

## **Public Comment**

The Board welcomes virtual and in-person public comments during its meetings. It has set aside 25 minutes for public comments. Up to eight people will be invited to speak for up to three minutes each.

Four spots are reserved for virtual comments. Four spots are reserved for in-person comments. Any virtual comment spots that are not filled will become available for in-person comments.

## **Written Public Comment**

The written public comment window closes at 2 p.m. on the day of the board meeting. Comments and materials are collected via email at [public.comment@springfield.k12.or.us](mailto:public.comment@springfield.k12.or.us)

Commenters are asked to clearly label the subject line as “Written Public Comment” and provide:

- Name (first and last name or last name initial)
- District residency
- Email address and/or phone number (optional) so that staff can follow up, if necessary.
- Agenda item or topic

## **Oral Public Comment – In-Person, or Virtual**

The window to sign up to present oral public comments opens on Thursday at noon prior to the board meeting and closes at 2 p.m. on the day of the board meeting. Requests are collected via email at [public.comment@springfield.k12.or.us](mailto:public.comment@springfield.k12.or.us)

People requesting to speak are asked to provide:

- Name (first and last name or last name initial)
- District residency
- Email address and/or phone number, so staff can confirm details for speaking to the board
- Agenda item or topic
- Commenting “in-person” or “virtually”

Four spots are reserved for virtual comments. If more than four requests to comment are received, speakers will be selected as described below. Selected virtual commenters are notified by email on the afternoon of the meeting and provided with a Zoom link and instructions. Please see commenting guidelines below.

Four spots are reserved for in-person comments. Any virtual comment spots that are not filled will become available for in-person comments for a total of eight speakers.

Space permitting, the Board may allow additional in-person comments. Meeting attendees may fill out a speaker card before the meeting begins. Cards are available at the board room door. If more people submit requests to speak than there are spots available, the Board Chair will select the speakers.

### **Commenting Guidelines**

Groups with a common purpose are encouraged to designate a spokesperson. If a group spokesperson will cover your comments, please indicate so when your name is called.

The Board will not hear comments regarding any school personnel. Please refrain from using names and titles of school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A compliment involving a staff member should be sent to the superintendent, who will then forward it to the employee, their supervisor and the Board.

Speakers are reminded that their public comments will be limited to three minutes.



## **Comentario Público**

La Junta Directiva agradece los comentarios públicos virtuales y presenciales durante sus reuniones. Ha reservado 25 minutos para comentarios públicos. Se invitará a un máximo de ocho personas a hablar durante un máximo de tres minutos cada una.

Cuatro espacios están reservados para comentarios virtuales. Cuatro lugares están reservados para comentarios en persona. Los espacios de comentarios virtuales que no estén ocupados estarán disponibles para comentarios en persona.

## **Comentario público por escrito**

La ventana de comentarios públicos por escrito cierra a las 2 p.m. el día de la reunión de la junta. Los comentarios y materiales se recopilan por correo electrónico en [public.comment@springfield.k12.or.us](mailto:public.comment@springfield.k12.or.us)

Se pide a los comentaristas que etiqueten claramente la línea de asunto como "Comentario público escrito" y proporcionen:

- Nombre (nombre y apellido o inicial del apellido)
- Residencia distrital
- Dirección de correo electrónico y/o número de teléfono (opcional) para que el personal pueda hacer un seguimiento, si es necesario.
- Punto o tema del orden del día

## **Comentarios Públicos Orales: En persona o Virtuales**

La ventana para inscribirse para presentar comentarios públicos orales se abre el jueves al mediodía antes de la reunión de la junta y se cierra a las 2 p.m. el día de la reunión de la junta. Las solicitudes se recogen por correo electrónico en [public.comment@springfield.k12.or.us](mailto:public.comment@springfield.k12.or.us).

A las personas que soliciten hablar se les pide que proporcionen:

- Nombre (nombre y apellido o inicial del apellido)
- Residencia distrital
- Dirección de correo electrónico y/o número de teléfono, para que el personal pueda confirmar los detalles para hablar con la junta
- Punto o tema del orden del día
- Comentar "en persona" o "virtualmente"

Cuatro espacios están reservados para comentarios virtuales. Si se reciben más de cuatro solicitudes para formular observaciones, se seleccionarán los oradores como se describe a continuación. Los comentaristas virtuales seleccionados son notificados por correo electrónico la tarde de la reunión y se les proporciona un enlace de Zoom e instrucciones. Consulte las pautas de comentarios a continuación.

Cuatro lugares están reservados para comentarios en persona. Los espacios de comentarios virtuales que no estén ocupados estarán disponibles para comentarios en persona para un total de ocho oradores.

Si el espacio lo permite, la Junta Directiva puede permitir comentarios adicionales en persona. Los asistentes a la reunión pueden completar una tarjeta de orador antes de que comience la reunión. Las tarjetas están disponibles en la puerta de la sala de juntas. Si más personas presentan solicitudes para hablar que lugares disponibles, el Presidente de la Junta seleccionará a los oradores.

### **Pautas para Comentar**

Se anima a los grupos con un propósito común a designar un portavoz. Si un portavoz del grupo va a cubrir sus comentarios, indíquelo cuando se le llame por su nombre.

La Junta no escuchará comentarios sobre el personal de la escuela. Por favor, absténgase de usar nombres y títulos del personal de la escuela. Cualquier queja relacionada con un empleado en particular debe procesarse a través del procedimiento establecido en la política KL de la Junta, que requiere que las quejas se presenten por escrito al Superintendente. Este procedimiento debe seguirse antes de que la Junta Directiva se involucre en tales asuntos. Se debe enviar un cumplimiento que involucre a un miembro del personal al superintendente, quien luego lo enviará al empleado, a su supervisor y a la Junta.

Se recuerda a los oradores que sus comentarios públicos se limitarán a tres minutos.



**SPRINGFIELD**

**PUBLIC SCHOOLS**

Every Student, Every Day

**BOARD OF EDUCATION  
January 8, 2023  
Administration Building Board Room  
640 A Street  
Springfield, OR 97477**

**[En español](#)**

**7:00 pm In Person Board Meeting**

**Streaming Meeting URL: <http://www.vimeo.com/SpringfieldPS>**

<b>AGENDA</b>	<b>TAB</b>
<b>1. Call Meeting to Order</b>	Board Chair Jonathan Light
<b>A. Pledge of Allegiance</b>	Chair Light
<b>B. Land Acknowledgement</b>	Kelly Mason
<b>2. School Board Recognition Month Proclamation</b>	Superintendent Hamilton
<b>3. Approval of the Agenda</b>	Chair Light
<b>4. Presentations</b>	
<b>A. Student Board Representative Communication</b>	Chair Light
<b>5. Public Comments</b> (Three (3) minutes each; maximum time 25 minutes. Speakers may not yield their time to other speakers.)	
<b>6. Action Items</b>	
<b>A. Approve Consent Agenda</b>	
1. December 11, 2023 Board Meeting Minutes	
2. December 11, 2023 Special Meeting Minutes	
3. Financial Statement	Brett Yancey
4. Personnel Report, Resolution #23-24.029	Dustin Reese
<b>B. Budget Committee Appointments, Resolution #23-24.030</b>	Brett Yancey
<b>7. Discussion</b>	
<b>A. 2023-2025 Lane ESD Local Service Plan, Year Two</b>	Superintendent Hamilton
<b>8. Reports and Information</b>	
<b>A. Superintendent Communication</b>	Superintendent Hamilton
<b>B. Board Communication and Comments</b>	Chair Light
• Board Committee Reports	
<b>9. Next Meetings:</b>	
January 11, 2024, Budget Committee Work Session at 6:00pm	
January 22, 2024, Work Session at 5:30pm	
February 12, 2024, Business Meeting at 7:00pm	
February 15, 2024, Budget Committee Work Session at 6:00pm	
<b>10. The Board will move into Executive Session (non-public) pursuant to ORS 192.600(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations.</b>	
<b>11. Adjournment</b>	Chair Light



**JUNTA ESCOLAR**  
**8 de Enero, 2024**  
**Sala de Juntas – Edificio Administrativo**  
**640 A Street**  
**Springfield, OR 97477**

[En español](#)

**7:00 pm Reunión presencial de Junta Escolar**  
Link para ingresar a la reunion en línea: <http://www.vimeo.com/SpringfieldPS>

AGENDA	TAB
1. <b>Inicio de sesión</b>	Presidente de la Junta Escolar Jonathan Light
A. Juramento de lealtad	Presidente Light
B. Reconocimiento de la tierra	Kelly Mason
2. <b>Proclamación del Mes de Reconocimiento de la Junta Escolar</b>	Superintendente Hamilton
3. <b>Aprobación de la Agenda</b>	Presidente Light
4. <b>Presentaciones</b>	
A. Comunicación del representante de la Junta Estudiantil	Presidente Light
5. <b>Comentarios públicos</b> (Tres (3) minutos cada uno; tiempo máximo 25 minutos. Los oradores no podrán ceder su tiempo a otros oradores.)	
6. <b>Puntos de acción</b>	
A. Aprobar agenda de consentimiento	
1. 11 de Diciembre, 2023, Minutas de Junta Escolar	
2. 11 de Diciembre, 2023, Minutas de Reunión Especial	
3. Reporte Financiero	Brett Yancey
4. Reporte de Personal, Resolución #23-24.029	Dustin Reese
B. Nombramientos del Comité de Presupuesto, Resolución #23-24.030	Brett Yancey
7. <b>Discusión</b>	
A. 2023-2025 Lane ESD Plan de Servicio Local, segundo Año	Superintendente Hamilton
8. <b>Reportes é Información</b>	
A. Comunicación del Superintendente	Superintendente Hamilton
B. Comunicación de la Junta y comentarios	Presidente Light
• Reportes del Comité de la Junta	
9. <b>Próximas reuniones:</b>	
11 de Enero, 2024, Sesión de trabajo del Comité de Presupuesto 6:00pm	
22 de Enero, 2024, Sesión de trabajo 5:30pm	
12 de Febrero, 2024, Reunión de Negocios 7:00pm	
15 de Febrero, 2024, Sesión de trabajo del Comité de Presupuesto 6:00pm	
10. La Junta pasará a una Sesión Ejecutiva (no pública) de conformidad con ORS 192.600(2)(d) para llevar a cabo deliberaciones con personas designadas por el órgano rector para llevar a cabo negociaciones laborales.	
11. <b>Cierre de sesión</b>	Presidente Light



**SPRINGFIELD**  
**PUBLIC SCHOOLS**  
Every Student, Every Day

## **School Board Recognition Month Proclamation**

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

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

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

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

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

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

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

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

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

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

Dated this 8<sup>th</sup> day of January 2024.

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Todd Hamilton  
Superintendent of Springfield Public Schools

## BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on December 11, 2023.

### 1. CALL MEETING TO ORDER, FLAG SALUTE AND LAND ACKNOWLEDGEMENT

Board Chair Jonathan Light called the Springfield Board of Education meeting to order at 7:03 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Board Chair Jonathan Light read the following Land Acknowledgement:

*We acknowledge that we are in the traditional homeland of the Kalapuya people, specifically the community that was known as Chifin, the area that we now call Springfield.*

*Kalapuya people, who have lived in this region since "[Time Immemorial](#)", were illegally dispossessed of their land and forcibly removed to what are now the Grand Ronde and Siletz reservations over several years, but most notably in treaties between 1851 and 1855.*

*The Kalapuya are now members of the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#), and members of the Kalapuya still live, work, study, and thrive in this area, and continue to make important contributions here in Springfield, across the land we now refer to as Oregon, and around the globe.*

*This information is shared out of a responsibility to honor the heritage and the humanity of all people and to promote unity within our school district.*

### Attendance

Board Members attending the meeting included Board Chair Jonathan Light, Board Vice Chair Kelly Mason, Director Ken Kohl, Director Nicole De Graff and Director Emilio Hernandez.

District staff and community members identified included Superintendent Todd Hamilton (attended virtually), David Collins, Dustin Reese, Brett Yancey, Martie Steigleder, Brian Richardson, Jeff Michna, Ame Beard, Whitney McKinley, Jose da Silva, Mindy LeRoux, Joan Bolls, Alexis DeLuna, Colton Petersen, Abigail Warren, Alana Strand, Sasha Chang, Kim Donahue, Joyce Johnson-Smith, Kari Isham, Kimberlee Pelster, Rebekah Jacobson, Katie Dawson, Michael Clint, Alreta Rand, Gracie, Quinton Hawkins, Amizone Holden, Italia Cared, Ja'von Spencer, Brian Megert, Jonathan Gault, Lesa Haley, Heather Murray, Taylor Graham, Emma Patrick-Busby, Bella Sexton, and Natalie Bell.

### 2. APPROVAL OF THE AGENDA

Chair Light asked for a motion to approve the December 11, 2023 agenda as presented.

**MOTION: Vice Chair Mason moved, seconded by Director Kohl, to approve the December 11, 2023 agenda as presented.**

Chair Light called for a roll call vote. Chair Light asked each Board member to indicate if they supported the motion in favor of approving the December 11 2023 agenda as presented:

Director Hernandez – Yes, Director Kohl – Yes, Director De Graff– Yes, Director Mason – Yes and Chair Light – Yes.



***Motion passed, 5:0.***

### **3. PRESENTATIONS**

#### **A. Introduction of the Student Board Representatives**

##### **A3**

Maelette (Mae) Brockman was not present.

Cameron Stratton was not present.

A written presentation was submitted by the Student Board Representatives of A3.

- Open to juniors and seniors, guest speakers explained the changes in the FAFSA application process and how to navigate through those changes.
- The first Arbitration of the year was held on Friday of last week.
- The December Arts and Discussion Night was held on December 8th, 5-8 p.m. Free community art classes are open to anyone interested. The December Guest Speaker was Alexander Lavake from Lane County Public Health Overdose Prevention.
- Confluence will be held December 12th and 13th.

#### **Gateways High School**

Alexis DeLuna shared:

- The all-school Awards Assembly was held to recognize student achievements.
- With the help of Quacker's Grill, fifty-seven Thanksgiving meals were provided to Gateway families in need.
- The Cosmetology program building was approved for use. Students have been practicing hair washing, blow drying and styling, manicures, nail painting, hand massage and the use of paraffin wax on classmates and or mannequins. Students took manicure and facial massage workshops and are becoming proficient in following disinfectant procedures, as well as learning about Oregon laws and rules. Guest speakers presented demonstrations and slideshows on products and business owners shared their knowledge and their experience.

#### **Springfield High School (SHS)**

ASB President, Colton Petersen shared:

- Winter sports have begun. The Girls Basketball team won their first game of the season.
- Sources of Strength continues the "We Belong" campaign, which includes the SOS Art Installation. Each student on campus contributed towards this.
- Leadership is currently having Wildcard Dress-Up Week.
- Students are planning for school-wide cleanup dates as part of their School Beautification project.
- The Interact Club completed their International Service projects, donating \$700 to help a Cambodian classroom purchase a whiteboard and flooring.
- Many school groups participated and contributed to the Springfield Christmas Parade on December 2, 2023.
- The play Urinetown will be presented in early February.
- The Choir held their annual Winter Concert on December 7, 2023.
- The Winter Orchestra Concert will be held this month in the school auditorium.
- The Winter Band Concert will be held December 12th in the Springfield High auditorium.
- Mariachi Del Sol is selling raffle tickets, for the chance to win a brand new car. Proceeds will help pay for their Washington D.C. trip on December 18, 2023.

- The AVID program held a Family Night on November 15th. Students have been participating in several field trips such as the Miller Integrated Nature Experience (MINE) program, the Habitat Team, the English Nine Honors and the College Now Chemistry. Seniors are preparing for the FAFSA testing.
- CJ and Kane, two keynote speakers, spoke on Black History at the local high schools and middle schools.

### **Thurston High School (THS)**

ASB President, Abigail Warren shared:

- The THS CTE Culinary program used grant funds to add industrial stand mixers to their kitchens, which has helped the Catering class fill their many and varied orders.
- Students in the CTE classes have taken field trips in their career areas and the Anatomy and Physiology students attended the U of O's Cadaver Lab.
- The Winter Pep assembly was held on December 1, 2023. Student teams and groups were recognized for their achievements.
- Students and Community Partners, such as Quackers, Waypoint and others, donated Thanksgiving dinner food boxes to those in need, through the Family Resource Center.
- Over 400 cans of food were collected by students during the Fall Food Drive.
- Advisory classes and school clubs collected money for a local elementary student. The funds are used to purchase gifts, clothing items and necessary staples for the child and their family members.
- The fall play Apocalypse was a big success.
- The DECA - Spirit Box, a student-run business held a grand opening.
- *Campus Events:*
  - Day of Joy Shopping Trip - December 11th;
  - Band Concert - December 13th;
  - Orchestra Concert - December 14th and
  - The Choir Renaissance Feast - December 15th and 16th.

### **Willamette Leadership Academy (WLA)**

Alana Strand shared:

- A fundraiser was held by the Junior and Senior class, for the Junior Prom.
- WLA held a Harvest Party fundraiser. A full-course turkey dinner was ordered and served by the students. Families donated new and gently used items for a raffle.
- The Color Guard team participated in the Springfield Christmas Parade and the Creswell Night Parade.
- The Promotions and Achievements Ceremony was held to recognize student successes.
- Students began a Christmas Food Drive, collecting non-perishable items, as well as hygienic products and lightly used clothing.
- A student-run salad bar was implemented. Many cadets received their Food Handlers card in order to operate and safely care for this real-life opportunity.
- Bravo, the Sophomore class was gifted tickets to the play, To Kill a Mockingbird, presented at the Hult Center. The students were extremely grateful for such a wonderful experience.

### **B. The Springfield High School Team Harmony**

Chair of the Human and Civil Rights Committee for OEA and a Student Advisor, Linda Smart and SHS Digital Media and Arts Teacher, Rite of Passage Teacher, Black Student Union Facilitator/Advisor and SHS Student Chaperone, Michael Clint accompanied seven 4J students and four students from the Springfield School District on a life changing, educational journey to

attend the Action Institute in Tulsa, OK to learn about the Greenwood Massacre, also known as Black Wall Street. In May of 2023 Oregon students, along with over 300 students and teachers from around the country spent four days learning about the violent and devastating 1921 Tulsa race incident and its aftermath upon the Black Community.

- Students attended an interactive museum.
- Listened to guest speakers, made connections and spoke with those whose relatives were part of that devastating experience.
- Learned how to discuss difficult topics, to keep an open mind while listening to others and the importance of diversity.
- Found common ground in the differences of others and the need to display empathy, while embracing history.
- The Students were inspired to share with their communities all they had learned.
- Two internationally known World Artists returned to Oregon to speak in several schools.
- Upon their return, Team Harmony created a video to share, highlighting the impact these experiences have had on them. Their hope in sharing, is that it will provide for more similar student opportunities to be explored.

Many contributed to making this student/teacher opportunity possible: The Action Institute provided all room and boarding. OEA provided student transportation and 4J Equity Director, Larry Williams provided for adult transportation. Contributions were made from the Jewish Foundation and the Learning Foundation, through Jose Da Silva in providing for the SHS chaperone.

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

Chair Light read the following statement concerning public comment:

*This is the portion of our agenda for public comment. The board provides three ways for community members to share public comment: written public comment, in person oral public comment and virtual public comment. Written public comment is received via email. Public comment received via email for this evening has been reviewed by the Board and has also been posted on the District's website. The deadline for submitting a request for oral public comment was today at 2pm. Those who requested an opportunity to speak this evening were notified by the board secretary about their request.*

*We encourage groups with a common purpose to designate a spokesperson. If your comments will be covered by a group spokesperson, please indicate so when your name is called. I want to remind those members of the public who have indicated a desire to make comments that our policy provides for a limitation of three (3) minutes per person.*

*The Board will not hear comments regarding any school personnel. We ask those speaking to refrain from using names and titles of school personnel. Any complaints regarding a particular employee must be processed through the procedure set forth in Board policy KL, which requires that complaints be submitted in writing to the Superintendent. This procedure must be followed before there is any Board involvement with such issues. A compliment involving a staff member should be sent to the superintendent, who will forward it to the employee, their supervisor and the Board.*

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

No requests were submitted to publicly speak.  
No written statements were submitted.

(Five-Minute)

<<<<<< \_\_\_\_\_ **BREAK** \_\_\_\_\_ >>>>>>

**5. ACTION ITEMS**

**A. Approve Consent Agenda**

1. November 13, 2023 Board Meeting Minutes
2. November 13, 2023 Special Meeting Minutes
3. Financial Statement
4. Personnel Report, Resolution #23-24.025

Brett Yancy  
Dustin Reese

**MOTION: Director De Graff moved, Director Mason seconded the motion to approve the Consent Agenda, as presented.**

Chair Light called for a roll call vote. Chair Light asked each Board member to indicate if they supported the motion in favor of approving the Consent Agenda: Director Hernandez – Yes, Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

***Motion passed, 5:0.***

**B. Action Related to Complaint**

Vice Chair Mason

**MOTION:** Director Kohl moved, Director De Graff seconded to take the actions discussed in Executive Session and delegate authority to the Vice Chair, to draft a response to the complaint based upon the Boards discussion.

Director Mason asked if there was any discussion.

Vice Chair Mason called for a roll call vote. Vice Chair Mason asked each Board member: Director Hernandez – Yes, Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

***Motion passed, 5:0.***

**C. Accept High School Competitive Foods, Resolution #23-24.026.** Mindy LeRoux

It is recommended that the Board of Directors approve the Springfield High School and Thurston High School proposals to 1) sell foods in competition with the district's lunch and breakfast programs during the respective meal periods, and 2) retain income from the sales.

**MOTION: Director Kohl moved, Director Hernandez seconded the motion to accept the Springfield High School and Thurston High School proposals to 1) sell foods in competition with the district's lunch and breakfast programs during the respective meal periods, and 2) retain income from the sales.**

Chair Light asked if there was any discussion.

*Director Hernandez* asked how the students track the sales funds and how they will ensure the food items meet the nutritional standards.

Mindy LeRoux answered, the students work with the Finance Department, using a business program and Excel sheets to track and manage the funds. As to nutritional standards, both schools use a chart in Excel that allows them to enter the nutritional requirements of each food item, to ensure they meet the state guidelines.

Chair Light called for a roll call vote. Chair Light asked each Board member to indicate if they accept Springfield High School and Thurston High School proposals to 1) sell foods in competition with the district's lunch and breakfast programs during the respective meal periods, and 2) retain income from the sales: Director Hernandez – Yes, Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

***Motion passed, 5:0.***

**D. Approve Integrated Application Grant Agreement & SIA Annual Report, Resolution #23-24.017** \*David Collins

It is recommended the Board approve It is recommended that the Board of Directors approve the Springfield Public Schools Integrated Applications Grant Agreement as presented.

**MOTION: Chair Light moved, Director Kohl seconded the motion to approve Springfield Public Schools Integrated Applications Grant Agreement.**

Chair Light asked if there was any discussion.

*Director Kohl* inquired into whether local optional metrics had been considered.

*Dave Collins* replied those metrics were created through a collaborative process with the State of Oregon as they were still developing. The Springfield School District did not elect for local options, but is something that can be added, moving forward.

Chair Light called for a roll call vote. Chair Light asked each Board member to indicate if they approve Springfield Public Schools Integrated Applications Grant Agreement: Director Hernandez – Yes, Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

***Motion passed, 5:0.***

**E. Approve Early Literacy Success Initiative, Resolution #23-24.027**

Whitney McKinley & Jeff Fuller

It is recommended that the Board of Directors approve the Springfield Public Schools Early Literacy Success School District Grant application as presented.

**MOTION: Director Kohl moved, Director De Graff seconded the motion to approve the Springfield Public Schools Early Literacy Success School District Grant application as presented.**

Chair Light asked if there was any discussion.

*Director Kohl* asked if there was anything happening Pre-K and also if the District is allocating resources according to class sizes or teacher qualifications.

*Whitney McKinley* replied, this is specifically focused on kindergarten - third grade.

*Dave Collins* added, there are preschool opportunities happening within the Springfield School District, however they are not directly connected to this grant fund. In regard to allocating funds, the State has identified underserved student populations in some of the schools. Based on that data, the District will work with five of those targeted schools, their Principals and staff on how to best target that based on the student achievement outcomes of those buildings.

Chair Light called for a roll call vote. Chair Light asked each Board member to indicate if they approve the Springfield Public Schools Early Literacy Success School District Grant application as presented: Director Hernandez – Yes, Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

***Motion passed, 5:0.***

**F. Accept Annual Comprehensive Financial Report and 2022-23 Audit,  
Resolution #23-24.028** Brett Yancey/Joan Bolls

It is recommended that the Board of Directors accept the audited financial reports for 2022-2023 as presented by the firm of Pauly, Rogers and Co., PC.

**MOTION: Director Kohl moved, Director Hernandez seconded the motion to accept the Annual Comprehensive Financial Report for 2022-2023 as presented by the firm of Pauly, Rogers and Co., PC.**

Chair Light asked if there was any discussion.

*Brett Yancy* announced on behalf of the Board and the Management letter that there were no comments related to this audit, meaning that it is an absolutely clean audit.

Chair Light called for a roll call vote. Chair Light asked each Board member to indicate if they accept the Annual Comprehensive Financial Report for 2022-2023 as presented by the firm of Pauly, Rogers and Co., PC: Director Hernandez – Yes, Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

***Motion passed, 5:0.***

**G. Approve Long Term Care & Treatment, Esser Expenditure, Resolution #23-24.029**  
Brett Yancey

It is recommended that the Board of Directors approve the request for LTCT partners purchase and install commercial playgrounds at S.A.F.E. Center (\$90,000) and Jasper Mountain Center (\$86,378).

**MOTION: Vice Chair Mason moved, Director De Graff seconded the motion to approve the request for LTCT partners purchase and install commercial playgrounds at S.A.F.E. Center (\$90,000) and Jasper Mountain Center (\$86,378).**

Chair Light asked if there was any discussion.

Chair Light called for a roll call vote. Chair Light asked each Board member to indicate if the request for LTCT partners purchase and install commercial playgrounds at S.A.F.E. Center

(\$90,000) and Jasper Mountain Center (\$86,378): Director Hernandez – Yes, Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

***Motion passed, 5:0.***

## **6. REPORTS AND INFORMATION**

### **A. Superintendent Communication**

Superintendent Hamilton commented that he had nothing urgent to share, and would save his updates to share in January.

### **B. Board Communication and Comments**

#### **● Board Committee Reports**

Chair Light acknowledged there was a large number of tremendous volunteer support that had made the Brigg's Thanksgiving Luncheon possible. He thanked Heather, who is in charge of the Nutrition Services. The Police and Fire Department were represented and many local businesses participated. The SEF Fundraiser was a huge success, with about \$200K raised. He asked Director Kohl to remind the Board when the Robotics Team would meet again in January. Chair Light remarked that the Business program had done a lot towards making the Spirit Box at Thurston High School happen and he was impressed by how well spoken the students were at the Grand Opening and ribbon cutting. The students participated in the Christmas parade, The Oldest and Coldest. SEA gave out books and Transportation gave out candy to the kids, while there were many different groups within the District that participated.

Director Hernandez thanked Brett Yancy and Staff for another great Financial Report.

Director De Graff shared that she had attended another board meeting with the Springfield Education Foundation (SEF). They have extended the time frame for teacher applications for the Grant Awards, which opened up December 1, 2023 and will be due by midnight on April 1, 2024. She was also able to attend the ribbon cutting for the Spirit Box, stating that it was a lot of fun. She is enjoying attending the various events and meeting all the new people.

Director Kohl shared that he had volunteered at the Robotics Meet and mentioned that he believed there would be another one held in January. Participating teams come from all over Oregon.

Vice Chair Mason shared that Director Light, Director De Graff and herself had volunteered at the Brigg's Thanksgiving Luncheon, in which she thoroughly enjoyed the day.

## **8. NEXT MEETINGS**

January 8, 2024 - Business Meeting at 7:00 p.m.

January 22, 2024 - Work Session at 5:30 p.m.

Chair Light thanked everyone for attending.

## **9. ADJOURNMENT**

With no other business, Chair Light adjourned the meeting at 8:40 p.m.

*Minutes Recorded/Transcribed by Trenay Ryan (LCOG)*

## **SPECIAL BOARD MEETING MINUTES**

A Special Board Meeting of the Springfield School District No. 19 Board of Education was held on December 11, 2023.

### **1. CALL MEETING TO ORDER**

Board Chair Jonathan Light called the Springfield Board of Education meeting to order at 5:37pm.

### **2. EXECUTIVE SESSION**

The Board of Directors moved immediately into Executive Session (non-public) pursuant to ORS 192.660(2)(b) (Complaints) and ORS 192.660(2)(f) (to review confidential information).

### **ATTENDANCE**

Those in attendance included Board Chair Jonathan Light, Vice Chair Kelly Mason, Director Nicole De Graff, Director Ken Kohl and Director Emilio Hernandez, as well as attorney Rebekah Jacobson, Superintendent Todd Hamilton (virtual), Attorney Eileen Eakins (virtual) and Board Secretary Martie Steigleder

### **5. ADJOURNMENT**

Chair Light adjourned the meeting at 6:41pm.

*(Minutes recorded by Martie Steigleder)*



**SPRINGFIELD PUBLIC SCHOOLS**  
**2023-2024 Revenue/Expenditure Forecast**  
**As of December 31, 2023**  
**\*\*Please see attached report\*\***

**REVENUES:** *Due to being mid-way through of the school year, projections continue to be preliminary and will likely change over the course of the year.*

- Both current year and prior year tax collections are projected for 100% collection. To date the district has received \$29.4 million in current year tax revenue received, and prior year tax revenue received totals \$164,394. The first major current year tax payment was collected in late November and the remaining anticipated funds will continue to be collected through June 2024. This report is based on the information and payments received through the Lane County Tax and Assessment office.
- The district's most significant portion of revenue is the district's scheduled Basic School Support payments through the Oregon Department of Education. To date, the district has received \$49.51 million. The district projects to receive approximately \$87.0 million for the current year based on 2023-24 projected enrollment and the allocation designated by the Oregon Department of Education (12/19/2023 estimate). As the district continues to decline in enrollment, these numbers may be adjusted over the course of the year, although Statewide reconciliations continue to impact estimates.
- The district is anticipating receiving approximately \$190,000 in County School Funds. To date the district has not received anticipated funds.
- The district is anticipating receiving approximately \$1.26 million in Common School Funds, which is 85% of anticipated revenue budgeted. To date the district has received \$712,503 of anticipated funds.

**EXPENDITURES:** *Due to being mid-way through of the school year, projections continue to be preliminary and will likely change over the course of the year.*

- Projected salary expenditures are based upon staff allocations adopted during the budgeting process and is estimated using actual and projected data (per previous year-end estimates). The current projection of 96.5% expenditures is anticipated for salary related items, which is adjusted based on vacancies.
- Benefit amounts are based upon projected staffing expenditures and are directly tied to the salary assumptions and are currently anticipated to be 90.0% expended. This projection will change as the year advances.
- The purchased services, supplies and capital outlay expenditure projections are based upon budgeted expenditures and anticipated to be

expended similar to past trends, however are shown at 100% expended at this early point in the year.

- Other objects include the cost for property and liability insurance and is based upon premiums negotiated after the 2023-2024 adopted budget.
- Fund transfers allocated during the 2023-24 budget process include \$1.8 million (Co-Curricular Fund), \$1.0 million (Instructional Materials Fund), \$1.0 million (Technology Fund) and \$431,896 (Debt Service Fund).

Additional Notes: For the 2023-2024 budget year the current estimate of ending fund balance is \$15.63 million, assuming all revenue is received and all expenditures are expended as reported. Included in this number is the audited ending fund balance from the 2022-2023 fiscal year (\$19,759,871). As with previous years, this is an early estimate and accounts for the assumptions made in the current year operating budget, as well as the use of reserves as a strategy for adjusting to the unanticipated loss of enrollment.

Submitted by:

Brett M. Yancey  
Chief Operations Officer

**PERSONNEL ACTION**

RELEVANT DATA:

Each month the board of Directors is asked to approve personnel action involving licensed employees. Tonight the Board is being asked to approve the attached new hires, resignations and retirement. 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 and it will be withdrawn pending further instruction from the Board. Dustin Reese is available for questions.

RECOMMENDATION:

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

- New Hires
- Resignations
- Retirement

SUBMITTED BY:

Dustin Reese  
Director of Human Resources

APPROVED BY:

Todd Hamilton  
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	<b>NEW HIRE</b>				
1	GONYEA, TRACIE	TEMPORARY TEACHER	FT	01/04/2024	TEMPORARY HIRE
	<b>RESIGNATIONS</b>				
2	2238799	CONTRACT TEACHER	FT	12/31/2023	RESIGNED
3	4016769	TEMPORARY TEACHER	FT	01/05/2024	RESIGNED
4	2432013	PROBATIONARY 3	FT	12/15/2023	RESIGNED
	<b>RETIREMENT</b>				
5	1002552	CONTRACT SPECIALIST	PT	02/28/2024	RETIREMENT

**BUDGET COMMITTEE APPOINTMENTS**

**RELEVANT DATA:**

Oregon Budget Law requires that each local government establish a budget committee. Appointive members of the budget committee are appointed for three-year terms (unless filling a mid-term vacant position) and selected by the governing Board of Directors on an at-large basis.

Springfield Public Schools currently has three (3) members currently serving on the budget committee whose terms expire December 31, 2023, and one (1) vacant member position due to a resignation mid-term. Based on direction from the Board, staff sent out news releases to the media and posted information about the openings on social media outlets and the district website. In addition, each of the current committee members whose terms are expiring were contacted and invited to reapply for the position.

Six (6) completed applications were received by the December 31, 2023 deadline and meet the necessary requirements of: living within the boundaries of the school district; are not an officer or employee of the school district; and are a qualified voter. of the school district.

Interviews with the candidates were held prior to the Board Meeting on January 8, 2024 and tonight Board members are asked to appoint four (4) Budget committee members for terms of three years, effective January 1, 2024 through December 31, 2026.

**RECOMMENDATION:**

It is recommended that the Board of Directors appoint one (1) individual, representing the District's Diversity and Equity Committee, to serve as a member of the Springfield Budget Committee in the following position, effective January 1, 2024 through December 31, 2025, completing the current vacant mid-term position:

Position 3:

It is recommended that the Board of Directors appoint three (3) individuals to serve as members of the Springfield Budget Committee in the following positions, effective January 1, 2024 through December 31, 2026:

Position 1

Position 4

Position 5

**SUBMITTED BY:**

Brett M. Yancey  
Chief Operations Officer

**RECOMMENDED BY:**

Todd Hamilton  
Superintendent



# Local Service Plan 2023-25 Year Two

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



## VISION, MISSION & GOALS

**Vision:** Building a beloved community of learners.

**Mission:** Collaborating to empower all learners with justice-centered opportunities, equitable leadership, and a passion for lifelong learning.

### *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



## Local Service Plan

2023-25

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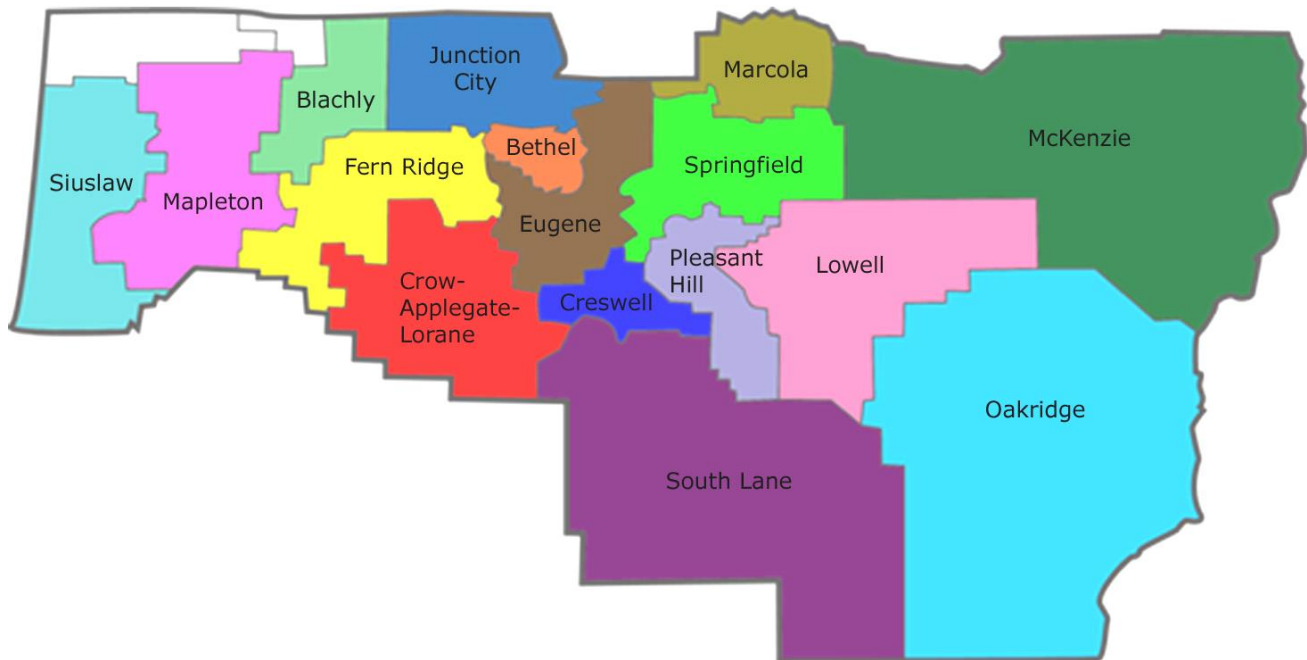




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*Component Districts*



<b>Bethel, #52</b> Superintendent – Kraig Sproles	<b>Mapleton, #32</b> Superintendent – Sue Wilson
<b>Blachly, #90</b> Superintendent – Adam Watkins	<b>Marcola, #79J</b> Superintendent – Terry Augustadt
<b>Creswell, #40</b> Superintendent – Mike Johnson	<b>McKenzie, #68</b> Superintendent – Lane Tompkins
<b>Crow-Applegate-Lorane, #66</b> Superintendent – Heidi Brown	<b>Oakridge, #76</b> Superintendent – Dave McGrath
<b>Eugene, #4J</b> Superintendent – Andy Dey	<b>Pleasant Hill, #1</b> Superintendent – Jim Crist
<b>Fern Ridge, #28J</b> Superintendent – Gary Carpenter	<b>Siuslaw, #97J</b> Superintendent – Andy Grzeskowiak
<b>Junction City, #69</b> Superintendent – Troy Stoops	<b>South Lane, #45J</b> Superintendent – Yvonne Curtis
<b>Lowell, #71</b> Superintendent – Scott Yakovich	<b>Springfield, #19</b> Superintendent – Todd Hamilton



### *Lane Education Service District*

Lane Education Service District (ESD) in Eugene, Oregon, serves as a vital hub for educational support and resources in Lane County. Committed to enhancing the quality of education, the ESD collaborates with local school districts to provide a range of services, including professional development for educators, special education programs, and technology integration initiatives. Through its collaborative approach, Lane ESD plays a crucial role in fostering educational excellence and ensuring equitable opportunities for students across the diverse communities within Lane County.

### *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.

#### 2023-25 (Year Two) Local Service Plan

As provided for in ORS 334.177 districts notified the ESD of the intention to withdraw funds by November 1, 2022, 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 2023-25 (Year Two) Local Service Plan, the most recent ADM figures, as provided by ODE, are used for the Core Services and Funding Formula/Allocation Model.

#### **Withdrawal of Transit Funds**

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

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

#### **The 2023-25 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/Instruction Services, , 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 support may vary from district to district and from year-to-year; the true value of the service is realized over time.

##### **Menu Services**



## Local Service Plan

**2023-25**

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 2023-25 (Year Two) Local Service Plan include the following:

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

1. Legal Services
2. Nursing Services
3. Human Resources Services

### **2023-25 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 Local Service Plan 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 2023-25 Local Service Plan continues to provide districts with the flexibility to access Core



Services and annually select the amount of services needed to meet individual districts needs and the option to develop unique services where feasible. Should there be reductions to Lane ESD's revenue as a result of legislative action which reduces the funding ratio for ESD's or the overall K-12 budget allocation, there will be a proportionate reduction in Flex Funds available to districts. The ESD will use the March estimate from ODE as the basis for the Flex Fund Allocation.

When overall economic conditions result in the reduction to Lane ESD's formula revenue, Lane ESD will make every attempt to respond with corresponding expenditure reductions or otherwise offset the revenue loss in a manner that minimizes further impact to component districts.

Grant funding is also used to support Lane ESD and component district programs and services. Lane ESD has been successful in securing a number of grants and Innovation grants. The availability of such grants to support future endeavors is uncertain.

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

### Process for Selecting Lane ESD Menu Services & Service Levels

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



### **Core Service - Decision Making**

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

### **District Feedback**

Lane ESD routinely surveys key district contacts to understand use of current services, assess the quality of services, suggestions for improvement, and interest in new services. The most recent survey of districts was completed in October 2018 and generally affirmed a high level of satisfaction as well as specific areas for follow up or improvement.

Additionally, the ESD periodically will conduct an in depth service review focusing on one particular service area or program. Service reviews are completed by a committee who works with the ESD to identify the scope of the review and makes recommendations to the Superintendents' Council.

### **Changing Services Included in Core Services**

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

### **Timelines**

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

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

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

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

### **Innovation/Projects**

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

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



## Local Service Plan

2023-25

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

For 2023-25, the Superintendents' Council approved the use of Innovation/Projects Funds available from the Local Service Plan to fund Research for Better Teaching (RBT) licensing and trainer of trainer licensing. Funding was also set aside for targeted professional development as determined by the Superintendents' Council which includes specific criteria and application process.

### **Student Behavior Assistance Fund**

In the past few years a critical need has emerged to address the needs of students with intense behaviors. The Student Behavior Assistance Fund is created to provide resources to address this problem through enhancing prevention, connecting students and families to appropriate health providers, and other methods to improve student behavior and reduce the number of intense behavioral incidents that schools are experiencing. We believe the most immediate need is for proper training of school staff so that they are able to de-escalate students and effectively handle situations "in the moment."

### **High Cost Pool**

The High Cost Pool will be funded at a level decided upon by the Superintendents' Council, based on the final State School Fund amount. Access to the High Cost Pool is based on disproportionate Special Education enrollment for districts excluding Eugene 4J, Springfield, and Bethel.

### **Connected Lane County**

Superintendents contribute funding towards the activities and infrastructure of Connected Lane County. This commitment is renewed annually.

### **Promise Programs**

Promise Programs will be funded at a level decided by the Superintendents' Council, based on the State School Fund amount.

### Menu Services – Decision Making

#### **Adding Services to the Menu**

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

#### **Timelines**

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

Proposals that come forward later in the planning process and that do not require complex program development and are supported by the Superintendents' Council will be placed on the menu if there is



## Local Service Plan

2023-25

feasible interest to cover the costs of the service. The following services are menu options: nursing, communication (PIO), legal.

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. 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 2023-25 are being explored to determine feasibility and will be reviewed by the Superintendents' Council.

### Service Flexibility

Offerings on the "Menu of Services" are available to all component districts.

### **Service Implications**

A flexible Menu of Services is key to ensuring the Lane ESD Local Service Plan continues to meet the needs of component districts.

The level of annual flexibility is dependent upon numerous factors and considerations for both the districts and Lane ESD.

For example, some services require a significant investment of resources on the part of the ESD and districts to develop a viable infrastructure and sustainable staffing. As a result, starting, ending or significantly changing these services require more analysis and review.

There are other services, however, that can be more flexible from year to year, making annual adjustments in services and service levels easier to accomplish.





## Local Service Plan

2023-25

### Menu of Services

#### Current Menu

Below is the Menu of Services for 2023-25 . 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.

2023-25 Menu of Services
<b>Services to Students with Special Needs</b> 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 Sign Language Interpretation Services Direction Service Youth Transition Program Services Nursing Services Custom Services
<b>School Improvement Services</b> General Education/Instruction Services* Career & Technical Education  Tragedy Response Attendance Advocacy/Truancy Librarian Services <b>Courier Services</b> Regional Promise Program/Dual College and High School Credit Courses Home School Custom Services
<b>Technology Services</b> Infrastructural Technology Services* Email Services Internal District Services LCTAC- Lane County Technical Advisory Committee Networking Professional Development Learn 360 eRate Support Services Custom Services
<b>Administrative Services/Business Services</b> Human Resources Services <b>Legal Services</b> Substitute Teacher List Subscription Communication Support Services Custom Services





### Funding Sources

A brief explanation of the various funding sources and parameters for the services provided within this Local Service Plan is below.

#### **State School Fund (SSF) Revenue**

Lane ESD's primary revenue source for services to districts is the State School Fund (SSF). Lane ESD's share of SSF is based on the overall allocation of SSFs to all Lane County Districts. ESDs receive 4.5% of the total SSF allocated for their region.

The percentages and formulas for SSF allocations for districts and Oregon ESDs are set by the Oregon Legislature and are subject to change. Changes in ESD funding allocations have a direct impact on Lane ESD's Core and Flex Fund Model allocations to component districts, and will impact services and service levels.

ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be expended on administrative services.

The 10% administrative services allocation is an essential component to providing services to districts. The cost of facilities, accounting, human resources, technology, and general administrative overhead (insurance, legal fees, etc.) are paid for with these funds. Home School services and grant development services are also included in the 10% administrative services allocation.

#### **Menu of Services Funding**

Items on the Menu of Services are available to all districts based on their annual selection. The cost of services ordered from the menu are charged to the district's Flex Fund allocation and/or invoiced to the district if in excess of available Flex Funds.

#### **Other Services**

Lane ESD also provides services by way of contracts with component districts or other public or private entities.

#### **Grants**

Lane ESD actively seeks grant funding to enhance services to districts and further ESD and component district priorities.



### Programs Included in 10% Administrative Revenue

#### **Home Schooling**

Oregon ESD's are mandated to provide Home School services. Lane ESD is responsible for accepting notification from parents or guardians who intend to educate their children at home. Lane ESD serves as a primary information resource to parents, students, schools, and districts.

Lane ESD is responsible for:

- monitoring compliance with home school notification and testing requirements;
- monitoring academic progress requirements;
- providing detailed reports to districts including compliance and testing information.

#### **Grant Development**

Lane ESD recognizes the importance of outside funding in shaping the future of education in Lane County. Lane ESD employs a grant writer to support acquisition of grant resources to enhance services in alignment with ESD and component district priorities.



### *Federal & State Mandates for Oregon ESDs*

*Lane ESD's services align with the services prescribed for every Oregon Education Service District in ORS 334.175(2) as follows:*

#### **Services to Children with Special Needs**

Programs for children with special needs, including but not limited to:

- Special Education
- At-risk Students
- Professional development for employees who provide those services

#### **School Improvement Services**

School Improvement Services for component school districts, including but not limited to:

- Meeting the requirements of state and federal law
- Services designed to allow the ESD to participate in and facilitate a review of state and federal standards related to the provision of a quality education
- Support and facilitate continuous improvement planning
- Support for school-wide behavior and climate issues
- Professional Technical education
- Professional development for employees who provide those services

#### **Technology Services**

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

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

#### **Administrative Support Services**

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

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

#### **Other Services**

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

- Compulsory Attendance required under ORS 339.005 to 339.090.

#### **Performance Measures**

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

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



*Services to Children with Special Needs*  
**Life Skills Consortium Services**

<b>Service Description</b>	<p>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".</p> <p>The Life Skills Consortium includes all sixteen districts, with Bethel, Eugene, Junction City and Lane ESD as service providers. The Life Skills Consortium 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.</p> <p><b>Kindergarten to Grade 12</b></p> <ul style="list-style-type: none"><li>• Highly individualized instruction in functional academics, daily living skills, and social/communication skills</li><li>• Inclusion support</li><li>• Secondary students also receive instruction in vocational skills and community accessibility.</li></ul> <p><b>Intensive Services Class</b></p> <ul style="list-style-type: none"><li>• This classroom serves secondary students whose support needs require environmental modifications that may not be feasible on a general education campus.</li></ul> <p><b>Transition Classes</b></p> <ul style="list-style-type: none"><li>• Students learn independent living skills to help transition to adulthood.</li><li>• Students explore community options such as public transportation, leisure and recreation, and employment opportunities.</li></ul>
<b>Goals</b>	<ul style="list-style-type: none"><li>• Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.</li><li>• Implement evidence-based practices in the education of students with moderate, severe and profound intellectual disabilities to improve student learning.</li><li>• Enable component districts and the students they serve to have equitable access to resources in Special Education.</li><li>• Maximize operational and fiscal efficiencies for component districts in the area of Special Education.</li></ul>
<b>Budget</b>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



*Services to Children with Special Needs*

**Behavior Disorder Services**

Service Description	<p>Lane ESD assists districts in meeting the federal requirement to provide a continuum of services for students with the most challenging behaviors.</p> <p><b>Lane School</b></p> <p>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.</p> <p>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.</p>
Goals	<ul style="list-style-type: none"><li>• Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.</li><li>• Implement evidence-based practices in the education of students with behavioral/emotional disabilities to improve student learning.</li><li>• Assist districts with targeted interventions addressing the needs of students with behavioral/emotional disabilities.</li><li>• Enable component districts and the students they serve to have equitable access to resources in Special Education.</li><li>• Maximize operational and fiscal efficiencies for component districts in the area of Special Education.</li></ul>
Budget	<ul style="list-style-type: none"><li>• The annual budget allocation for this service is based on the districts' annual service orders for the service.</li></ul>



## Local Service Plan

2023-25

### *Services to Children with Special Needs*

#### **Behavior Disorder –Consultants**

Service Description	Behavior Disorder Consultants provide in-service training/consultation to districts for behavior/classroom management, and strategies for working with students identified as having emotional/behavioral disabilities.
Goals	<ul style="list-style-type: none"><li>• Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.</li><li>• 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.</li><li>• Enable component school districts and the students they serve to have equitable access to resources in special education.</li><li>• Maximize operational and fiscal efficiencies for component school districts in the area of special education and services to at-risk youth.</li></ul>
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

#### **Martin Luther King, Jr. Education Center**

Service Description	Martin Luther King, Jr. Education Center is a collaboration between Lane ESD and the Department of Youth Services (DYS) to provide educational services to adjudicated youth in middle and high school. The program is located at the Serbu Juvenile Justice Center. The program is funded by district-paid tuition for students enrolled in Credit Recovery and GED services and is augmented by DYS Juvenile Crime Prevention funds, Juvenile Accountability Block Grant funds and Video Lottery which funds Job Skills/Life Skills services.
Goals	<ul style="list-style-type: none"><li>• Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.</li><li>• Enable component school districts and the students they serve to have equitable access to resources targeting at risk youth.</li><li>• Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.</li></ul>
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"><li>• Psycho-educational assessments provided to assist districts in determining student eligibility for special education.</li><li>• Development and monitoring of student behavior support plans.</li><li>• Consultation with school staff and parents on behavioral and educational concerns.</li><li>• Service coordination assistance to district staff, parents and other professionals to ensure student success.</li></ul>
Goals	<ul style="list-style-type: none"><li>• Assist component school districts in meeting the requirements of state and federal laws for IDEA.</li><li>• Enhance the quality of education provided to special education and at-risk students by providing timely and comprehensive psycho-educational evaluations that assist districts in determining eligibility for Special Education Services.</li><li>• Improve student learning in special education for at-risk youth by providing consultation to district personnel.</li><li>• Provide professional development to component district employees in the area of special education and at-risk youth.</li><li>• Enable component school districts and the students they serve to have equitable access to resources in special education.</li><li>• Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.</li></ul>
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



## Local Service Plan

2023-25

### Services to Children with Special Needs

#### Speech Services

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

#### Augmentative Communication

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

#### Sign Language Interpreting Service

Service Description	Sign Language Interpretation services are offered to support districts in providing Individualized Education Plan (IEP) supports to students, and ADA related services to students, staff, and families.
Goal	<ul style="list-style-type: none"><li>• Assist component school districts in meeting the requirements of state and federal laws for IDEA and provide equitable communication access for students who are deaf and hard of hearing or who have other identified auditory processing disorders.</li><li>• Assist component school districts in meeting the requirements of state and federal laws under ADA by providing sign language interpretation for employees and families as needed.</li><li>• Enable component school districts and the students they serve to have equitable access to resources in special education.</li><li>• Maximize operational and fiscal efficiencies for component school districts in the area of special education.</li></ul>
Budget	The annual budget allocation for this service is based on the districts' annual service orders for this service.



## Local Service Plan

2023-25

### Services to Children with Special Needs

#### Direction Service

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

#### 2023-25 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 - Inclusive Services**

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

##### **State Hospital**

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

##### **Juvenile Detention Education Program**

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

##### **Phoenix Treatment Program**

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

##### **System Performance Review & Improvement (SPR&I)**

SPR&I sub grant awards assist with annual performance data collection and reporting for special education.

##### **Extended Assessment**

Supports training and professional development around the statewide assessment of students with disabilities.

##### **IDEA Enhancement**

Supporting enhancement of activities for students with disabilities in the areas of Response to Intervention (RTI), Positive Behavior Support (PBS), expanded SPR&I, and determination issues.

##### **Youth Transition Program**

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




*Services in School Improvement*

<b>Service Description</b>	<p><b>Instruction</b> 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.</p> <p>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.</p> <p>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.</p> <p><b>Professional Development</b> 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.</p> <p><b>Consultation/Coaching</b> 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.</p> <p><b>Learning Resources</b> Support is provided for textbook review and curriculum adoption.</p>
<b>Goals</b>	<p>The goals of the School Improvement service area align with Lane ESD's Strategic Plan, specifically:</p> <ul style="list-style-type: none"><li>• Create and implement innovative initiatives that directly influence student success</li><li>• Supporting best instructional practices</li><li>• Modeling and promoting equitable practice for all</li></ul>
<b>Budget</b>	<p>For 2023-25 School Improvement 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.</p>



*Services in School Improvement*

**Career & Technical Education**

<p><b>Service Description</b></p>	<p>Career and Technical Education (CTE) staff provides leadership and services to districts for students to enhance 21<sup>st</sup> century technical skills, career exploration, and successful transition to work or extended schooling.</p> <p>LESD Specialists and staff provides technical assistance to instructors, counselors, and administrators on:</p> <ul style="list-style-type: none"> <li>• Innovative curriculum;</li> <li>• Employment preparation;</li> <li>• Alignment with secondary graduation requirements;</li> <li>• Services to reduce duplication given limited resources.</li> </ul> <p><b>Partnerships with Colleges &amp; Districts</b> 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.</p> <p><b>Career Counseling and Guidance</b> Staff works to enhance community and college partnerships for career exploration, workplace readiness, and technical skill development.</p> 
<p><b>Goals</b></p>	<ul style="list-style-type: none"> <li>• Provide professional development to instructors on Career and Technical Education program design, curriculum and assessment.</li> <li>• Facilitate high school and post-secondary partnerships to support student transitions to college and career opportunities.</li> <li>• Develop business and community partnerships at local, regional and national levels to enhance learning opportunities for students.</li> <li>• Connect Career and Technical Education programs with businesses through sponsoring and coordinating regional events that provide students with career-related experiences.</li> </ul>
<p><b>Budget</b></p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



**Tragedy Response**

Service Description	Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts.
Goals	<ul style="list-style-type: none"><li>• Provide districts with cost effective training.</li><li>• Maximize operational efficiencies for component school districts in maintaining a county-wide Tragedy Responses Network.</li></ul>
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

**Librarian Services**

Service Description	Lane ESDs Librarian supports districts in meeting Division 22 standards regarding library and media services.
Goals	<ul style="list-style-type: none"><li>• Provide training to classified staff assigned to school libraries</li><li>• Assist with culling library collections and selecting materials</li><li>• Assist districts in meeting Division 22 standards.</li></ul>
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

**Attendance/Tuancy and Advocacy Services**

Service Description	<p>Lane ESD provides truancy officers and advocates to assist parents and 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.</p> <p>This is a state mandated service to districts with less than 1,000 students.</p> <p>Lane ESD also coordinates the work of Conference Officers on behalf of local districts.</p>
Goals	<ul style="list-style-type: none"><li>• Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding mandatory school attendance.</li><li>• Improve student learning and enhance quality education by supporting district efforts to maintain student attendance and recapture ADM funding.</li><li>• Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.</li></ul>
Budget	Attendance/Tuancy Services are fee-based.



## Local Service Plan

2023-25

### Lane ESD Student Success Act Comprehensive Support Plan<sup>1</sup>

<b>Service Description</b>	<p>The 2020 Lane ESD Student Investment Act (SIA) Plan is designed to support districts in meeting students' mental or behavioral health needs, and increasing academic achievement for students, including reducing academic disparities for students navigating poverty, homelessness, and/or foster care, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, and students who are English language learners.</p> <p>Lane ESD will engage districts in quarterly continuous improvement self-monitoring routines, helping to align the outcomes, strategies, and activities of the Student Investment Account, Everyday Matter, Early Indicator and Intervention System, Small/Rural School Supports, Early Literacy Plans, Continuous Improvement Plan, High School Success Plan, and Career Technical Education.</p> <p>Additionally, Lane ESD will host programming that empowers youth, families, and community members representative of the four focal groups to inform county and district initiatives; establish and support networked learning communities to support academic success, social emotional well-being, community engagement, district capacity, and overall school and community climate; and partner with districts to provide educators and administrators high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.</p>
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1. See appendix

### 2023-25 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.

#### **Apprenticeship Trades Academy**

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

#### **Lane African American Black Student Success**

The African American/Black Student Success Program improves academic outcomes for African American/Black students to achieve a vision of an equitable education system in Lane County. The project promotes regular and consistent school attendance, provides students access to culturally responsive teaching and learning supports which contribute to their academic success from early learning to post-secondary, provides rigorous skill enhancement and leadership advocacy programs, and provides students and their families support in navigating educational processes and opportunities.

#### **Lane Regional Promise**

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

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

Lane County education, business and community partners submitted a STEM Hub grant proposal to the Oregon Department of Education in December 2015. Lane STEM (Hub) received a 16-month planning grant award in February 2016 and in December 2016 received a program grant award. Lane ESD serves as the backbone organization for the Lane County STEM Hub. Lane STEM coordinates, promotes and supports STEM education



in Lane County by integrating science, technology, engineering, and math in the classroom and beyond. The STEM Hub provides teachers in Lane County with connections to STEM professionals (engineers, scientists, technicians, and analysts) and offers resources for Lane County educators, industry professionals, families, and community members. The vision of Lane STEM is to 1) ignite student interest in, and fuel preparation for, STEM careers; 2) create a STEM-literate citizenry well-positioned to make sound decisions and participate in community STEM-related discourse; 3) foster a diversity of confident educators and students applying and innovating with STEM concepts.

***Migrant Education – Title IC***

Lane ESD coordinates a regional Migrant Education Program consortium serving Lane and Douglas counties including 29 school districts. MEP services provide supplemental instruction, community outreach and parent involvement for eligible MEP students including summer school and pre-school.

***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.

***Curriculum Directors and Rural School Network***

This network is composed of district and building administrators from all 16 component districts. A major component of this network is creating differentiated ways for districts to collaborate with each other and share resources and best practices. This work is based on the Oregon Equity Lens, and other State-led initiatives including but not limited to the Student Success Act.

***Western Regional Educator Network (WREN)***

The Western REN is an educator-led, improvement-focused network that elevates and embraces teachers' voice by emphasizing the Equity Lens to interrupt historical patterns of inequities and support educators through every stage of their career from recruitment through retirement by creating more inclusive and empowering school cultures. In 2017, Oregon Legislature passed [Senate Bill 182](#) which created the [Educator Advancement Council \(EAC\)](#), an innovative public/nonprofit partnership designed to support public educators. Through this bill, the EAC was charged with the task of creating local educator networks. These ten networks or "Regional Educator Networks" (REN) are designed to create a seamless system through three major vehicles: teacher voice, an equity lens, and a continuous improvement model.

Our Regional Educator Network (Region C), called the Western Regional Educator Network (WREN), encompasses twenty-eight school districts spanning the Lane ESD and Linn-Benton-Lincoln ESD Region.

***Grow Your Own Education Pathways Program***

The Lane County Equity Consortium (LCEC) is a collaborative partnership between the Lane ESD Component Districts (Bethel SD, Eugene 4J, and Springfield SD) and local Education Preparation Programs (Lane Community College, UO, Pacific University, and Bushnell University). These organizations are working together to transform teacher preparation by designing a single pipeline capable of producing effective, culturally and linguistically diverse teachers. The program addresses four distinct areas including recruitment-selection, clinical practice, hiring-placement, and induction supports centered on building culturally responsive affinity groups. Through this funding, we are expanding the current pathways program by adding new partners, strategies, and activities that had not previously been made possible due to funding constraints that will ensure degree completion for our teacher candidates. These efforts will help pursue our goals of diversifying the K-12 education workforce throughout Lane County.

## Technology Services

### Infrastructural Technology





Service Description	<p>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:</p> <ul style="list-style-type: none"><li>• Managed network connectivity, including CIPA compliant filtering, and intrusion protection;</li><li>• Coordination and engineering support to district initiatives, including securing new implementations;</li><li>• Hosted services, e.g. email, web, and library services;</li><li>• Professional development to district technology support staff;</li><li>• Network engineering and support in the design of districts' infrastructures, with an emphasis on securing infrastructure;</li><li>• Assistance in the writing, coordination, and implementation of grant activities related to technology infrastructures, including assistance with the filing of eRate;</li><li>• Internship hiring and placement for college students into an education technology environment;</li><li>• E-rate support to districts through the Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, to help ensure that schools and libraries obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services.</li></ul> <p>Lane ESD assists districts in applying for and tracking E-rate funding while making sure each district stays in compliance with program rules. Our goal is to help school districts maximize each dollar and get the most out of the E-rate program and any technological funding stream available to the districts.</p>
Goals	<ul style="list-style-type: none"><li>• Enhance the current network infrastructure to support scalable instructional needs of the component districts, including systems for the effective utilization of network resources in a secure manner.</li><li>• Develop internal component district technology infrastructures to support robust long-range instructional needs, and to ensure staff and student usability, and security.</li></ul>
Budget	<p>2023-25 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.</p>

### Technology Services



2023-25 Grant and Contract Services
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**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 16 districts and all LCC sites simplifying instructional access
- Funding for development and "proof of concept" endeavors in direct support to districts

**Business Services**

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

**Courier Services**

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



## Administrative Services

### Human Resources

<b>Service Description</b>	<p>HR Essential Services - ESD Human Resources can provide contracted daily, seasonal, and emergency essential human resources services at a generalist, specialist, or higher-level coverage to school districts. Services can include HR administrative functions necessary to continue the daily operations or critical operations in an emergency so that work on tasks and service delivery can continue uninterrupted. Service areas also include special research projects and HR audits.</p> <ul style="list-style-type: none"> <li>• HR Help Desk Services – Use the ESD Human Resources Team to manage and help to resolve employee issues efficiently and requests concerning benefits, payroll, licensure, recruitment, onboarding, medical leaves (Family Medical Leave (FMLA), Oregon Family Leave (OFLA), Paid Leave Oregon), ADA reasonable accommodation request, Light Duty Programs, Employee Corrective Action/Progressive Discipline, New Manager Training, plus help with occupational health and safety laws and regulations compliance.</li> <li>• ESD Key Role Search – Upon request, the ESD Human Resources may assist the component school district in selecting a new key role search, including prior to posting understanding a school district's culture, establishing candidates' specific requirements, desired qualities, and qualifications, discussing strategies for filling the vacancy followed by supporting the periods of recruitment, reference checks, interviews, and candidate selection. The ESD Human Resources may also serve as a liaison between a recruitment entity and the Superintendent or Board to help orchestrate the placement service.</li> <li>• ESD Legal Services – Draw on the expertise of an interconnected team of lawyers offering you critical and timely support for your school district's complex and sensitive issues. The comprehensive legal services include: <ul style="list-style-type: none"> <li>○ Bond Measures</li> <li>○ Business, Corporate, &amp; Related Litigation</li> <li>○ Civil Rights, including Title VII &amp; Title IX Investigations</li> <li>○ Complex Civil Litigation</li> <li>○ Condemnation (Eminent Domain)</li> <li>○ Construction Law</li> <li>○ Employment &amp; Labor Law</li> <li>○ Estate Trusts &amp; Donations</li> <li>○ Human Resource Investigations</li> <li>○ Land Use</li> <li>○ Mediation &amp; Arbitration</li> <li>○ Negotiations</li> <li>○ Personal Injury</li> <li>○ Professional Licensing Actions (Administrative Law)</li> <li>○ Professional Negligence</li> <li>○ Public Contract</li> <li>○ Real Estate Disputes, Transactions &amp; Land Use Law</li> <li>○ School &amp; Public Entity Law</li> <li>○ Special Education</li> <li>○ Student Investigations</li> <li>○ Trust Administration</li> <li>○ Workplace Torts Defense</li> </ul> </li> </ul> <p>An additional benefit to ESD Legal Services enrolled districts will have access to Legal Sessions and Presentations such as Ask Me Anything Session - 101 School Law, Special Education Edition Series, and Legislative School Law Updates.</p>
<b>Goals</b>	<p>The purpose of the HR coverage is to help maintain the school district's essential mission and operations.</p>
<b>Budget</b>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



*Administrative Services*

**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	<ul style="list-style-type: none"><li>• Provision of annual application process to register new teacher substitutes</li><li>• Provision and monitoring of annual training requirements</li><li>• Completion of annual "intent to return" and usual and customary break periods notice</li><li>• Verification of valid teacher licensure</li></ul>
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

**2023-25 Grant and Contract Services**

***Inter-Library Courier***

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

***Substitute Teacher List Subscription***

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

## Narrative Section of Draft Comprehensive Support Plan

**1) List any new districts, eligible charter schools, and YCEP/JDEP programs you support in your region. You only need to answer this if there have been changes, otherwise we have your list from last year.**

n/a

**2) Please describe how your ESD is strategizing and approaching integration of the six programs at ESD level. How is the ESD designing staff positions and teams, setting goals, and envisioning work to support the implementation of the six programs in your region?**

Our district's Integrated Guidance plans and the associated progress markers have informed our ESD's School Improvement Team planning in a multitude of ways. We have developed professional development series with associated goals focused on MTSS, data teams, TSEL and UDL, targeted STEM and CTE programming to respond to the career-connected learning outcomes, organized with our special education department to create more opportunities for integration and amplified youth voice, particularly through our LaneAABBS and Native Youth Wellness programs. We have hired two staff members in direct response to the Integrated Guidance plans: a career connected learning K-12 coordinator and a data/reporting specialist for small/rural districts.

**3) The passage of SB 215 added language that charters and YCEP/DJEP programs are to be included in the supports ESDs provide for SIA (IG). Describe how your ESD supports equity work across all eligible applicants in your region.**

All of our programming (equity focused professional development, access to specialist consultation, etc.) is open to, with targeted invitations sent to, charters and YCEP/JDEP staff.

**4) Describe how your ESD is addressing the root causes of chronic absenteeism and increasing student and family engagement? How is it integrated with the aligned programs across all eligible applicants?**

Our ESD takes a three-pronged approach to this issue: 1) Supporting districts to create on-going, authentic, two-way student/family engagement opportunities, 2) supporting districts to focus on the holistic, well-being of students and families, 3) Supporting districts in their work to improve the quality and relevancy of the instructional/curricular experience of their students. These approaches align with the outcomes and strategies of our districts, reflect the outcomes and strategies in our comprehensive plan and are reflected in both our staffing and programmatic decisions.

**5a) Describe how you're planning to be responsive to small and rural districts (required for under 1650 ADMw and up to 2000 ADMw) in alleviating administrative burden with state funding that replaces previous federal GEER funds.**

We have really increased our attention to this issue in this new comprehensive plan. We have shifted FTE to dedicate a staff member to this project and have begun to meet with rural districts monthly as we work to build more efficient systems for data and reporting, we regularly consider how new programmatic decisions may increase administrative burden to our small/rural districts and we consistently respond to expressed requests for administrative burden reduction.

**5b) Given the funding is now sustained, we're particularly interested to learn more about dedicated staff you have either hired and/or plan to hire to specifically provide small and rural school support.**

We have a 1.0 FTE dedicated to small/rural district data and reporting and 0.5 FTE dedicated to an administrator who oversees this work and seeks to build ESD capacity to reduce burden of small/rural districts. SY23-24 the data coordinator's role is solely reporting with a research report due to the administrator in June 2023. This report will summarize the burden of the required reporting capturing redundancies or areas where it would be more efficient to move data/reporting duties to the ESD. SY24-25, the data coordinator's role will be to work with IT staff at the ESD to build a centralized data system that decreases the administrative burden on rural districts.

**6) Describe how you're planning to support continuous improvement efforts in your region with ESSA Partnership federal funds, knowing that these funds should support regional convenings, professional learning, and/or PLCs (designed to support CSI/TSI schools primarily).**

With school-based plans not due until Sept 2024 we are, as of yet, unsure what the content of these sessions will be. However, we have robust relationships with all the schools identified and we look forward to hosting convening with building principals to determine how best to target these funds.

**7) Describe your partnership with the CTE Regional Coordinator(s) to ensure the development of robust career connected learning, CTE Programs of Study and work-based learning opportunities for students in your region?**

Lane CTE is a critical part of our ESD School Improvement team. We work to integrate programs, weave funds and do whatever we can to support our districts in expanding access and relevancy of their CTE programs. This year we hired a new staff member to seal this integration. Their FTE is dual funded with SIA, CTE & STEM, and their work sits at that integration supporting our districts meet their career-connected learning outcomes. They will also be a partner in our county-wide role out of Grouptrail to track WBL and potentially expand this to track K-12 CCL experiences.

**8) \*\*Please describe specific supports with the intent to improve outcomes for MLs for small districts with less than 20 MLs. (Only answer this if you receive HB 3499 funding)**

## Draft Strategies & Outcomes

							Relevant Strategy				
							S1	S2	S3	S4	S5
Outcome 1	Lane County districts engage in at least quarterly self-monitoring routines (SIA, CIP, HSS, CTE, EDM, EIS alignment) through the use of diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement with youth, families, and community members representative of our focal groups, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process.						X		X		X
Outcome 2	Lane County districts engage in communities of practice aligned to Integrated Plan priorities (closing disparities in academic achievement, supporting mental/behavioral health, etc.) and shared district strategies; this can be linked with positive changes in academic success, social emotional well being, community engagement, district capacity, and overall school and community climate.						X	X	X	X	
Outcome 3	Lane County districts are able to support the well-being of students and families through strong partnerships with community-based organizations. These reciprocal relationships strengthen school-based student and family connections and the community as a whole is positively impacted by the partnership.						X	X	X	X	X
Strategy 1	Coordination of a network of youth leadership/advocacy/affinity groups representative of focal group populations to <b>amplify youth voice</b> to inform district continuous improvement and planning and to strengthen connection to <b>families and local cultural organizations</b> .										
Strategy 2	All <b>communities of practice</b> and program initiatives center belonging, agency, identity, culturally responsive pedagogy and social emotional learning.										
Strategy 3	Provide direct service, consultation, and/or contracting for districts' development of <b>multi-tiered systems of support for academic, social, and emotional needs</b> .										
Strategy 4	Promote increased access to <b>well-rounded</b> and culturally responsive programs (career-connected learning experiences, College Now, after school programs, STEM, etc.)										
Strategy 5	<b>Reduce administrative burden</b> for small and rural school districts.										

**Draft Activities & Budget**

			Full Allocation Amount (2023-25*)		SSA TA	EDM	HSS	Small/Rural	ESSA (Federal)	
		Select ESD	Lane ESD		\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00	
			Total Allocation	\$3,911,411.50	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00	
			Budgetted for 23-24 (Not including GEER Small/Rural)	\$1,549,911.50	\$1,217,424.69	\$110,491.20	\$23,245.61	\$193,500.00	\$5,250.00	
			Unbudgeted Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
			Total Expenditures 24-25	\$2,361,500.00	\$2,032,750.00	\$105,000.00	\$25,000.00	\$193,500.00	\$5,250.00	
					Select Funding Source					
Acti vity #	FTE	Object Code	Description of Proposed Activity	Budgeted Amount	SSA TA	EDM	HSS	Small/Rural	ESSA (Federal)	Budget Justification Narrative
1	1	113	1.0FTE Student Success Act Director	\$270,000.00	\$270,000.00					S1, S2, S3, S4, S5 Responsible for carrying out comprehensive plan.
2	1	113	1.0FTE Integrated Guidance Administrator (.75 SIA + .25 Small)	\$184,000.00	\$138,000.00			\$46,000.00		S1, S2, S3, S4, S5 Shares responsibility for carrying out comprehensive plan.
3	0.5	112	.5 Office Manager	\$53,000.00	\$53,000.00					S1, S2, S3, S4, S5 Responsible for documenting/supporting plan implementation.
4	0.1	113	0.1 FTE School Improvement Director	\$20,000.00	\$20,000.00					S1, S2, S3, S4, S5 Shares responsibility for carrying out comprehensive plan with respect to ELD & expanded learning supports
5	1	111	1.0FTE Social-Emotional Learning Specialists	\$146,500.00	\$146,500.00					S2, S3 Provides technical assistance in alignment with many district integrated guidance strategy of improved social emotional learning education and student/staff mental health.
6	1	111	1.0 FTE Data Coordinator Small/Rural Districts	\$84,500.00				\$84,500.00		S1, S3, S5 Provides technical assistance in the goal of Small/Rural fund
7	0.425	111	.425FTE Title 3 Lead/ELD Specialist	\$25,000.00	\$25,000.00					S2, S3 Provides technical assistance in alignment with focal group from district IG plans that was identified in need of support.
8	0.5	111	.25FTE Math Education Specialist	\$50,000.00	\$50,000.00					S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education.
9	0.75	111	.75 ELA/SS Education Specialist	\$135,000.00	\$135,000.00					S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education.
10	1	111	1.0FTE Youth Equity Council/Youth Voice Coordinator	\$140,000.00	\$140,000.00					S1, S2, S5 Provides technical assistance in alignment with the required community engagement of IG. Youth Voice Specialist
11	1	112	1.0FTE Bilingual Desktop Support Technican	\$85,000.00	\$85,000.00					S1, S2, S3, S4, S5 Provides technical assistance to school improvement staff to implement the comprehensive plan.
12	0.25	111	Tiered support: Supplement Attendance Advocate up to .25FTE	\$25,000.00		\$25,000.00				S1 Provides services to districts in achieve goals of EDM.
13	0.5	111	0.5 FTE Career Connected Learning Proj Coordinator	\$45,500.00	\$45,500.00					S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of expanding CCL to K-12.
14	1	111	1.0 FTE 21st Century CCLC Project Coordinator (.5 SIA + .5 Small)	\$91,000.00	\$45,500.00			\$45,500.00		S4, S5 Provides technical assistance for small/rural school districts to expand learning opportunities on Fridays and after school.
15	0.5	111	0.5 FTE Science Specialists	\$73,250.00	\$73,250.00					S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education.



# Draft Activities & Budget

Draft Activities & Budget									
			Full Allocation Amount (2023-25*)		SSA TA	EDM	HSS	Small/Rural	ESSA (Federal)
		Select ESD	Lane ESD		\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00
			Total Allocation	\$3,911,411.50	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00
			Budgetted for 23-24 (Not including GEER Small/Rural)	\$1,549,911.50	\$1,217,424.69	\$110,491.20	\$23,245.61	\$193,500.00	\$5,250.00
			Unbudgeted Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			Total Expenditures 24-25	\$2,361,500.00	\$2,032,750.00	\$105,000.00	\$25,000.00	\$193,500.00	\$5,250.00
16	1	113	1.0 FTE Program Assistant (SE)	\$69,000.00	\$69,000.00				S1, S2, S3, S4, S5 Responsible for documenting/supporting plan implementation.
17	1	111	1.0FTE Native Youth Wellness Program Coordinator	\$140,000.00	\$140,000.00				S2, S3, S4 Provides technical assistance in alignment with focal group from district IG plans that was identified in need of support.
18		31x	Technical assistance for small/rural districts to participate in a facilitated portrait of a graudate community engagement process.	\$60,000.00	\$60,000.00				S1, S2, S4, S5 Contract to facilitate the portrait of a graduate process as identified in district IG plans. CONTRACTED services with Cosgrave reporting to SSA Director
19		31x	Technical assistance for targetted supports for youth experiencing homelessness.	\$15,000.00	\$15,000.00				S1, S5 Contract to facilitate supports for unhoused youth as an identified focal group in district IG plans. CONTRACTED services with 15th Night reporting to SSA Director
20		31x	Technical assistance with EAs/IAs community of practice	\$150,000.00	\$150,000.00				S2, S3 Contract to facilitate PD for EA's and IA's in support for district MTSS. CONTRACTED services with ORSN reporting to SSA Director
21		31x	Technical assistance with Mental Health & Safety Team Supports	\$35,000.00	\$25,000.00	\$35,000.00			S1, S5 Contract to facilitate targeted mental health supports as identified in district IG plans. CONTRACTED services with CBO's reporting to SSA Director
22		31x	Technical assistance with the implementation of district early literacy plans.	\$20,000.00	\$20,000.00				S2, S3 Technical assistance to support the newly integrated program of early literacy. ASSIGN: Literacy Specialist
23		31x	Technical assistance with instructional practices for supporting multilingual learners.	\$20,000.00	\$20,000.00				S2, S3 Technical assistance in alignment with focal group from district IG plans that was identified in need of support. ASSIGN: ELD Specialist
24		31x	Technical assistance on data collection and analysis to improve systems of intervention.	\$17,500.00				\$17,500.00	S1, S3, S5 Technical assistance in the goal of Small/Rural fund ASSIGN: Data/Reporting Coordinator
25		31x	Technical assistance with networked learning opportunities for K-12 career connected learning.	\$25,000.00			\$25,000.00		S2, S4 Technical assistance in alignment with many district integrated guidance strategy of expanding CCL to K-12. ASSIGN: K-12 CCL Coordinator
26		31x	Teacher Regional Pathway expansion to Small and Rural districts	\$30,000.00	\$30,000.00				S1, S2, S5 Technical assistance in alignment with many district integrated guidance strategy of expanding the diversity of their workforce. ASSIGN: Teacher Pathways Program
27		31x	Technical assistance with community engagement with an emphasis on focal student and family engagement	\$45,000.00		\$45,000.00			S1, S2, S5 Technical assistance in alignment with the required community engagement of IG. ASSIGN: Youth Voice Specialist
28		31x	Technical assistance with well rounded eduducation in the humanties with attention to ethnic studies, tribal history / shared histroy and BH365	\$75,000.00	\$75,000.00				S2, S4 Technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education. ASSIGN: ELA Specialist

# Draft Activities & Budget

Draft Activities & Budget										
			Full Allocation Amount (2023-25*)		SSA TA	EDM	HSS	Small/Rural	ESSA (Federal)	
		Select ESD	Lane ESD		\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00	
			Total Allocation	\$3,911,411.50	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00	
			Budgetted for 23-24 (Not including GEER Small/Rural)	\$1,549,911.50	\$1,217,424.69	\$110,491.20	\$23,245.61	\$193,500.00	\$5,250.00	
			Unbudgeted Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
			Total Expenditures 24-25	\$2,361,500.00	\$2,032,750.00	\$105,000.00	\$25,000.00	\$193,500.00	\$5,250.00	
29		31x	Technical assistance with well rounded education in the STEM and project-based learning fields	\$25,000.00	\$25,000.00					S2, S4 Technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education. ASSIGN: STEM Team
30		31x	Technical assistance with development of curriculum and framework of mental health teaching materials	\$30,000.00	\$30,000.00					S2, S3 Technical assistance in alignment with many district integrated guidance strategy of improved social emotional learning education and student/staff mental health. ASSIGN: SEL Specialist
31		31x	Technical assistance with Native American Social Emotional Wellness supports	\$30,000.00	\$30,000.00					S2, S3, S4 Technical assistance in alignment with focal group from district IG plans that was identified in need of support. ASSIGN: NYW Coordinator
32		31x	Technical assistance with networked learning opportunities for District Leaders with attention to continuous improvement and reduction of administrative burden	\$60,000.00	\$60,000.00					S1, S2, S3, S5 Technical assistance in alignment with the required attention to continuous improvement. ASSIGN: IG Admin
33		31x	Technical assistance with implementation of district Integrated Guidance goals around MTSS, data teams and interventions with attention to students receiving special education services	\$32,000.00	\$32,000.00					S1, S2, S3 Technical assistance in alignment with many district integrated guidance strategy of improved MTSS, data team and intervention systems. ASSIGN: IG Admin
35		31x	Support regional convenings, professional learning, and/or PLCs (designed to support CSI/TSI schools primarily).	\$5,250.00					\$5,250.00	S2, S3, S5 Technical assistance in alignment with required CSI/TSI support. ASSIGN: IG Admin
34		31x	Staff development to build capacity to support districts with this technical assistance	\$25,000.00	\$25,000.00					S2 Professional Development for ESD staff to build in-house capacity to achieve comprehensive plan outcomes. ASSIGN: SSA Director

Funding Source			Object Code	Description
<b>ESD TA</b>	SSA Technical Assistance	This is the largest bucket of state funding from our office aimed at providing technical assistance to support the Student Investment Account work embedded within the Integrated Guidance and alignment of programs.	<b>111</b>	Licensed Salaries
<b>Small/Rural</b>	Small & Rural Support	This is the new state funding that sustains support to small and rural districts to relieve administrative burden. This replaces what has been known as the GEER funding to date.	<b>112</b>	Classified Salaries
<b>EDM</b>	Every Day Matters	This is state funding aimed at working to address the root causes of chronic absenteeism.	<b>113</b>	Administrative Salaries
<b>HSS</b>	High School Success	This is state funding to support the implementation of strategies for High School Success, focused on 8-12th grade.	<b>13x</b>	Additional Salaries
<b>ESSA</b>	ESSA Partnerships	This is federal funding that is aimed at supporting convenings and/or professional learning communities within you region in addition to other continuous improvement efforts.	<b>2xx</b>	Benefits
<b>GEER</b>	Small & Rural Support	This is the new state funding that sustains support to small and rural districts to relieve administrative burden. This replaces what has been known as the GEER funding to date.	<b>31x</b>	Instructional, Professional and Technical Services
			<b>33x</b>	Transportation
			<b>34x</b>	Travel
			<b>35x</b>	Communications
			<b>4xx</b>	Supplies and Materials
			<b>8xx</b>	Miscellaneous
			<b>ADMIN</b>	Administrative Indirect Costs
			<b>OTHER</b>	Other codes not listed

Oregon Department of Education											
Additional ESD Funding											
		EGMS- State Funding							EGMS - Federal Funding		
ESD Region	Grant Number	SSA TA \$	EDM \$	HSS \$	Small/Rural \$	HB 3499 \$	Dashboard \$	Total State Funding	ESSA \$	Total Federal Funding	Total
INDEX CODE		35029	35023								
Clackamas ESD	15218	\$4,068,873.79	\$269,772.11	\$38,011.70	\$38,700.00	\$175,000.00	\$0.00	\$4,590,357.60	\$10,500.00	\$10,500.00	\$4,600,857.60
Columbia Gorge ESD	15219	\$568,047.35	\$50,000.00	\$7,309.94	\$77,400.00	\$0.00	\$0.00	\$702,757.29	\$10,500.00	\$10,500.00	\$713,257.29
Douglas ESD	15220	\$1,054,364.85	\$69,905.89	\$26,315.79	\$425,700.00	\$0.00	\$0.00	\$1,576,286.53	\$10,500.00	\$10,500.00	\$1,586,786.53
Grant ESD	15221	\$428,086.94	\$50,000.00	\$8,771.93	\$193,500.00	\$0.00	\$0.00	\$680,358.87	\$10,500.00	\$10,500.00	\$690,858.87
Harney ESD Region XVII	15222	\$428,086.94	\$50,000.00	\$8,771.93	\$387,000.00	\$0.00	\$0.00	\$873,858.87	\$10,500.00	\$10,500.00	\$884,358.87
High Desert ESD	15223	\$2,040,940.17	\$135,317.23	\$19,005.85	\$38,700.00	\$0.00	\$0.00	\$2,233,963.25	\$10,500.00	\$10,500.00	\$2,244,463.25
InterMountain ESD	15224	\$1,920,465.24	\$127,329.57	\$43,859.65	\$541,800.00	\$160,000.00	\$0.00	\$2,793,454.46	\$10,500.00	\$10,500.00	\$2,803,954.46
Jefferson ESD	15225	\$428,086.94	\$50,000.00	\$4,385.96	\$116,100.00	\$0.00	\$0.00	\$598,572.90	\$10,500.00	\$10,500.00	\$609,072.90
Lake ESD	15226	\$428,086.94	\$50,000.00	\$4,385.96	\$193,500.00	\$0.00	\$0.00	\$675,972.90	\$10,500.00	\$10,500.00	\$686,472.90
Lane ESD	15227	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$0.00	\$0.00	\$3,900,911.50	\$10,500.00	\$10,500.00	\$3,911,411.50
Linn Benton Lincoln ESD	15228	\$2,634,622.17	\$174,679.19	\$38,011.70	\$199,500.00	\$0.00	\$0.00	\$3,046,813.05	\$10,500.00	\$10,500.00	\$3,057,313.05
Malheur ESD Region 14	15229	\$457,279.25	\$50,000.00	\$11,695.91	\$348,300.00	\$175,000.00	\$0.00	\$1,042,275.15	\$10,500.00	\$10,500.00	\$1,052,775.15
Multnomah ESD	15230	\$6,393,420.22	\$423,892.85	\$39,473.68	\$77,400.00	\$0.00	\$0.00	\$6,934,186.75	\$10,500.00	\$10,500.00	\$6,944,686.75
North Central ESD	15231	\$428,086.94	\$50,000.00	\$11,695.91	\$193,500.00	\$0.00	\$0.00	\$683,282.85	\$10,500.00	\$10,500.00	\$693,782.85
Northwest Regional ESD	15232	\$7,234,359.65	\$479,648.32	\$57,017.54	\$387,000.00	\$0.00	\$220,000.00	\$8,378,025.51	\$10,500.00	\$10,500.00	\$8,388,525.51
Region 18 ESD	15233	\$428,086.94	\$50,000.00	\$5,847.95	\$154,800.00	\$0.00	\$0.00	\$638,734.89	\$10,500.00	\$10,500.00	\$649,234.89
South Coast ESD	15234	\$844,166.79	\$55,969.46	\$19,005.85	\$309,600.00	\$0.00	\$0.00	\$1,228,742.09	\$10,500.00	\$10,500.00	\$1,239,242.09
Southern Oregon ESD	15235	\$3,652,290.65	\$242,152.06	\$49,707.60	\$154,800.00	\$0.00	\$0.00	\$4,098,950.31	\$10,500.00	\$10,500.00	\$4,109,450.31
Willamette ESD	15236	\$6,121,167.56	\$405,842.11	\$58,479.53	\$425,700.00	\$235,375.00	\$0.00	\$7,246,564.20	\$10,500.00	\$10,500.00	\$7,257,064.20
Total		\$42,808,694.00	\$3,000,000.00	\$500,000.00	\$4,650,000.00	\$745,375.00	\$220,000.00	\$51,924,069.00	\$199,500.00	\$199,500.00	\$52,123,569.00