

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

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

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

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.

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
February 12, 2024
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>

AGENDA	TAB
1. Call Meeting to Order	Board Chair Jonathan Light
A. Pledge of Allegiance	Chair Light
B. Land Acknowledgement	Director Ken Kohl
2. Approval of the Agenda	Chair Light
3. Classified Employee Appreciation Week Proclamation	Chair Light
4. Presentations	
A. Student Board Representative Communication	Chair Light
5. Public Comments (Three (3) minutes each; maximum time 25 minutes. Speakers may not yield their time to other speakers.)	
6. Action Items	
A. Approve Consent Agenda	
1. January 8, 2024 Work Session Minutes	
2. January 8, 2024 Board Meeting Minutes	
3. January 17, 2024 Special Emergency Meeting Minutes	
4. January 29, 2024 Board Work Session Minutes	
5. Financial Statement	Brett Yancey
6. Personnel Report, Resolution #23-24.034	Dustin Reese
B. Approve 2023-2025 Lane ESD Local Service Plan, Year Two, Resolution #23-24.033	Superintendent Scurto/Superintendent Hamilton
C. Approve Athletic Fields, Resolution #23-24.035	Brett Yancey
7. Discussion	
A. Board Retreat	Chair Light
B. Regular April Board Meeting Date	Chair Light
8. Reports and Information	
A. Superintendent Communication	Superintendent Hamilton
B. Board Communication and Comments	Chair Light
• Board Committee Reports	
9. Next Meetings:	
February 15, 2024 – Budget Committee/Work Session at 6:00 pm	
February 24, 2024 – Board Retreat, Time TBD	
February 26, 2024 - Work Session at 5:30 pm	
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.	
11. Adjournment	Chair Light



JUNTA DE EDUCACIÓN
12 de Febrero de 2024
Sala de Juntas del Edificio de Administración
Calle 640 A, Springfield, OR 97477

[In English](#)

7:00 pm Reunión presencial de la Junta Directiva
URL de la reunión en vivo: <http://www.vimeo.com/SpringfieldPS>

AGENDA	TAB
1. Declarar Abierta la Sesión	Presidente de la Junta Directiva, Jonathan Light
A. Juramento a la Bandera	Presidente Light
B. Reconocimiento de tierras	Ken Kohl
2. Aprobación del Orden del Día	Presidente Light
3. Proclamación de la Semana de Agradecimiento a los Empleados Clasificados	Presidente Light
4. Presentaciones	
A. Comunicación con el representante de la junta estudiantil	Presidente Light
5. Comentarios públicos (tres (3) minutos cada uno; tiempo máximo 25 minutos. Los oradores no pueden ceder su tiempo a otros oradores).	
6. Elementos de acción	
A. Aprobar la agenda de consentimiento	
1. Actas de la reunión de la Junta Directiva del 8 de Enero de 2024	
2. Actas de la reunión especial del 8 de enero de 2024	
3. Acta de la reunión especial de emergencia del 17 de enero de 2024	
4. Actas de la sesión de trabajo de la Junta Directiva del 29 de Enero de 2024	
5. Estados Financieros	Brett Yancey
6. Informe de Personal, Resolución #23-24.034	Dustin Reese
B. Aprobar el Plan de Servicio Local de Lane ESD 2023-2025, Año Dos, Resolución #23-24.033	Superintendente Scurto/Superintendente Hamilton
C. Aprobar Campos Deportivos, Resolución #23-24.035	Brett Yancey
7. Discusión	
A. Retiro de la Junta	Presidente Light
B. Fecha de la reunión ordinaria de la Junta Directiva de abril	Presidente Light
8. Informes e información	
A. Comunicación con el Superintendente	Superintendente Hamilton
B. Comunicación y comentarios de la Junta Directiva	Presidente Light
• Informes de los comités de la Junta Directiva	
9. Próximas reuniones:	
15 de Febrero de 2024 - Comité de Presupuesto/Sesión de Trabajo a las 6:00pm	
24 de Febrero de 2024 – Retiro de la Junta Directiva, hora por determinar	
26 de Febrero de 2024 - Sesión de trabajo a las 5:30pm	
10. La Junta Directiva pasará a la Sesión Ejecutiva (no pública) de conformidad con ORS 192.600(2)(d) para llevar a cabo deliberaciones con las personas designadas por el cuerpo directivo para llevar a cabo las negociaciones laborales.	
11. Aplazamiento	Presidente Light



SPRINGFIELD
PUBLIC SCHOOLS
Every Student, Every Day

Classified Employee Appreciation Week Proclamation
March 4-8, 2024

WHEREAS, the education of youth is essential to the future of our community, state, country and world; and

WHEREAS, classified employees are the backbone of our public education system; and

WHEREAS, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

WHEREAS, our community depends upon and trusts classified employees to serve students; and

WHEREAS, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

NOW, THEREFORE BE IT RESOLVED that the Springfield Board of Education proclaims March 4 thru 8, 2024, to be Classified Employee Appreciation Week; and

BE IT FURTHER RESOLVED that the Springfield Board of Education strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

DATED this 12th day of February 2024.

Jonathan Light, Chair

Kelly Mason, Vice Chair

Emilio Hernandez

Nicole De Graff

Ken Kohl

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on January 8, 2024.

1. CALL MEETING TO ORDER

Board Chair Light called the Springfield Board of Education Work Session to order at 5:38 p.m.

Attendance

Board Members in attendance included Board Chair Jonathan Light, Board Vice Chair Kelly Mason, Ken Kohl and Nicole De Graff. Emilio Hernandez was excused.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Reese, Whitney McKinley, Taylor Madden, Martie Steigleder, Brian Richardson, Jeff Michna, Arthur Ayre, Elaine Doornbos, Hollea Puzio, and John Svoboda.

2. REVIEW PROCESS FOR CANDIDATES INTERVIEWS

Superintendent Hamilton shared that four community members would be selected to fill four vacancies on the Budget Committee. The appointments would be made later in the evening at the regular Board meeting, to begin at 7:00 p.m. A panel interview with all four candidates was held and the questions were provided to the candidates in advance of the meeting.

3. INTERVIEW CANDIDATES

School Board

A. Arthur Ayre — In Attendance

Currently serving the first year of three on the Springfield Budget Committee. Employed with the State in a budgetary capacity for nine years. Retired.

B. Heather Quaas-Annsa — Not in Attendance

C. Elaine Doornbos — In Attendance

Relocated from Chicago where she had been a PTA member and 117 Troop Block Club member of Parliamentarian when her children were young. Had been involved in community and church service. Currently employed as a school bus driver with 4J. Retired.

D. Jeremiah Rupe — Declined

E. Hollea Puzio — In Attendance

Mother of five children, three of which are currently enrolled in the Springfield School District. Prior to COVID, served as a PTO School President and a Head Start Policy Council member.

F. John Svoboda — In Attendance

Local resident for over 50 years, member on the Springfield Budget Committee for 22 years and Thurston High School Mock Trial Teacher for over a decade. Retired.

4. DEBRIEF INTERVIEWS

Chair Light

Candidates were asked to respond to the following questions and or scenarios:

1. Share an overview of your experiences on a school district and or other committee.
2. Share why you want to serve on the Springfield Public Schools Budget Committee.
3. Describe how you would raise the interest of your friends or coworkers in the school district.
4. How would you ensure your opinion was represented on a committee with differing opinions? If your opinion were not the majority, how would you work with those who disagree, in order to deliver the best budget possible?
5. Describe what you believe to be the biggest budgetary challenge facing Springfield Public Schools.
6. Do you have any questions for the Board?

Various questions directed to the Board, by the Candidates:

- What is the main focus of the Budget Committee?
- Is the Committee having any issues with the Public Employee Retirement System (PERS)?
- How much does the Springfield School District spend per student?
- Moving into the new budget, how is the Voluntary Early Retirement (VER) issue going?

5. ADJOURNMENT

Chair Light

Having no further business to discuss, Chair Light adjourned the work session at 6:12 p.m.

(Minutes recorded by Trenay Ryan, Recorder/Transcriptionist LCOG)

BUSINESS MEETING MINUTES

A Business Meeting of the Springfield School District No. 19 Board of Education was held on January 8, 2024.

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

Board Chair Jonathan Light called the Springfield Board of Education meeting to order at 7:00 p.m. and led the Pledge of Allegiance. Following the Pledge of Allegiance, Board Vice Chair Kelly Mason 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.

Absent: Director Hernandez

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Brett Yancey, Martie Steigleder, Brian Richardson, Jeff Michna, Brian Richardson, Jeff Michna, Anne Beard, Whitney McKinley, Jose da Silva, Mindy LaRoux, Joan Bolls, Alexis DeLuna, Colton Petersen, Alana Strand, Sasha Chang, Kim Donaghe, Joyce Johnson-Smith, Kari Isham, Kimberlee Pelster, Rebekah Jacobson, Katie Dawson, Michael Clint, Brian Megert, Jonathan Gault, Lesa Haley, Heather Murray, Taylor Graham, Kristen Neil, Jerame Campbell, Laurie M., Jody Burkhart, Troy B., Adlea Perio, Sahara Fisher, and Natalie Bell.

2. School Board Recognition Month Proclamation – Gateways Student, Alexis Deluna

School Board Recognition Month Proclamation

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

WHEREAS, school boards establish clear standards for student performance;

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

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

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

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

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

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

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

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

Dated this 8th day of January 2024.

Todd Hamilton
Superintendent of Springfield Public Schools

3. APPROVAL OF THE AGENDA

Chair Light asked for a motion to approve the January 8, 2024 agenda as presented.

MOTION: Director Kohl moved, seconded by Director De Graff, to approve the January 8, 2024 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 October 9, 2023 agenda as presented: Director Kohl – Yes, Director De Graff– Yes, Director Mason – Yes and Chair Light – Yes.

Motion passed, 4:0.

4. PRESENTATIONS

A. Student Board Representative Communication

A3 - The School Representatives were unable to attend
Maelette (Mae) Brockman

Cameron Stratton

Gateways High School (GHS)

Alexis DeLuna shared:

Danica Bolt

- Multicultural music was played in the cafeteria during the week of December 4 - 7, 2023. Students decorated hall bulletin boards with a Winter Wonderland theme.
- December 7, 2023 Handel's Ice Cream participated in a school fundraiser. 20% of the profits went towards the SHS campus for various uses.
- Spirit Week was held December 11 -15 2023.
- Cosmetology students had the opportunity to have their portraits taken professionally as a group, as well as individually. Students recorded their first workshop and are getting close to being able to schedule modeling dates.

Springfield High School (SHS)

ASB President, Colton Petersen shared:

ASB Vice-President, Sahara Fisher

- Finals week: January 29 - 31, 2024.
- Girls Varsity Basketball competed in the annual Nike Tournament of Champions December 18 - 21 2023 and the Holiday Classic Portland tournament December 28 - 30, 2023. They are currently ranked 4th in the state for 5A.
- Winterfest Spirit Week will begin Tuesday January 16, 2024.
- A Spirit assembly will be held Thursday January 18, 2024 with a staff vs. student volleyball game.
- The Winter Dance will be held Saturday January 20, 2024 in the Commons from 7 p.m. - 10 p.m.
- Several SHS campus groups will participate in semester-long cleanup and beautification projects within the month of January.
- SHS will host a MLK celebration in the auditorium at 2:00 p.m. on January 15, 2024, beginning with a march from the Justice Center at 1:00 p.m.

Thurston High School (THS)

ASB Vice President, Eliana Sanchez shared:

ASB President, Abigail Warren

- Students and teachers are preparing for Finals Week.
- Upon returning from winter break, students had the opportunity to review the results of the school-wide College and Career Readiness day.
- Spirit Week was held prior to winter break.
- THS Black Student Union will host the, I Have a Dream Bash on January 12, 2024 in the gym during lunch.
- The THS Advisory classes collected over \$3,000 for children in the community.
- Each of the Student and Alliance groups presented to the THS staff regarding the topic of helping students feel safe on campus.
- The Dance team and Band performed in the Springfield Christmas parade. Choir performed their annual before break.
- The Hall of Fame banquet will be held January 20, 2024, honoring the newest alumni.
- The Sadie Hawkins dance will be held on February 10, 2024.

Willamette Leadership Academy (WLA) - The School Representative was unable to attend
Alana Strand

January 8, 2024

3 of 7

5. 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 request(s) to publicly speak were submitted.

No written statements were submitted.

6. ACTION ITEMS

A. Approve Consent Agenda

1. December 11, 2023 Board Meeting Minutes
2. December 11, 2023 Special Meeting Minutes
3. Financial Statement
4. Personnel Report, Resolution #23-24.029

Brett Yancy
Dustin Reese

MOTION: Director Kohl moved, Director De Graff seconded the motion to approve the Consent Agenda.

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

Motion passed, 4:0.

B. Budget Committee Appointments, Resolution #23-24.030

Brett Yancey

It is recommended that the Board of Directors appoint one (1) individual, to 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: Heather Quaas-Annsa

MOTION: President Light moved, Vice President Mason seconded the motion to approve the Budget Committee Appointment for Position 3, effective January 1, 2024 through December 31, 2025, completing the current vacant mid-term position.

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 they approve the Budget Committee Appointment for Position 3: Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

Motion passed, 4:0.

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, 2027:

Position 1: Elaine Doombos

MOTION: Vice President Mason moved, President Light seconded the motion to approve the Budget Committee Appointment for Position 1, effective January 1, 2024 through December 31, 2027.

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 they approve the Budget Committee Appointment for Position 1: Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

Motion passed, 4:0.

Position 4: John Svoboda

MOTION: President Light moved, Director De Graff seconded the motion to approve the Budget Committee Appointment for Position 4, effective January 1, 2024 through December 31, 2027.

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 they approve the Budget Committee Appointment for Position 4: Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

Motion passed, 4:0.

Position 5: Hollea Puzio

MOTION: Director Kohl moved, Vice President Mason seconded the motion to approve the Budget Committee Appointment for Position 5, effective January 1, 2024 through December 31, 2027.

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 they approve the Budget Committee Appointment for Position 5: Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

Motion passed, 4:0.

7. DISCUSSION

A. 2023-2025 Lane ESD Local Service Plan, Year Two

Superintendent Hamilton

Next month Superintendent Tony Scurto will visit to answer questions and provide an overview of the Educational Service District (ESD) and the services they provide. Lane ESD provides support to the 16 districts, at the highest level they serve three areas and provide professional developmental opportunities in multiple areas, including special education initiatives. ESDs receive money to support these services. 90% of the funds flowing to the ESD need to be set aside to support district efforts. In Lane County those funds are put into a pool, as an organization they determine how those funds will be spent to support the students. Springfield receives about \$4.7 million with the majority providing educational support to students in Life Skills and the Lane Skill program. There are about 100 students participating in Lane ESD programs and receive some professional development including a small technology support. Moving forward to next year, the requested services will be similar and the final allocation amount is yet to be determined. Any questions between now and February, please send to Superintendent Hamilton.

8. REPORTS AND INFORMATION

A. Superintendent Communication

Superintendent Hamilton shared:

- Shared appreciation for our schools, which provide wraparound services and support for families, especially during the holidays.
- Food boxes were provided and students hosted clothing drives. The Springfield School District partnered with the Toys for Tots program and hosted a Toys for Tots give-away.
- Governor Kotek visited and met with local representatives and individuals that are part of Connected Lane County.
- Thanked Jose and Kimberlee for their students who participated in the programs.

B. Board Communication and Comments Board Committee Reports

Chair Light

Chair Light shared:

- Gave a shout-out to the Wildish Theater.
- As President of the Swing-Shift Jazz Orchestra and the Wildish, the Orchestra felt honored to perform in the Wildish facility.
- The Martin Luther King celebration will be held on Monday January 15, 2024. The march will begin at 1:00 p.m. from the downtown Justice Center and then onward to Springfield High School.

Chair De Graff shared:

- An official meeting was not held in December.
- It is the 30th anniversary and the Educator Grant award deadline of April 1, 2024, which has been extended.
- More information to follow the next meeting.

Director Kohl shared:

- Before Christmas he had participated in a LCOG Board of Directors meeting, approving some transportation grants and writing letters of support for other grant applications.
- A Robotics meet will be held at Thurston High School this coming Saturday.

Director Mason shared:

- She has been busy working to approve many theater safety and equipment improvements.
- Has enjoyed learning more about the performing arts and serving on the Board.
- The Wildish is very much a hands-on working Board compared to the present Board.
- Feels there are many changes on the horizon for the Wildish.

9. NEXT MEETINGS

January 11, 2024, Budget Committee Work Session at 6:00 p.m.

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

February 12, 2024, Business Meeting at 7:00 p.m.

February 15, 2024, Budget Committee Work Session at 6:00 p.m.

Chair Light thanked everyone for attending.

10. THE BOARD MOVED 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.

11. ADJOURNMENT

With no other business, Chair Light adjourned the meeting at 7:40 p.m.

(Minutes recorded by Trenay Ryan, Recorder/Transcriptionist, LCOG)

SPECIAL EMERGENCY MEETING MINUTES

A Special Emergency Meeting of the Springfield School District No.19 Board of Education was held on January 17, 2024.

Attendance

Board Members attending the meeting via Zoom included Board Chair Jonathan Light, Board Vice Chair Kelly Mason, Director Ken Kohl, and Director Nicole De Graff. Director Emilio Hernandez unable to attend due to technical issues.

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Dustin Reese, Brett Yancey, Martie Steigleder, Brian Richardson (remote) and Jeff Michna.

1. CALL MEETING TO ORDER

Chair Light called the Special Emergency Meeting to order at 5:00 p.m.

2. ACTION ITEMS

- A. Brett Yancey presented the Declaration of Emergency, Springfield Public Schools, Ice Storms of January 12-17, 2024, Resolution #23-24.031

Staff has been assessing District properties in order to offer support to the community, protect the District's assets and return the facilities to a position where education can be resumed.

- Approximately 70% of the schools are without power. Some are running on power from emergency generator backup systems.
- The City of Springfield was given a Water Boil directive due to water system failures.
- Springfield High and Two Rivers-Dos Rios Schools, which have consistently had power, will be used for our SPS families and staff. This will act as a respite, providing heat, power, water, and meals.
- Respite Centers open Thursday January 18th. from 4 p.m - 7 p.m and Friday – Sunday will be open 7 a.m. – 7 p.m. Meal service times will be 11 a.m - 1 p.m. and 4 p.m - 6 p.m.
- This is being treated as a FEMA claim, allowing the District to participate in various State and or Federal reimbursement programs.
- The initial damage estimate is expected to surpass the District's insurance deductible of \$25,000.

MOTION: Chair Light moved, seconded by Director Kohl, to approve the Declaration of Emergency, Springfield Public Schools, Ice Storms of January 12-17, 2024

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 Declaration of Emergency, Springfield Public Schools, Ice Storms of January 12-17, 2024 as presented: Director Kohl – Yes, Director De Graff– Yes, Director Mason – Yes and Chair Light – Yes.

Motion passed, 4:0.

Superintendent Hamilton wished to recognize Bret and Terry Rutledge and our Crew that began assessing the facilities, as well as numerous Operations, Facilities and Transportation Staff on site doing everything possible to mitigate the ice storm issues.

3. ADJOURNMENT

With no other business, Chair Light adjourned the meeting at 5:26 p.m.

(Minutes recorded/transcribed by Trenay Ryan, LCOG)

WORK SESSION MINUTES

A Work Session of the Springfield School District No. 19 Board of Education was held on January 29, 2024.

1. CALL MEETING TO ORDER

Board Chair Light called the Springfield Board of Education work session to order at 5:30 p.m.

- A. Chair Light led the Pledge of Allegiance.
- B. Vice Chair Mason shared 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 in attendance included Board Chair Jonathan Light, Board Vice Chair Kelly Mason, Ken Kohl and Nicole De Graff.

Absent: Emilio Hernandez

District staff and community members identified included Superintendent Todd Hamilton, David Collins, Brett Yancey, Dustin Reese, Whitney McKinley, Taylor Madden, Martie Steigleder, Brian Richardson, Jeff Michna, Jonathan Gault, Brian Megert, Joan Bolls, Terry Rutledge, and Mindy LeRoux.

2. ACTION ITEM

- A. **Approve Revised 2023-2024 Student Calendar, Resolution #23-24.032** David Collins

It is recommended that the Board of Directors approve the amended 2023-2024 revised academic calendar as presented.

It is further recommended that the School Board grant authority for the school district to allow for up to 30 hours of professional development and up to 30 hours of parent/teacher conferences, and up

to 14 hours to cover snow days towards meeting instructional minute requirements pursuant to OAR 581-022-2320.

MOTION: Director Kohl moved, Vice Chair Mason seconded the motion to approve Revised 2023-2024 Student Calendar as presented.

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 they approve the 2023-2024 revised academic calendar: Director Light – Yes, Director Kohl – Yes, Director Mason – Yes and Director De Graff – Yes.

3. DISCUSSION

A. Safe & Healthy Schools, Capital Improvements, Future Facilities,
Athletic Fields & Green Spaces

Brett Yancey

Brett Yancey introduced Facility Operations Director, Terry Rutledge to the Board. Rutledge was available to answer questions.

Brief Overview of the 2024 Ice Storm Response

- 1/14 - Initial response by 4 employees
 - Establishment of priorities such as safety, hazard identification, and asset protection
- 1/15 & 1/16, Ongoing assessment of issues/damage. Response preparation/planning
 - Estimated 12,000 residents without power
 - Order of priority (Springfield Utility Board - SUB)
- 1/17 - Incident Command (ICS) Structure activated at 11:00 a.m.
 - Preparing for a potential FEMA claim requires early anticipation and ensuring every single thing is documented in great detail from beginning to end for each employee
- 1/18 - Two Respite sites established (SHS, TRDR) Providing power, heat, water, food and clothing. Over 500 meals served per day during the height of demand
- 1/17 - Springfield School Board adopts Emergency Declaration
- 1/17 - 1/24, ICS meeting daily
 - Challenges such as the Operations Center powered by generator for 12 days, spoiled food from 12 schools, site inspections, and bus routes and city sidewalk evaluations
 - Olsen Electric provided, delivered and hooked up a 100,000 watt generator, which powered the Facilities and Operation Center
 - Highland Construction assisted Springfield School District to dump all their debris on a property belonging to SPS. The debris will be chipped on site and will be utilized on the elementary school tracks or where needed in the district
 - Brink's Land Improvement was hired. Brink's donated an entire day of work and has continued to work under the emergency declaration
 - Patrick Environmental was hired to assist in cleanup
- SPS Initial damage assessment of \$720,000
 - FEMA application (pending submission & approval) (\$25k insurance deductible)
 - Repairs and debris removal

The City of Springfield, SUB, Willamalane and the Springfield School District successfully joined forces to understand the needs occurring in the community and quickly responded accordingly to the inclement weather event.

January 29, 2024

“Shout Out of Appreciation” to all the city officials and employees, school district employees, and community volunteers and businesses who donated their time and or money and to any others this document may have failed to mention.

SB1062 Healthy and Safe Schools Plan (HASS) established in 2017

- Integrated Pest Management Plan and Coordinator - ORS 634.70
 - Trained/Certified management and continued pests reduction
- AHERA information (Asbestos plan)
 - On file at facility and available for viewing
- Radon Testing - ORS 332.166
 - Management Plan and Coordinator
 - Testing required on or before January 1, 2021
 - On file and posted to website
- Lead Testing (6 year rotation and requirement) OAR 333-061-044
 - Performed by an OHA accredited lab
 - On file and posted to website
- Lead Paint Certification (district abatement)
- Carbon Dioxide
 - Required to comply with standards in effects when building was constructed
 - Proactively installing monitors (HB 3031) 70% of classrooms will have these, with the remaining installed as the HVAC systems are upgraded
 - SSD had planned for and spent \$20 million on HVAC systems

Capital Improvements for SPS (Post 2020)

Brittain House - Complete remodel (2020)

Walterville Elementary - Complete restoration (2022)

Brittain Campus - Complete remodel (2020)

- Upgrade science classroom (2022) and Construct Cosmetology Campus (2023)

Maple Elementary

Preschool playground installation (2021) and Irrigation installation (2020)

Page Elementary

- Irrigation installation (2022) and Perimeter Security Fence (2023)

Elementary School covered play structure installations (2021)

● Centennial, Douglas Gardens, Guy Lee, Page, Ridgeview, Two Rivers-Dos Rios, Walterville
Safety & Security Improvements (2022 - 2023)

- Security Gates (Page, BMS, Brittain Campus, SHS)
- Security camera upgrades and installations at all four high schools
- Intercom/call switch upgrade at Mt. Vernon

District-wide HVAC System upgrades and installation (2021-2024)

- HVAC System upgrades will improve indoor air quality
- HVAC System upgrades will benefit the expansion of the Summer Learning options

Hamlin Middle, Thurston and Springfield High Schools each received numerous improvements, upgrades, facility constructions, floor and court resurfacing, and system installations (2020 -2024)

Athletic Fields & Green Spaces

Current - One artificial turf field (HMS), Two stadium fields (natural grass), Two soccer fields natural grass (SHS, THS), One maintained (competition level) youth field (HMS).

Future - One artificial turf field (HMS) Two stadium fields (artificial turf) Two HS soccer fields (natural grass) Eight maintained youth fields (natural grass) with irrigation wells in lieu of metered water.

- Installation of artificial turf comes with a lifetime guaranteed pad at the cost of \$150,000 per field. Artificial turf maintenance is far less than that of a natural grass field
- Natural grass fields require far more maintenance, but will require the drilling of wells at the cost of \$15 to \$20,000 per irrigation well. Eight wells will be needed. Well water could also be used to irrigate SSD landscaping instead of using metered water.

Yancy concluded with a brief overview of:

- Enrollment study, Long-Range Forecast and Long-Range Facilities study
- Advisory Committee conducted updates and analysis within a 12-18 month timeline
- Financial Feasibility - General Obligation Bond Measure

4. NEXT MEETINGS

February 12, 2024, Business Meeting at 7:00 p.m.

February 15, 2024, Budget Committee/Work Session at 6:00 p.m.

February 26, 2024, Work Session at 5:30 p.m.

5. ADJOURNMENT

With no further business, Chair Light adjourned the work session at 7:18 p.m.

(Minutes recorded by Trenay Ryan, Lane Council of Governments (LCOG))

SPRINGFIELD PUBLIC SCHOOLS
2023-2024 Revenue/Expenditure Forecast
As of January 31, 2024
****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 remaining course of the year.*

- Both current year and prior year tax collections are projected for 100% collection. To date the district has received \$29.7 million in current year tax revenue received, and prior year tax revenue received totals \$187,607. 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 \$57.05 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 \$15.58 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

SPRINGFIELD SCHOOL DISTRICT 19
2023-2024 REVENUE/EXPENDITURE FORECAST
as of
1/31/24

	BUDGET	ACTUAL through 01/31/24	ESTIMATED from 01/31/24 to year end	PROJECTED 2023-2024	PROJECTED as % of BUDGET
REVENUES:					
Property taxes - current	31,518,746	29,705,641	1,813,105	31,518,746	100.00%
Property taxes - prior years	350,000	187,607	162,393	350,000	100.00%
Other local sources	767,000	675,173	300,000	975,173	127.14%
County School Fund	190,000	0	190,000	190,000	100.00%
State School Fund	86,231,208	57,051,074	29,944,068	86,995,142	100.89%
Common School Fund	1,481,364	712,503	548,932	1,261,435	85.15%
Total revenues	120,538,318	88,331,998	32,958,498	121,290,496	100.62%
Beginning fund balance	18,299,843	19,759,871	0	19,759,871	107.98%
Total Beginning fund balance	18,299,843	19,759,871	0	19,759,871	107.98%
Total resources	138,838,161	108,091,869	32,958,498	141,050,367	101.59%
EXPENDITURES:					
Personal services	69,795,917	30,425,725	36,927,335	67,353,060	96.50%
Employee benefits	39,285,659	15,808,895	21,481,239	37,290,134	90.17%
Purchased services	9,805,590	4,483,344	5,322,246	9,805,590	100.00%
Supplies & materials	3,830,915	2,138,705	1,692,210	3,830,915	100.00%
Capital outlay	1,601,500	318,229	1,283,271	1,601,500	100.00%
Other objects	1,347,979	1,358,792	0	1,358,792	100.80%
Fund transfers	4,231,896	4,231,896	0	4,231,896	100.00%
Total expenditures	129,899,456	58,765,586	66,706,301	125,471,887	96.59%
Unappropriated	7,938,705	0	0	0	-
Contingency	1,000,000	0	0	0	0.00%
Total appropriations	138,838,161	58,765,586	66,706,301	125,471,887	90.37%
Total resources		108,091,869	32,958,498	141,050,367	
Total appropriations		58,765,586	66,706,301	125,471,887	
Ending fund balance		49,326,282	(33,747,803)	15,578,480	
Less: contingency			0	0	
Net fund balance		49,326,282	(33,747,803)	15,578,480	

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. 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

SUBMITTED BY:

Dustin Reese
Director of Human Resources

APPROVED BY:

Todd Hamilton
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRE				
1	ASHWORTH, ELIZABETH	TEMPORARY TEACHER	FT	02/01/24-06/17/24	TEMPORARY HIRE FROM SUBSTITUTE TEACHER
2	BENDER, BRIAN	TEMPORARY TEACHER	FT	01/22/24-06/17/24	TEMPORARY HIRE FROM SUBSTITUTE TEACHER
3	MURPHY, STEPHANIE	TEMPORARY TEACHER	FT	11/20/23-06/17/24	TEMPORARY HIRE FROM SUBSTITUTE TEACHER
4	PORTER, JOHN	TEMPORARY TEACHER	FT	02/01/24-06/17/24	TEMPORARY HIRE FROM SUBSTITUTE TEACHER

2023-25 LANE ESD LOCAL SERVICE PLAN

RELEVANT DATA:

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

The *2023-25 Local Service Plan – Year Two* was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on December 5, 2023.

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

The *Lane ESD 2023-25 Local Service Plan – Year Two* includes services for:

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

The *Lane ESD 2023-25 Local Service Plan* provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

RECOMMENDATION:

BE IT RESOLVED that the Board of Directors of Lane County School District No. 19 hereby authorizes the approval the *Lane ESD 2023-25 Local Service Plan – Year Two* and requests the Lane ESD to provide the services described during the 2024-25 (year two) fiscal year in accordance with ORS 334.175.

SUBMITTED & RECOMMENDED BY:

Todd Hamilton
Superintendent

This resolution adopted February 12, 2024.

Board Chair or Clerk
School District No. 19



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

Component Districts 6

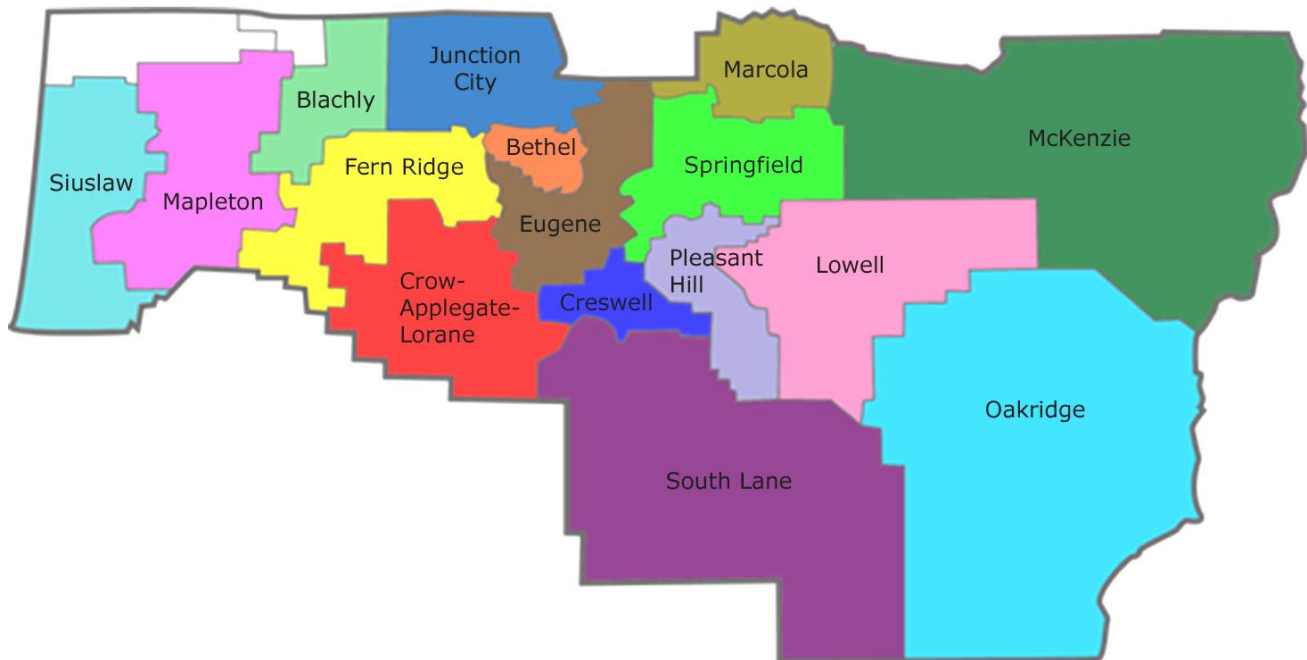
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Component Districts



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



Local Service Plan

2023-25

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

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

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

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

Process for Selecting Lane ESD Menu Services & Service Levels

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



Core Service - Decision Making

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

District Feedback

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

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

Changing Services Included in Core Services

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

Timelines

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

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

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

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

Innovation/Projects

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

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



Proposals for accessing Innovation Funds are approved annually by 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

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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.



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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
Services to Students with Special Needs Life Skills ESD and Consortium Placements Lane School (Special School) Behavior Disorder Placements Behavior/Autism Spectrum Disorder Consortium Placements Behavior Disorders – Teacher or Consultant MLK Jr. Education Center School Psychologist Services Speech & Language Pathologist Augmentative Communication Sign Language Interpretation Services Direction Service Youth Transition Program Services Nursing Services Custom Services
School Improvement Services General Education/Instruction Services* Career & Technical Education Tragedy Response Attendance Advocacy/Truancy Librarian Services Courier Services Regional Promise Program/Dual College and High School Credit Courses Home School Custom Services
Technology Services Infrastructural Technology Services* Email Services Internal District Services LCTAC- Lane County Technical Advisory Committee Networking Professional Development Learn 360 eRate Support Services Custom Services
Administrative Services/Business Services Human Resources Services Legal Services 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

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



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Services to Children with Special Needs

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">• Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.• Improve student learning in special education and in at-risk youth by providing consultation to district personnel and provide professional development to component district employees in the area of special education services to at-risk youth.• Enable component school districts and the students they serve to have equitable access to resources in special education.• Maximize operational and fiscal efficiencies for component school districts in the area of special education and services to at-risk youth.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

Martin Luther King, Jr. Education Center

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



Services to Children with Special Needs

School Psychology Services

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



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Services to Children with Special Needs

Speech Services

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

Augmentative Communication

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

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">• 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.• 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.• Enable component school districts and the students they serve to have equitable access to resources in special education.• Maximize operational and fiscal efficiencies for component school districts in the area of special education.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for this service.



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Services to Children with Special Needs

Direction Service

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

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

Service Description	<p>Instruction General Education/Instruction Services include leadership and professional development to assist districts in implementing research-based instructional practices that address content standards to ensure a quality education for all students.</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>Professional Development Content specialists coordinate and provide professional development for district staff county-wide at Lane ESD or at the district or classroom level. Professional development is intended to improve high quality instruction, and includes the alignment of content standards and instructional strategies, student data analysis and the use of performance based assessments.</p> <p>Consultation/Coaching Content specialists and staff work with districts to review and adopt curriculum materials, analyze achievement and discipline/attendance data, review evidence-based practices, model and plan implementation strategies.</p> <p>Learning Resources Support is provided for textbook review and curriculum adoption.</p>
Goals	<p>The goals of the School Improvement service area align with Lane ESD's Strategic Plan, specifically:</p> <ul style="list-style-type: none">• Create and implement innovative initiatives that directly influence student success• Supporting best instructional practices• Modeling and promoting equitable practice for all
Budget	<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

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

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">• Provide training to classified staff assigned to school libraries• Assist with culling library collections and selecting materials• Assist districts in meeting Division 22 standards.
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">• Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding mandatory school attendance.• Improve student learning and enhance quality education by supporting district efforts to maintain student attendance and recapture ADM funding.• Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.
Budget	Attendance/Tuancy Services are fee-based.



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Lane ESD Student Success Act Comprehensive Support Plan¹

Service Description	<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">• Managed network connectivity, including CIPA compliant filtering, and intrusion protection;• Coordination and engineering support to district initiatives, including securing new implementations;• Hosted services, e.g. email, web, and library services;• Professional development to district technology support staff;• Network engineering and support in the design of districts' infrastructures, with an emphasis on securing infrastructure;• Assistance in the writing, coordination, and implementation of grant activities related to technology infrastructures, including assistance with the filing of eRate;• Internship hiring and placement for college students into an education technology environment;• 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. <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">• Enhance the current network infrastructure to support scalable instructional needs of the component districts, including systems for the effective utilization of network resources in a secure manner.• Develop internal component district technology infrastructures to support robust long-range instructional needs, and to ensure staff and student usability, and security.
Budget	<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

<p>LCC Contract</p>

<p>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:</p>

- | |
|---|
| <ul style="list-style-type: none">• 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 |
|---|



Local Service Plan

2023-25

Administrative Services

Business Services

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

Courier Services

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



Administrative Services

Human Resources

Service Description	<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"> • 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. • 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. • 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"> ○ Bond Measures ○ Business, Corporate, & Related Litigation ○ Civil Rights, including Title VII & Title IX Investigations ○ Complex Civil Litigation ○ Condemnation (Eminent Domain) ○ Construction Law ○ Employment & Labor Law ○ Estate Trusts & Donations ○ Human Resource Investigations ○ Land Use ○ Mediation & Arbitration ○ Negotiations ○ Personal Injury ○ Professional Licensing Actions (Administrative Law) ○ Professional Negligence ○ Public Contract ○ Real Estate Disputes, Transactions & Land Use Law ○ School & Public Entity Law ○ Special Education ○ Student Investigations ○ Trust Administration ○ Workplace Torts Defense <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>
Goals	<p>The purpose of the HR coverage is to help maintain the school district's essential mission and operations.</p>
Budget	<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">• Provision of annual application process to register new teacher substitutes• Provision and monitoring of annual training requirements• Completion of annual "intent to return" and usual and customary break periods notice• Verification of valid teacher licensure
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

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 amplify youth voice to inform district continuous improvement and planning and to strengthen connection to families and local cultural organizations .										
Strategy 2	All communities of practice 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 multi-tiered systems of support for academic, social, and emotional needs .										
Strategy 4	Promote increased access to well-rounded and culturally responsive programs (career-connected learning experiences, College Now, after school programs, STEM, etc.)										
Strategy 5	Reduce administrative burden 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

			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
ESD TA	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.	111	Licensed Salaries
Small/Rural	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.	112	Classified Salaries
EDM	Every Day Matters	This is state funding aimed at working to address the root causes of chronic absenteeism.	113	Administrative Salaries
HSS	High School Success	This is state funding to support the implementation of strategies for High School Success, focused on 8-12th grade.	13x	Additional Salaries
ESSA	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.	2xx	Benefits
GEER	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.	31x	Instructional, Professional and Technical Services
			33x	Transportation
			34x	Travel
			35x	Communications
			4xx	Supplies and Materials
			8xx	Miscellaneous
			ADMIN	Administrative Indirect Costs
			OTHER	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

**SPRINGFIELD HS/THURSTON HS
ATHLETIC FIELD TURF INSTALLATION**

RELEVANT DATA:

As discussed during the January 29, 2024 work session, Springfield Public Schools is seeking approval to replace its primary natural grass athletic fields with artificial turf for the beginning of the 2024-2025 school year. Currently Springfield and Thurston High Schools are two of the three remaining 5A and 6A high schools, west of the cascade mountains with natural grass fields. This is primarily due to the weather conditions and inclement weather during late fall, winter and spring in the Willamette Valley, which significantly limits and impacts the ability for students and athletes to utilize the existing fields for instruction, practice and competition. Currently neither field is available for public access or use during the year.

Moving forward with this project will permit instructional programs, performing arts, athletics and activities to utilize the open space year-round, which is extremely limited under current conditions. In addition, youth programs and community groups will have access to reserve and rent field space year-round during times when district programs are not utilizing the field(s). This opportunity will now allow Springfield youth organizations to remain in Springfield and generate positive rental income for the district, deposited in the capital improvement fund.

The project would be financed over a 10-year period of time with debt service payments being made through existing resources within the annual budget allocation. This is a similar strategy the district has utilized over the past 10 years to support school bus fleet purchases. In addition to the funding strategy, there will also be an opportunity for the district to rent both facilities for community use through our existing rental program. Currently Hamlin's artificial turf field is used 300+ days per year, including a number of community partner sports groups. While the school community will have priority for use, the district anticipates SHS and THS will experience similar demands by the community; particularly on weekends.

Over the past 3-4 years, the district has been able to fulfill many capital improvement upgrades that our schools and communities have shown interest in, which were shared during the January 29th work session presentation. The demand for converting our grass fields to artificial turf fields has been a request from the high school and community interest groups for over a decade. While there are several demands on the district's budget, the number of resources (financial and personnel) spent on the two primary (high school) fields, as compared to how little the fields are able to be used isn't financially efficient. During the fall season, the district's small grounds crew (6 employees) dedicates two (2) employees to primarily support the day to day demands in preparation for competitions. Artificial turf fields will have no demand on the grounds department and will allow the department to re-assign these employees to other schools

across our district. As discussed during our budget committee meetings last year, the district has created an ongoing plan to improve green spaces across the district. Installation of turf fields at SHS and THS is the first step toward green space improvements at various sites for student and community use. To minimize development costs, the district plans to utilize premium top soil recovered from SHS and THS making the development of additional green spaces more affordable for the district. While developing additional green spaces, the district is developing a plan to fully irrigate the fields, ensuring they thrive during drier months.

Payment and terms of the financing will be ten (10) annual payments of approximately \$460,000, per year at an estimated annual interest rate of approximately 5.37% (as of February 7, 2024). Final terms will be determined upon transaction completion and the first debt service payment will be due Spring 2025.

Timing for improvements at a comprehensive high school is never ideal, as the schools and grounds are used almost every day of the year. Beginning this project in the Spring will afford the opportunity for the fields to be ready for the beginning of school in the fall, while at the same time be available for track season and on-site graduations. The total project will take approximately 6 months and be carefully managed to ensure both fields are ready for use in fall 2024.

Included in this packet are renderings of both facilities and the not to exceed estimate is based upon 30% construction documents, which should lessen as design finalizes. Brett Yancey will be available to answer questions.

RECOMMENDATION:

It is recommended that the Board of Directors approve the purchase and installation of artificial turf field(s) for Springfield High School and Thurston High School from Beynon Sports for a bid amount not to exceed \$3,500,000 (based on 30% construction documents), and authorize the Chief Operations Officer to finalize financing for this project through Municipal Asset Management, Inc. The artificial turf field project will be accomplished through the cooperative statewide purchasing agreement sponsored by Intermountain Education Service District.

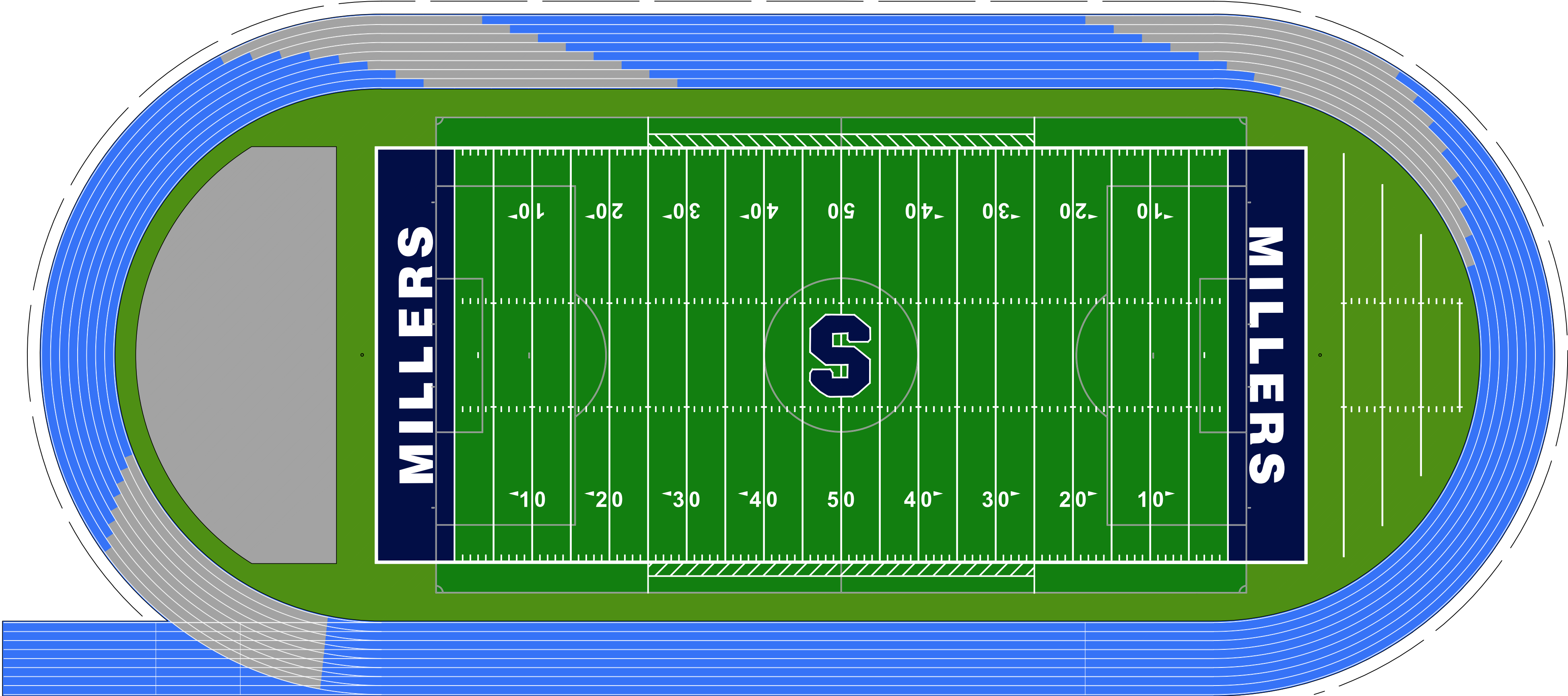
SUBMITTED BY:

Brett Yancey
Chief Operations Officer

RECOMMENDED BY:

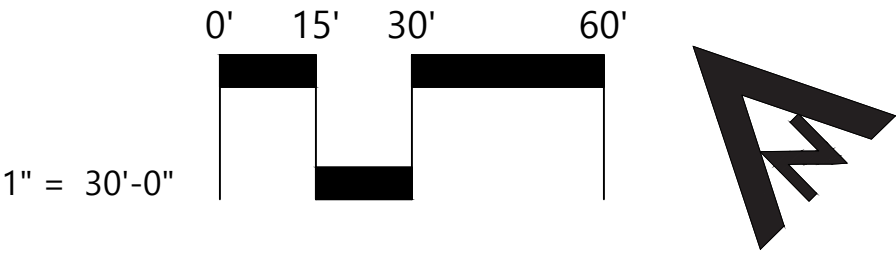
Todd Hamilton
Superintendent

Preferred Alternative
2/2/2024



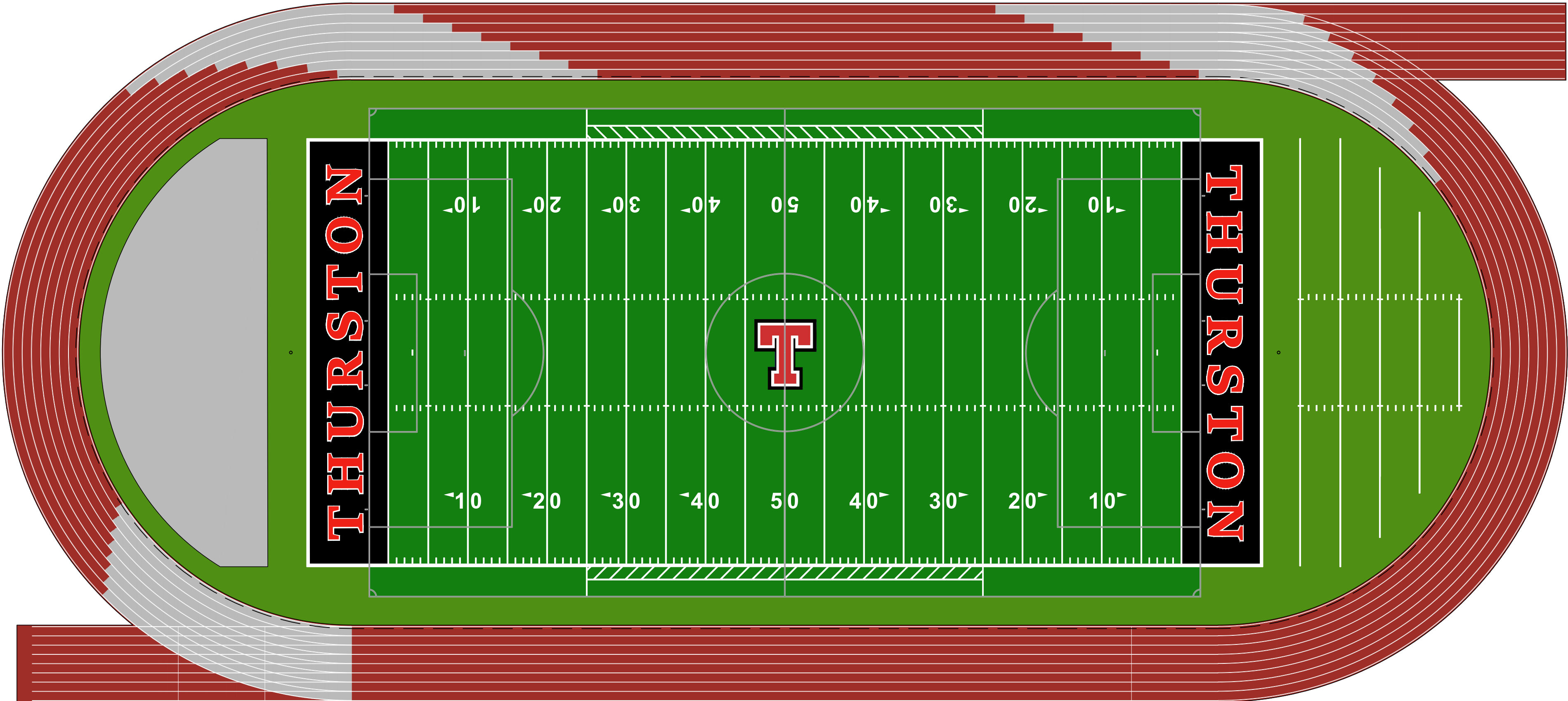
NOTES:

- 1. FOOTBALL STRIPING
COLOR: WHITE (INLAID)
STANDARD FIELD SIZE PER NFHS
ENDZONE LETTERS 'MILLERS' (13' ht.)
CENTER 'S' LOGO
FIELD COLOR: SUMMER GREEN EXTERIOR
FIELD GREEN INTERIOR
- 2. SOCCER STRIPING
185' x 315'
COLOR: SILVER (INLAID)
FIELD COLOR: SUMMER GREEN EXTERIOR
FIELD GREEN INTERIOR
- 3. TRACK:
400M CONVERSION FROM 440y (NORTH END)
8; 42" WIDE LANES
EQUILATERAL TRACK
ENLARGED SEPARATED 'D' ZONE



THURSTON HIGH SCHOOL
TRACK AND FIELD IMPROVEMENTS

Preferred Alternative (version 2)
1/31/2024



- NOTES:
1.

FOOTBALL STRIPING
COLOR: WHITE (inlaid)
STANDARD FIELD SIZE PER NFHS
ENDZONE LETTERS WITH WHITE OUTLINE (14' ht.)
CENTER LOGO "T"
- FIELD COLOR:

FIELD GREEN INTERIOR
SUMMER GREEN EXTERIOR
3.

SOCCER STRIPING
185' x 315'
COLOR: SILVER (inlaid)
FIELD COLOR: FIELD GREEN INTERIOR
SUMMER GREEN EXTERIOR
4.

TRACK:
400M CONVERSION FROM 440y (north end)
8; 42" WIDE LANES
ENLARGED 'D' ZONE (color grey)
EXCHANGE ZONES COLOR: GREY

