-022-0705

ORS 332.107 ORS 339.115

ORS 339.115

Illegal Immigration and Immigration Reform Act of 1996, 8 U.S.C. §§ 1101, 1221, 1252, 1224, 1363, 1367 (2006).

McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. §§ 11431-11435 (2006).

No Child Left Behind Act of 2001,

BUDGET CALENDAR

Relevant Data:

The Springfield Public Schools Board of Directors annually reviews the proposed budget calendar for the upcoming year.

Enclosed is a recommended budget calendar for this year's budget meetings to deliberate on the 2017-2018 proposed budget. Please note that we have scheduled the meetings during the months of May and June. The Budget Hearing is scheduled for the first board meeting in June and we are proposing to begin all meetings at 6:00pm.

Brett Yancey is available to answer any questions the board members may have.

Submitted By:

Brett M. Yancey
Chief Operations Officer

Reviewed By:

Susan Rieke-Smith, Ed.D
Superintendent



BUDGET CALENDAR 2017-2018

December 8, 2016	Budget Committee/Board Work Session at 6:00 PM (Cancelled)
January 12, 2017	Budget Committee/Board Work Session at 6:00 PM (Cancelled)
February 16, 2017	Budget Committee/Board Work Session at 6:00 PM
March 16, 2017	Budget Committee/Board Work Session at 6:00 PM
April 20, 2017	First Notice of First Budget Committee Meeting
May 4, 2017	Second Notice of First Budget Committee Meeting
May 11, 2017	First Budget Committee Meeting at 6:00 PM
May 18, 2017	Second Budget Committee Meeting at 6:00 PM
May 25, 2017	Third Budget Committee Meeting at 6:00 PM (If necessary)
June 1, 2017	Publish Notice of Budget Hearing
June 12, 2017	BUDGET HEARING* Resolutions adopting the budget, making appropriations, and declaring the tax levy
July 15, 2017	Deadline to certify tax levy to the county assessor (ORS 294.444 and ORS 310.060)

- * Board of Directors may revise the approved budget by 10% in any one fund.
- Calendar built on the following assumptions:
Meetings of the Budget Committee on Thursday evenings and regular Board meetings are held on second and fourth Monday evenings.

RESOLUTION #16-17.035

DATE: February 13, 2017

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 Director of Human Resources and the Chief Operations Officer for the 2017-2018 fiscal year.

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent

**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 2017-18 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 that have moved, are changing school levels, i.e., elementary to middle or middle to high school, must reapply for the coming year.

Within-District and 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.

Springfield Public Schools will reopen Ridgeview Elementary, Thurston Elementary and Thurston Middle Schools to transfer requests for the 2017-18 school year.

RECOMMENDATION:

It is recommended the Board approve up to 150 Open Enrollment spaces for the 2017-2018 school year. It is recommended the Board approve up to 100 slots into and 60 slots out of the District for Inter-District Transfers.

SUBMITTED BY:

David Collins
Assistant Superintendent

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

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 Local Service Plan 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 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 One 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 board.

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 One and requests the Lane ESD to provide the services described during the 2017-2018 (year one) fiscal year in accordance with ORS 334.175.

RECOMMENDED BY:

Sue Rieke-Smith, Ed.D
Superintendent

Lane Education Service District
2017-18 Core and Flex Fund Model
January 17, 2017

	\$7.4b (51%) 2016-17			\$8.0b (49%) 2017-18			\$8.4b (49%) 2017-18		
Resolution Funds Available									
Total State School Funds	\$	18,311,000		\$	18,844,000		\$	19,479,000	¹
Designated for Districts		x 90%			x 90%			x 90%	
Net Funds Available		<u>16,480,000</u>			<u>16,960,000</u>			<u>17,531,000</u>	
Core Service Allocation									
Technology Services	\$	840,000		\$	803,000		\$	803,000	
General Education		619,000			645,000			645,000	
Connected Lane County Projects		60,000			60,000			60,000	
Willamette Promise		150,000			55,000			55,000	
High Cost Pool ²		-			-			125,000	¹
		100,000			100,000			100,000	
Total Core Services	\$	<u>1,769,000</u>	10.7%	\$	<u>1,663,000</u>	9.8%	\$	<u>1,788,000</u>	
Flex Dollar Allocation									
			District PD Funds			District PD Funds			
Bethel	\$	1,814,800	12.51%	\$	25,300		\$	25,200	
Blachly		104,300	0.72%		1,500			1,500	
Creswell		408,000	2.81%		5,700			5,800	
C-A-L		115,600	0.80%		1,600			1,600	
Eugene		5,264,700	36.29%		73,400			74,200	
Fern Ridge		467,900	3.22%		6,500			6,400	
Junction City		527,800	3.64%		7,300			7,400	
Lowell		138,500	0.95%		1,900			2,100	
Mapleton		79,800	0.55%		1,100			1,100	
Marcola		95,700	0.66%		1,300			1,300	
McKenzie		104,000	0.72%		1,400			1,300	
Oakridge		200,200	1.38%		2,800			2,700	
Pleasant Hill		312,600	2.15%		4,400			4,300	
Siuslaw		441,000	3.04%		6,100			6,000	
South Lane		925,500	6.38%		12,900			12,600	
Springfield		3,508,600	24.18%		48,800			48,500	
Total Flex Dollar Allocation	\$	<u>14,509,000</u>	100.00%	\$	<u>202,000</u>		\$	<u>202,000</u>	
Total Core, Flex & PD Funds	\$	<u>16,480,000</u>		\$	<u>16,960,000</u>		\$	<u>17,531,000</u>	

¹ If the ESD receives at least \$19,479,000 in SSF revenue then \$125,000 will be added to Cores Services for Willamette Promise.

² The High Cost Pool will not include the three largest districts starting in 2017-18.



Local Service Plan 2017-19 Year One



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



Purpose

*Shaping the Future -
Supporting Excellence in
Education*

Values

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

Commitment – To districts, student and employee success

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

Collaboration – actively engaged with our partners to achieve success

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

*Strategic Plan
5 Bold Steps*

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

Supporting Best Instructional Practices

*Modeling and Promoting Equitable
Practice for All*

*Leadership – Leveraging Education and
Community Partners*

Strong Student Centered Advocacy



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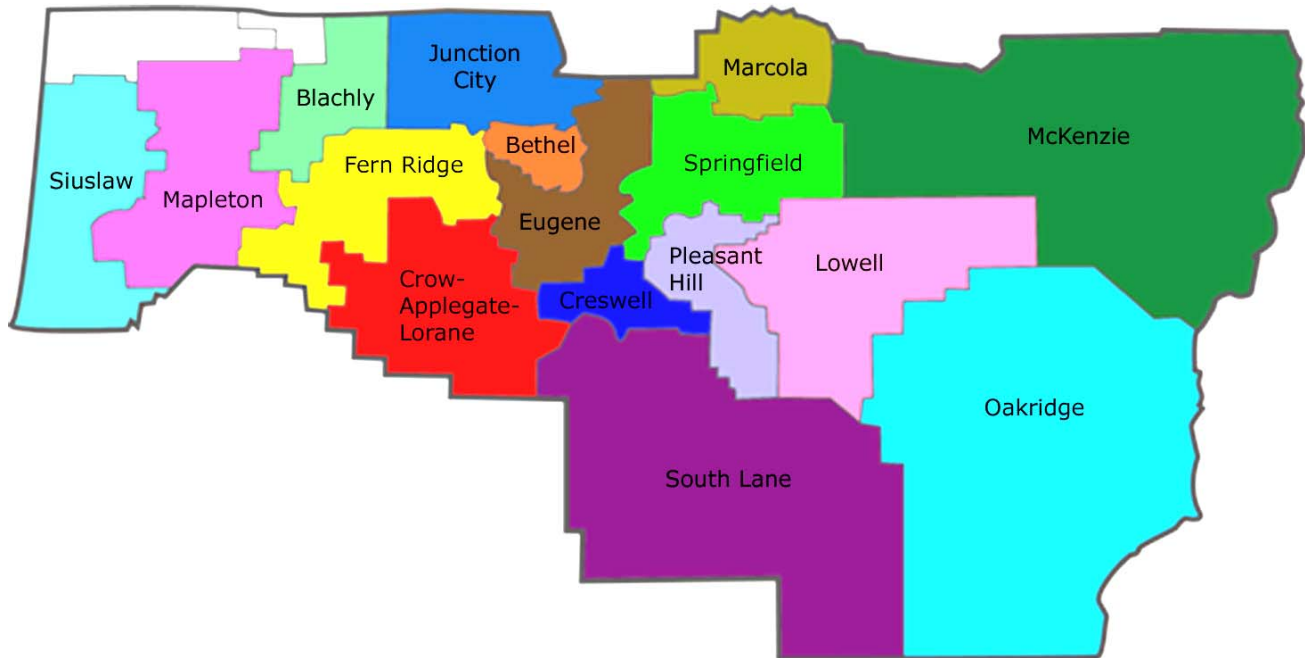


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Component Districts



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

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

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

Augmentative Communication

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

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

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



Services to Children with Special Needs

Direction Service

Service Description	Direction Service, a local non-profit agency, provides information and referral services to parents and districts regarding specialized services available in Lane County for students and families of students with disabilities. Direction Service also acts as a mediator between districts and parents of children with disabilities and focuses on collaborative dispute resolution. Lane ESD contracts with Direction Service on behalf of subscribing component districts.
Goal	<ul style="list-style-type: none">• 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.

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

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



Partnerships with Colleges & Districts

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

Career Counseling and Guidance

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

Goals

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

Budget

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



Connected Lane County

Service Description

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

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

Goals

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

Budget

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



Administrative Services

Courier Services

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

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

Goals

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

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

Substitute Teacher List Subscription

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

Goals

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

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



Administrative Services

Attendance/Truancy Services

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

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

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

Goals

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

Budget

Attendance/Truancy Services are fee-based.

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.

RESOLUTION: #16-17.038

DATE: FEBRUARY 13, 2017

AUDIT SERVICES

RELEVANT DATA:

This RFP was advertised in the Daily Journal of Commerce and posted on the Oregon Procurement Network (ORPIN) web site. Request for proposal packets were distributed to nine (9) firms on the current vendors list. One proposal response was received.

This contract provides "Audit Services" to include at a minimum the following services:

- Examination of the financial statements of the District as required by the Oregon Revised Statutes, Oregon Administrative Rules and all applicable state and federal regulations, including Minimum Standards for Audits of Oregon Municipal Corporations, Federal OMB Circular A-133 and applicable GASB statements;
- Assistance to District staff on various accounting and reporting issues and questions;
- Written recommendations to management.

This contract is renewable on an annual basis with the total contract period not exceeding five (5) years.

Board Member Erik Bishoff reviewed the proposal response, evaluation team proposal scoring and contract award recommendation. Joan Bolls will be available to answer questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the award of a contract for professional audit services to Pauly Rogers & Company PC for the amount of \$22,500.00 for the fiscal year ending June 30, 2017.

SUBMITTED BY:

Brett Yancey
Chief Operations Officer

RECOMMENDED BY:

Susan Rieke-Smith, Ed.D.
Superintendent



To: Bond Oversight Committee Members

From: Brett Yancey, Chief Operations Officer
Tom Lindly, Director of Technology & Transportation

Date: January 26, 2017

Re: Quarterly Written Report & Update

Welcome to 2017 and thank you again for serving on the Springfield School District's Bond Oversight Committee. It is amazing how much progress has been made around the District and it is very visible to the community.

As per the original charge to the Bond Oversight Committee, a written report is due in March and September during the implementation of the General Obligation Bond Measure. Face-to-face meetings occur in December and June, always beginning with a tour of some of the completed projects. Unfortunately due to weather, the December meeting was rescheduled for January with a report due to the School Board on February 13, 2017.

Attached to this cover member is a comprehensive report as required. You'll notice that the report is organized in two primary sections; construction-related projects and technology-related projects.

As you review the report please feel free to email clarifying questions or requests for additional information. We will ensure that these questions are directed to the appropriate person for clarification.

Again, thank you for your service.

-Brett & Tom

Hamlin Middle School

Hamlin Middle School is progressing along the scheduled timeline with significant improvements to the structure on a daily basis. The building is anticipated to be substantially complete by November 30, 2017 with move-in occurring during winter break of 2017.

Although the inclement weather has provided challenges and delays, the District is proactively working with the General Contractor to ensure our project timeline is met. The District has authorized a minor amount of overtime to recover lost time during the freezing weather and snow, however this is only being approved on a day-to-day basis.

As the District manages the project there are weekly meetings established on-site. Present at those meeting are representatives from the District, the project architect (BBT Architects), and the General Contractor (John Hyland Construction). The meetings provide an opportunity for clarifications to be made, requests to be considered and concerns to be proactively managed. To date the relationships have been strong with everyone involved understanding what a significant investment in the Springfield community this new middle school will be.

While the building is well underway, there is also progress being made on the demolition of the current school, the build out of the future baseball facilities, turf field and all-weather track. Plans for demolition of four classrooms in the current school will occur during the summer and portable classrooms will be located on-site for approximately 6 months. Additionally the process for selecting the furniture has begun. Through a competitive process, Virco Manufacturing was selected and is beginning to meet with focus groups on the selection process. Currently it is anticipated that the complete order will be placed in June 2017 with an approximate budget of \$1.6 million.

Classroom Additions

With the exception of Maple Elementary School, all classroom additions have been in full operation since January 2016, with Maple being occupied in September 2016. The total budget expended on Mt. Vernon, Riverbend, Ridgeview, Yolanda and Maple is approximately \$600,000 under the original budget. This portion of the Bond measure is complete, with the exception of Maple Elementary.

Maple Elementary School: On May 11, 2015 the School Board awarded Baldwin Contracting Company the contract of additional building space. This bid provides for construction of a one-story addition, including 5-classrooms and related toilet rooms, to the existing Maple Elementary School. Unfortunately this project

experienced significant difficulties, including approximately 24 pages in “punch-list” items. The District has been in consultation from an attorney, working toward resolution. In May 2016 the School District removed the General Contractor from the job site and has ceased with payments (as specified in the contract). The district solicited quotes for repairing the remaining work and opened these classrooms in September 2016. While occupied and appearing to have been completed, there remain unresolved issues with the internal woodwork, floor coverings and long-term maintenance of the tilt-up concrete walls. The School Board is in consultation with an attorney to resolve the matter.

Minor Capital Improvements

The accompanying financial report outlines the budget details of the minor capital improvements that were accomplished during years 1 & 2. Unfortunately bond resources were fully expended and projects identified for year 3 were eliminated from the current scope of work. The School Board will be identifying additional projects to be completed with the unspent and unallocated proceeds.

Technology Bond Update

It is important to note in the sections titled “Work Completed Since the Previous Report,” I only include work that is completely finished, not work that is still underway. For example, under “Core Network Equipment,” we list Springfield High School as complete. There are network updates happening at Waltherville, ASMS, Centennial, and Two Rivers that are not yet complete that are identified under “Next Steps/Work in Progress.” As a result, the amount spent is not always in alignment with what one might expect based upon the work completed. In a number of cases, we have ordered the equipment, encumbered the funds, and have not yet completed the work. For this report, work completed since last report includes the time period of July 1 through December 31, 2016.

The technology portion of the bond is broken into 12 projects, each project with its own budget and timeline. Some of the projects were scheduled to start immediately upon passing of the bond, while others were not scheduled to begin until the 2017-18 school year.

Core Network Equipment (Original project time frame: 2015-2018)

Project Scope – This project provides for the upgrade of the core network infrastructure including the computing center (located at the EMC Building) and all district schools, including A3. These upgrades set the stage for increased use of computers in the schools with expanded Internet bandwidth, building-wide wireless connectivity, quality of service, and power over Ethernet PoE).

- **Work Completed Since the Previous Report**
We have completed the core network equipment installation at Springfield High.
- **Next Steps/Work in Progress**
Next steps include network equipment upgrades at Walterville, ASMS, Centennial, and Two Rivers.
- **Total Core Network Equipment Work Completed to Date**
Page, Guy Lee, Gateways, Douglas Gardens, Yolanda, Thurston High School, Mt Vernon, Ridgeview, Briggs, Thurston Middle School, Riverbend, and Springfield High.

Project Budget – We continue to monitor the budget in this area and feel that we are on track to complete the work at or below initial project estimates.

Central Server Infrastructure & Storage (Time Frame: 2015-2018)

Project Scope – Provide up-to-date high capacity server and data storage equipment to support computing within the district.

- **Work Completed Since the Previous Report**
Purchased a new server to replace the existing Casper software server.
- **Next Steps/Work in Progress**
Configure and install the new Casper. No other immediate plans in this area. We will continue to monitor existing servers that are reaching end-of-life and will replace them as required.
- **Total Core Central Server Equipment Work Completed to Date**
 - Two new servers to support district email
 - Mass storage device for shared data storage
 - High speed switches to support access to mass storage device
 - Tape backup unit
 - Storage disk array for data backup
 - Replacement blade server
 - Server to support Casper software

Project Budget – The scope of this project is based upon the bond budget. We will only spend the amount allocated in this portion of the bond.

Enterprise Wireless Network (Time Frame: 2015-2016)

Project Scope – This project provides for the implementation of high speed wireless access in all learning spaces at all district schools, including A3. In the majority of our schools, this work will be completed at or near time that we complete the upgrade of the core network equipment.

- **Work Completed Since the Previous Report**

Completed wireless upgrades at Springfield High.

- **Next Steps/Work in Progress**
Installation of new wireless infrastructure at Walterville, ASMS, Centennial, and Two Rivers.
- **Total Enterprise Wireless Equipment Work Completed to Date**
Page, Guy Lee, Gateways, Douglas Gardens, Yolanda, Mt. Vernon, Thurston High, Briggs, Thurston Middle School, Ridgeview, Riverbend, and Springfield High.

Project Budget – Do to the fact that we are installing nearly twice as many access points that we considered in the budget, we are anticipating that this project will be over budget. Remaining funds from the Core Network will be used to cover this overrun.

Unified Communications (Time Frame: 2016-2020)

Project Scope – Work in this area will allow the district to deploy a common districtwide IP based communications system. This system will provide traditional telephone services as well as voicemail, voice to text, etc. The goal is to integrate the IP based telephone systems with other IP based systems within the district such as bell systems, intercom, video, and alarm systems.

- **Work Completed Since the Previous Report**
We received the equipment for the first phase of the project which includes the Administration Building, EMC, Page, Thurston Elementary, Maple, A3, Hamlin, and Douglas Gardens. The Administration and EMC building are our first implementation scheduled for Friday, January 27, 2017. All equipment is installed and ready for deployment at this time.
- **Next Steps / Work in Progress**
The implementation of the new system at Administration is scheduled for go live on Friday January 27, 2017. Following this implementation, we will be moving to Maple Elementary School, A3, Gateways/Memorial Building, Page, and Douglas Gardens.

Project Budget – We are anticipating that this project will be very close if not slightly over the initial project budget. Remaining funds from the Core Network project will be used to cover this overage.

Classroom Equipment (Time Frame: 2015 - 2020)

Project Scope – The scope of this work is to provide ceiling or wall mounted projectors, quality projection screens, and sound systems in every classroom in the district. In addition to the projection systems, the project will provide document cameras for those classrooms that do not have them.

- **Work Completed Since the Previous Report**
Completed the installation of ceiling mounted projectors in classrooms at Thurston High, Yolanda, and Springfield High.

- **Next Steps/Work in Progress**

All classrooms in the district now have ceiling mounted projectors! We continue to replace some of the older end-of-life projectors and provide document cameras for classrooms that do not have them. We are looking at low-cost options for providing projection systems in one non-instructional space per school.

- **Total Classroom Equipment Work Completed to Date**

The installation of projection systems in all classrooms is complete.

Project Budget – We are currently doing well in the budget area for this project although it is not clear the costs associated with the non-instructional spaces since each school is slightly different.

Library Computer Devices (Time Frame: 2015-2017)

Project Scope – This project is designed to provide up to date computers for all of the school libraries. In preparation for this work, we have met with each of the schools to understand what technology they need based upon their vision of what the library will be at their school. From these meetings, we developed a prioritized list of libraries.

- **Work Completed Since the Previous Report**

No new work has been completed on this project.

- **Next Steps / Work in Progress**

We are in the process of configuring computers for the Briggs library that should be at the school within the next 30 days. At the same time, we continue to work with instruction staff to determine which libraries are in need of additional or new computing devices.

- **Total Lab Devices Deployed to Date**

We have deployed a total of 38 library computer devices.

Project Budget – We continue to monitor the combined library computer budget and feel that we are on track to complete the work at or below initial project estimates.

Computer Lab Devices (Time Frame: 2015 – 2018)

Project Scope – The goal for this project is to insure that the various technology labs across the district have computers that meet instructional program needs.

- **Work Completed Since the Previous Report**

We completed labs at Thurston Middle School and Springfield High.

- **Next Steps/Work in Progress**

No work currently planned in this area.

- **Total Lab Devices Deployed to Date**
We have deployed a total of 176 computer lab devices.

Project Budget – We continue to monitor the budget for lab computers and feel that we are on track to complete the work at or below initial project estimates.

Testing Computer Devices (Time Frame: 2015-2018)

Project Scope – This project is designed to provide equipment that meets the needs across the district for Oregon standardized testing.

- **Work Completed Since the Previous Report**
No work taking place in this area.
- **Next Steps/Work in Progress**
The 2015-16 testing year went without incident so we are waiting to see where additional carts are needed.
- **Total Testing Devices Deployed to Date**
We have deployed a total of 365 testing devices.

Project Budget – Our per unit cost in this area have been well under our estimated costs. To date we have installed more computers than initially anticipated while only spending 40% of the budget.

Staff Computer Devices (Time Frame: 2015–2020)

Project Scope – This project was designed to provide a one-time refresh for computers used by school-based district staff.

- **Work Completed Since the Previous Report**
At the beginning of the school year, we once again provided all new teachers with new computer devices. During this 6-month period we have provided 60 new staff computers.
- **Next Steps/Work in Progress**
We continue to replace the occasional teacher computer during the school year, upgrading machines that cannot be economically replaced or are having performance issues as the result of their age. We plan to deploy a number of staff machines this summer replacing computers manufactured in 2009 and 2010.
- **Total Staff Devices Deployed to Date**
Bond funds have paid for a total of 405 staff devices, a combination of teacher, administrator, and classified staff computers.

Project Budget – Actual costs for staff devices are currently exceeding our initial per-unit estimate resulting in the potential for a budget deficit in this area. Over runs in this area will be covered by funds available in other areas of the project.

Student Computer Devices (Time Frame: 2015-2020)

Project Scope – This project is designed to create a 2:1 student to computer ratio, of up-to-date computer devices in all schools in the district.

- **Work Completed Since the Previous Report**
Since the last report, we have installed a total of about 650 total student computer devices, which included computers installed at Centennial, Mt Vernon, Two Rivers, Walterville, Thurston Middle School, Springfield High School, and Thurston High School.
- **Next Steps/Work in Progress**
As you may recall, student computers are being deployed in response to school initiated proposals. We currently working on providing computers for approved proposals from Thurston Elementary, Yolanda, ASMS, Springfield High and Thurston High.
- **Total Student Devices Deployed to Date**
Through the bond we have purchased a total of 2,641 student computer devices.

Project Budget – Projections indicate that this project is slightly above budget. We anticipate that as more Chromebooks are deployed the unit cost will go down eliminating the proposed budget over run. We also have a large contingency on this project that will help cover any additional expenses. We continue to limit annual expenses in this area to the amount allocated for each year of the bond.

eReaders (Time Frame: 2017-2020)

Project Scope – This project, while somewhat undefined, acknowledges the fact that eBooks and Internet based instructional materials are gaining popularity and will likely require funding in the near future. Purchases in this area will be devices capable of browsing the Internet and serving as electronic textbooks.

- **Work Completed Since the Previous Report**
No work has been completed on this project.
- **Next Steps/Work in Progress**
We are working with the Instruction Department to understand the device requirements for the new K-8 math curriculum adoption and the possible need to bond fund these devices in preparation for the 2017-18 school year.
- **Total eReaders Deployed to Date**
No eReaders have been deployed

Project Budget – Currently not funds have been spent in this area. The scope of this project will be limited by the bond budget.

Professional Technical Technology (Time Frame: 2015-2016)

Project Scope – To support the high school CTE programs by providing equipment that is representative of equipment currently being used in the industry and vocational education programs.

- **Work Completed Since the Previous Report**
We purchased a new planer, two bead blasters, and accessories for the milling machine all at Thurston High School.
- **Next Steps/Work in Progress**
Continue to work with Thurston High School to determine how to spend their remaining balance of just under \$4,000.
- **Total Professional Technical Devices Deployed to Date**
 - THS - Wide belt sander, laser cutter, three CNC router tables, three metal lathes, Iron Worker metal sheer, Mojo 3-D printer, planer, two bead blasters, and accessories for the milling machine.
 - SHS – Wide belt sander, two brake lathes, eight kilns, six metal lathes, planer, and two bead blasters.

Project Budget – We are slightly over in this area as the result of not considering labor costs as we purchased CTE equipment. Springfield High has exhausted their portion of the budget. Thurston High School has slightly less than \$4,000 remaining.

We welcome your feedback regarding information that would be valuable for future reports or additional detail that would be helpful.

SPRINGFIELD PUBLIC SCHOOLS
2015 GENERAL OBLIGATION BOND ISSUE
Total Revenues & Total Expenditures

REVENUES

<u>REVENUE SOURCE</u>	<u>Budget</u>	<u>Amount</u>	<u>Anticipated</u>	<u>Total</u>	<u>Additional Proceeds</u>
Series A Principal Amount	\$ 32,245,000	32,245,000	-	\$ 32,245,000	
Series B Principal Amount	39,255,000	39,253,907	-	39,253,907	
Original Issue Premium Bonds	-	6,691,571	-	6,691,571	
Other Income (e-rate, etc.)	-	384,287	679,800	1,064,087	
Investment Income	-	955,151	597,076	1,552,227	
	\$ 71,500,000	\$ 79,529,916	\$ 1,276,876	\$ 80,806,792	\$ 9,306,792

EXPENDITURES

<u>PROJECT</u>	<u>Budget</u>	<u>Expenditures</u>	<u>Encumbrances</u>	<u>Remaining</u>	<u>Percent of Project</u>
Replace Hamlin Middle School	48,940,846	13,613,510	31,617,724	\$ 3,709,612	92.42%
Classroom Additions	7,106,768	6,288,438	216,346	601,984	91.53%
Minor Capital Improvement Projects	6,900,000	7,511,768	160,617	(772,385)	111.19%
Technology Upgrades & Investments	13,600,000	6,397,676	564,846	6,637,478	51.20%
Technology Admin Overhead & Other Costs	-	475,570	122,391	(597,961)	
Other Admin Overhead & Other Costs (wages, public relations, fencing, etc.)	-	296,762	81,300	(378,062)	
Admin Overhead & Other Costs	-	638,000	24,687	(662,687)	
	\$ 76,547,614	\$ 35,221,724	\$ 32,787,911	\$ 8,537,979	88.85%

HAMLIN MIDDLE SCHOOL
26-Jan-17

<u>Item</u>	<u>Budget</u>	<u>Expenditures</u>	<u>Encumbrances</u>	<u>Remaining</u>
General Contractor (Hyland)	\$ 41,070,470	10,123,391	30,947,079	\$ -
Early Sitework	264,692	264,692	-	-
Soft Costs	3,400,000	2,374,932	670,645	354,423
Owner's Costs (Permits, etc.)	2,152,160	409,011	-	1,743,149
Contingency	<u>2,053,524</u>	<u>441,484</u>	<u>-</u>	<u>1,612,040</u>
TOTAL	\$ 48,940,846	13,613,510	31,617,724	\$ 3,709,612

	<u>Date</u>	<u>Budget</u>	<u>Expenditures</u>	<u>Retainage</u>	<u>Paid</u>	<u>Balance</u>
General Contract - John Hyland Const.		\$ 41,070,470				
Pay Application #1	8/11/16		784,551	39,228	745,323	40,325,147
Pay Application #2	9/8/16		1,302,531	65,127	1,237,404	39,087,743
Pay Application #3	10/6/16		1,190,286	59,514	1,130,772	37,956,971
Pay Application #4	11/10/16		2,546,380	127,319	2,419,061	35,537,910
Pay Application #5	12/9/16		2,299,295	114,965	2,184,331	33,353,580
Pay Application #6	1/19/17		2,000,349	100,017	1,900,332	31,453,248
		<u>\$ 41,070,470</u>	<u>10,123,391</u>	<u>506,170</u>	<u>\$ 9,617,222</u>	<u>\$ 31,453,248</u>

Contingency Expenditures:

Change Order #1	\$ 47,208
Change Order #2	158,581
Change Order #3	<u>235,696</u>
	\$ 441,484

**SPRINGFIELD PUBLIC SCHOOLS
2015 GENERAL OBLIGATION BOND ISSUE
CLASSROOM ADDITIONS**

<u>Project</u>	<u>Addition of Square Footage</u>	<u>Original Budget</u>	<u>Expenditures</u>	<u>Encumbrances</u>	<u>Total</u>	<u>Budget Balance</u>
Maple Elementary	6,573	2,644,970	1,999,497	215,308	\$ 2,214,804	\$ 430,166
Mt. Vernon Elementary	2,728	992,992	870,165	-	\$ 870,165	\$ 122,827
Riverbend Elementary	2,728	992,992	869,941	-	\$ 869,941	\$ 123,051
Ridgeview Elementary	2,060	995,192	934,727	1,039	\$ 935,765	\$ 59,427
Yolanda Cafeteria & Classroom Addition	<u>4,150</u>	<u>1,480,622</u>	<u>1,614,108</u>	<u>-</u>	<u>\$ 1,614,108</u>	<u>\$ (133,486)</u>
	18,239	\$ 7,106,768	\$ 6,288,438	\$ 216,346	\$ 6,504,784	\$ 601,984

**SPRINGFIELD PUBLIC SCHOOLS
2015 GENERAL OBLIGATION BOND ISSUE
MINOR CAPITAL IMPROVEMENTS PROJECTS - YEAR 1**

<u>Project</u>	<u>Original Budget</u>	<u>Expenditures</u>	<u>Encumbrances</u>	<u>Total</u>	<u>Budget Balance</u>
All Sites - Interior Door Locks	250,000	157,697	-	157,697	92,303
All Sites - Replace all Exterior Gates	200,000	188,576	-	188,576	11,424
Briggs Middle School - ADA Restrooms	100,000	95,734	-	95,734	4,266
Douglas Gardens - Install ADA Doors	15,000	13,453	-	13,453	1,547
Douglas Gardens - Siding & Painting Project	50,000	84,716	-	84,716	(34,716)
Food Warehouse - Sprinkler System	-	62,990	-	62,990	(62,990)
Guy Lee Elementary - Hallway Lighting	50,000	24,368	-	24,368	25,632
Guy Lee Elementary - Replace Electrical Feed	100,000	50,772	-	50,772	49,228
Page Elementary - ADA Restroom	65,000	89,382	-	89,382	(24,382)
Page Elementary - Parking Lot Replacement	400,000	1,116,254	-	1,116,254	(716,254)
Select Sites - Crack Seal/Repair	100,000	23,289	-	23,289	76,711
Select Sites - Irrigation Upgrades	36,667	15,057	-	15,057	21,610
Select Sites - Slurry Parking Lots	350,000	283,591	-	283,591	66,409
Springfield High School - Library Carpet	50,000	35,171	-	35,171	14,829
Thurston High School - Bleacher/Cover	500,000	692,928	-	692,928	(192,928)
Thurston High School - Fencing/Concrete	-	32,700	-	32,700	(32,700)
Thurston High School - Gymnasium Siding	500,000	393,166	-	393,166	106,834
Walterville Elementary - Hard Surface / Parking Lot	20,000	160,835	-	160,835	(140,835)
Yolanda Elementary - Install ADA Doors	15,000	10,751	-	10,751	4,249
	<u>\$ 2,801,667</u>	<u>\$ 3,531,432</u>	<u>\$ -</u>	<u>\$ 3,531,432</u>	<u>\$ (729,765)</u>

**SPRINGFIELD PUBLIC SCHOOLS
2015 GENERAL OBLIGATION BOND ISSUE
MINOR CAPITAL IMPROVEMENTS PROJECTS - YEARS 2 & 3**

<u>YEAR 2 PROJECTS</u>	<u>Original Budget</u>	<u>Expenditures</u>	<u>Encumbrances</u>	<u>Total</u>	<u>Budget Balance</u>
TMS, Walterville, ASMS - CPTED	125,000	84,894	3,062	87,956	37,044
Briggs Middle School - HVAC DDC	500,000	653,952	13,799	667,751	(167,751)
Centennial Elementary - ADA Restroom	65,000	63,345	9,852	73,198	(8,198)
Guy Lee Elementary - Boiler	600,000	367,324	5,647	372,971	227,029
Mt. Vernon Elementary - Carpet	150,000	141,974	-	141,974	8,026
Mt. Vernon Elementary - Siding	150,000	21,114	-	21,114	128,886
Ridgeview Elementary - Storm Piping	30,000	8,149	-	8,149	21,851
Riverbend Elementary - Carpet	150,000	149,608	-	149,608	392
Riverbend Elementary - Siding (Cancelled)	150,000	-	-	-	150,000
Select Sites - Irrigation Upgrades	36,666	-	-	-	36,666
Select Sites - Security & Cameras - Moved from Yr 3	225,000	682,683	27,399	710,082	(485,082)
Springfield High School - Boiler	-	162,276	31,789	194,065	(194,065)
Thurston High School - Boiler	800,000	798,425	8,307	806,732	(6,732)
Thurston Middle School - Gym Floor	175,000	106,592	36,475	143,067	31,933
Yolanda Elementary - Interior Walls - Moved from Yr 3	135,000	88,218	6,744	94,962	40,038
Yolanda Elementary - Parking Lot	-	651,781	17,544	669,325	(669,325)
	<u>\$ 3,291,666</u>	<u>\$ 3,980,336</u>	<u>\$ 160,617</u>	<u>\$ 4,140,953</u>	<u>\$ (849,287)</u>
 <u>YEAR 3 PROJECTS</u>	 <u>Original Budget</u>	 <u>Expenditures</u>	 <u>Encumbrances</u>	 <u>Total</u>	 <u>Budget Balance</u>
Admin. Building - ADA Upgrades	45,000	-	-	-	45,000
Agnes Stewart Middle School - Flashing	95,000	-	-	-	95,000
BELC, SHS, THS, Maintenance - Card Readers	100,000	-	-	-	100,000
Select Sites - Irrigation Upgrades	36,667	-	-	-	36,667
Springfield High School - ADA Upgrades	50,000	-	-	-	50,000
Thurston Elementary - Parking Lot	350,000	-	-	-	350,000
Thurston Middle School - Sidewalks	35,000	-	-	-	35,000
Walterville Elementary - ADA Upgrades	95,000	-	-	-	95,000
	<u>\$ 806,667</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 806,667</u>
 Total Bond Basics	 <u>\$ 6,900,000</u>	 <u>\$ 7,511,768</u>	 <u>\$ 160,617</u>	 <u>\$ 7,672,385</u>	 <u>\$ (772,385)</u>

**SPRINGFIELD PUBLIC SCHOOLS
2015 GENERAL OBLIGATION BOND ISSUE
ADMINISTRATIVE COSTS**

Budget Item	Expenditures	Encumbrances	Total
Underwriters Discount	360,434	-	360,434
Bond Accountant	57,670	-	57,670
Standard & Poors (Rating)	22,500	-	22,500
MDAC Fee - State of Oregon	5,000	-	5,000
Bank Fees (US Bank)	1,600	-	1,600
Oregon State Treasurer	42,699	-	42,699
Moodys Investors (Rating)	38,000	-	38,000
Bond Counsel	45,000	-	45,000
Legal Services	670	-	670
Associated Travel	2,663	-	2,663
Temp. Agency (Accountant)	51,073	24,687	75,760
Postage	3,960	-	3,960
Office Furniture	4,081	-	4,081
Advertising	172	-	172
Office Supplies	855	-	855
Computer Software	70	-	70
Computer Hardware	1,351	-	1,351
Liability Insurance	200	-	200
	\$ 638,000	\$ 24,687	\$ 662,687

Jan 19, 2017