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Commitment, Excellence, Community

**PLEASANT HILL SCHOOL DISTRICT NO. 1
SCHOOL BOARD MEETING MINUTES**

Monday, January 8, 2024; 7:00 p.m.; Pleasant Hill Community Center

1. CALL TO ORDER

Board Chair Stephen Hammond called the January 8, 2024 board meeting to order at 7:09 p.m. with the Pledge of Allegiance. Board members present were Vice Chair Drew Gottfried, John Oldham, Rusty Rexius and Jennifer Woodland. Others present were Superintendent Jim Crist, Elementary Principal Devery Stoneberg, Special Education Director Whitney Connolly, Middle/High School Principal Chris Reiersgaard, High School Assistant Principal/Athletic Director Kyle McClain, Middle School Assistant Principal Caleb Salmond, Business Manager Sheri Longobardo and Board Secretary Kimberly Silbernagel.

Drew Gottfried read the Mission Statement.

2. CHANGES OR ADDITIONS TO THE AGENDA

Delete 5.4 High School Student Representative Reports.

3. INTRODUCTIONS AND ATTENDANCE

Audience members present were Paul and Darla Dowdy, community members; Marissa Smith, Jeff Bernacki, Sonja and Richard Gunn, parents; Spencer Smith and Noah Bernacki, students; Kyle Ludwig and Zac Tendick, teachers.

4. PUBLIC FORUM

There was no public comment.

5. PRESENTATIONS/RECOGNITION

5.1 School Board Recognition Month

Superintendent Crist presented board members with a certificate of appreciation for their commitment to Pleasant Hill School District and thanked them for their service. Principal Stoneberg read thank you notes from elementary students. Assistant Principal Salmond presented the board with a framed thank you note from middle school students.

5.2 School Counselors Week (February 5-9, 2024) (Resolution 2324.67)

Stephen Hammond read aloud the National School Counseling Week Resolution.

5.3 Student of the Month/Most Improved Student of the Month

- Noah Bernacki was the senior Student of the Month for December. Principal Reiersgaard shared that Noah holds a 4.1 GPA. Noah is involved in band, National Honor Society, and

track and field. He plans on pursuing jazz studies in college. Last summer Noah was chosen to attend the Brubeck Jazz Summit. Noah thanks his parents for their support.

6. ACTION ITEMS

6.1 Approve December 4, 2023 Board Meeting Minutes (Exhibit 2324.68)

Rusty Rexius moved to approve 6.1 December 4, 2023 Board Meeting Minutes. John Oldham seconded the motion. The motion passed unanimously. Drew Gottfried abstained from voting.

6.2 Approve Suspension of Policy CCC (Exhibit 2324.69)

Rusty Rexius moved to approve 6.2 Suspension of Policy CCC, until it is revised or deleted. Jennifer Woodland seconded the motion. The motion passed unanimously.

6.3 Personnel Action (Exhibit 2324.70)

Jennifer Woodland moved to approve 6.3 Personnel Action. Rusty Rexius seconded the motion. The motion passed unanimously.

6.4 Accept Annual Financial Audit (Exhibit 2324.71)

Kori Sarrett, CPA from Accuity, LLC presented the Board with the financial findings for year ending June 30, 2023. Ms. Sarrett complimented Business Manager Sheri Longobardo and her staff on a job well done.

Ms. Sarrett stated that they looked at ESSER funding for the federal compliance audit and found the district properly accounted for all funds.

Oregon requires that the auditors look at budget compliance, the district's insurance and if public contracting done correctly. There were no issues found.

The board thanked Ms. Sarrett for sharing and congratulated Sheri on a great audit and thanked her for her hard work.

Board member John Oldham inquired about the early retirement program and how many people are still eligible and what the estimated costs are. This information will be provided to the board.

Stephen Hammond moved to approve 6.4 Annual Financial Audit. Drew Gottfried seconded the motion. The motion passed unanimously.

6.5 Approve Out of State Trip PHHS Band (Exhibit 2324.72)

The high school jazz bands and jazz choir will take a trip to the Fullerton Jazz Festival in Fullerton, California from April 18-23, 2024. During the festival they will have the opportunity to perform and receive critique from professional musicians. They will also spend two days at Disneyland. Noah Bernacki shared that these big trips are important because they help students make connections. Stephen Hammond and Sonja Gunn both shared that trips like this help keep students in band. They create memories and give students the chance to do something they might not have been able to do outside of school. It also gives students something to work towards.

Rusty Rexius moved to approve 6.5 Out of State Trip PHHS Band. John Oldham seconded the motion. The motion passed unanimously.

7. BOARD DISCUSSION

7.1 Article – A Guide to Visible Learning (Exhibit 2324.73)

The board discussed the article with Superintendent Crist and the administration team. Topics included expert vs. experienced teachers, visible learning and how our district is using this research to impact teaching and learning outcomes.

8. REPORTS AND INFORMATION

8.1 PHES (Exhibit 2324.74)

Principal Devery Stoneberg shared her report with the board. The elementary school is focused on attendance this year. They are working with families to encourage them to get their students to school. After the first quarter 69 letters were sent to the families of students who were irregular attenders. 14 of those students improved their attendance. Other updates include the 3rd grade class donating \$450.00 worth of toys to Toys for Tots, safety drill week being held the week of January 8, 2024 and Dibels universal screening for reading taking place January 25 – January 31, 2024.

8.2 PHMS (Exhibit 2324.75)

Assistant Principal Caleb Salmond presented his report to the board. Recent events that have taken place were the middle school dance and the band and choir concerts. Mr. Salmond shared the percentage of students with D's or F's by grade by core classes and percentage of students with 90% attendance or better by grade. Upcoming events include Dibels universal screening and targeted Tier II reading intervention.

A discussion was held regarding grading practices. Teachers and administration are having conversations about grade data that has been collected.

8.3 PHHS (Exhibit 2324.76)

Principal/Athletic Director Kyle McClain shared his report with the board. A winter formal dance was held in December. Both boys' and girls' basketball are off to a great start. The wrestling team hosted the King of the Hill tournament. Cheerleading has 17 athletes participating. The Mr. Billie pageant is returning this year on March 16, 2024.

8.4 Quarterly Enrollment Report (Exhibit 2324.77)

Superintendent Crist shared the enrollment numbers for the second quarter ending December 31, 2023. Building totals: Elementary – 457, Middle – 215 and High – 335.

8.5 Quarterly Financial Report (Exhibit 2324.78)

Business Manager Sheri Longobardo presented a summary of the financial report for the second quarter ending December 31, 2023.

9. SUPERINTENDENT COMMUNICATION

9.1 Budget Committee

There are two openings on the budget committee for three-year terms ending June 30, 2026. Applications are available at the district office or on the district website.

10. BOARD COMMUNICATION

10.1 Committee or Community News/Announcements

There were no news/announcements.

11. OTHER BUSINESS

There was no other business.

12. NEXT MEETING

- Board Meeting – February 12, 2024; 7:00 p.m.; Pleasant Hill Community Center

13. ADJOURNMENT – 8:54 p.m.

Signed: _____, this _____ day of _____, 2024
Stephen Hammond, Board Chair

Date: February 12, 2024
Exhibit: 2324.80

Personnel Action

Relevant Data:

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

Recommendation:

It is recommended that the Board of Directors approve the Interim Principal contract of licensed employee Chris Reiersgaard effective through June 30, 2024.

Submitted and Recommended By:

Jim Crist
Superintendent

NO	NAME OR EMPLOYEE ID	CURRENT STATUS	FTE	EFFECTIVE DATE	NOTES
	NEW HIRES				
1	CHRISTOPHER REIERSGAARD	INTERIM	1.0	1/2/2024	
	RESIGNATIONS				
	RETIREMENTS				



Local Service Plan 2023-25 Year Two

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

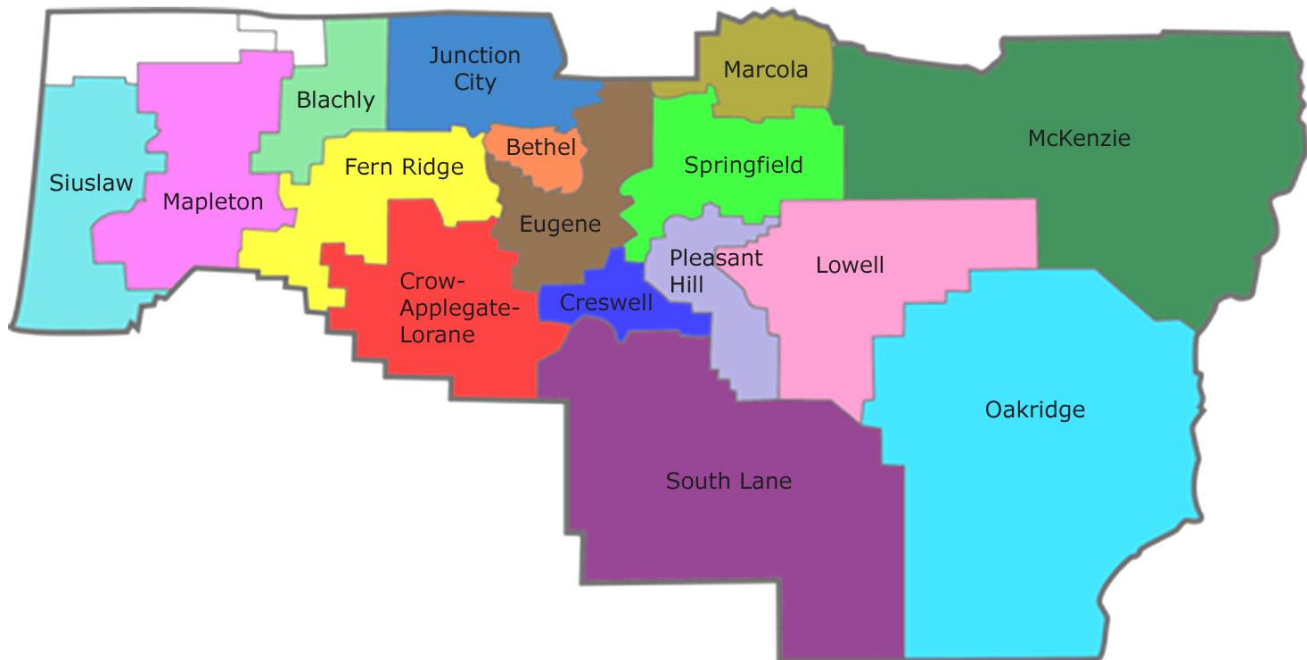
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Component Districts



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



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

Custom Services

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

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

Core Services and Funding Formula/Allocation Model

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

2023-25 Local Service Plan

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

Withdrawal from Lane ESD

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

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

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

Potential Changes in Funding

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



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

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

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

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

Process for Selecting Lane ESD Menu Services & Service Levels

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



Core Service - Decision Making

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

District Feedback

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

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

Changing Services Included in Core Services

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

Timelines

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

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

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

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

Innovation/Projects

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

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



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



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.



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
<p>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</p>
<p>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</p>
<p>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</p>
<p>Administrative Services/Business Services Human Resources Services Legal Services Substitute Teacher List Subscription Communication Support Services Custom Services</p>





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

<p>Service Description</p>	<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.
<p>Goals</p>	<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.
<p>Budget</p>	<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

<p>Service Description</p>	<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 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>
<p>Goals</p>	<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.
<p>Budget</p>	<ul style="list-style-type: none"> ● The annual budget allocation for this service is based on the districts' annual service orders for the service.



Services to Children with Special Needs

Behavior Disorder –Consultants

<p>Service Description</p>	<p>Behavior Disorder Consultants provide in-service training/consultation to districts for behavior/classroom management, and strategies for working with students identified as having emotional/behavioral disabilities.</p>
<p>Goals</p>	<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.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts’ annual service orders for the service.</p>

Martin Luther King, Jr. Education Center

<p>Service Description</p>	<p>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.</p>
<p>Goals</p>	<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.
<p>Budget</p>	<p>The annual budget allocation for this service is based on anticipated student enrollment.</p>



Services to Children with Special Needs

School Psychology Services

<p>Service Description</p>	<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.
<p>Goals</p>	<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.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Services to Children with Special Needs

Speech Services

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

Augmentative Communication

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

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.



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
<p>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.</p>
<p>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.</p>
<p>State Hospital Lane ESD provides educational services to 18-21 year old students who are hospitalized for either short-term or long-term care.</p>
<p>Juvenile Detention Education Program Lane ESD provides educational services to youth in the Serbu Juvenile Detention Center.</p>
<p>Phoenix Treatment Program Lane ESD provides educational services to youth in the Phoenix Treatment Program at Serbu Juvenile Detention Center.</p>
<p>System Performance Review & Improvement (SPR&I) SPR&I sub grant awards assist with annual performance data collection and reporting for special education.</p>
<p>Extended Assessment Supports training and professional development around the statewide assessment of students with disabilities.</p>
<p>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.</p>
<p>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.</p>



Services in School Improvement

<p>Service Description</p>	<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>
<p>Goals</p>	<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
<p>Budget</p>	<p>For 2023-25 School Improvement Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.</p>

Services in School Improvement

Career & Technical Education

<p>Service Description</p>	<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>LES D 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>
<p>Goals</p>	<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.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>





Tragedy Response

Service Description	Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts.
Goals	<ul style="list-style-type: none"> ● 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.



Lane ESD Student Success Act Comprehensive Support Plan¹

<p>Service Description</p>	<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

<h2 style="margin: 0;">2023-25 Grant and Contract Services</h2> <p><i>Carl Perkins Consortium Services</i> 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.</p> <p><i>Advanced Manufacturing and Construction</i> 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.</p> <p><i>Apprenticeship Trades Academy</i> Through this grant, Lane ESD is able to provide opportunities for students to experience pre-apprenticeships using local Training Centers.</p> <p><i>Lane African American Black Student Success</i> 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.</p> <p><i>Lane Regional Promise</i> 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.</p> <p><i>Lane STEM (Hub)</i> 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</p>



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



<p>Service Description</p>	<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; ● Erate 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>
<p>Goals</p>	<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.
<p>Budget</p>	<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

LCC Contract

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

- Network core upgrade purchases (e.g. costly core routing systems, firewall)
- Common wide area network across 16 districts and all LCC sites simplifying instructional access
- Funding for development and "proof of concept" endeavors in direct support to districts



Administrative Services

Business Services

<p>Service Description</p>	<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
<p>Goals</p>	<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.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>

Courier Services

<p>Service Description</p>	<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.
<p>Goals</p>	<ul style="list-style-type: none"> • Provide cost-effective, timely, accurate and courteous courier services to all component school districts.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Administrative Services

Human Resources

<p>Service Description</p>	<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>
<p>Goals</p>	<p>The purpose of the HR coverage is to help maintain the school district's essential mission and operations.</p>
<p>Budget</p>	<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

<p>Service Description</p>	<p>Lane ESD's Substitute Teacher Registration subscription provides an efficient method of ensuring that substitute teachers have completed required background checks and annual training requirements.</p>
<p>Goals</p>	<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
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>

<p>2023-25 Grant and Contract Services</p>	
<p><i>Inter-Library Courier</i></p>	<p>Lane ESD provides pick-up and delivery of interlibrary loan materials to the Lane County Libraries consortium.</p>
<p><i>Substitute Teacher List Subscription</i></p>	<p>Lane ESD Substitute Teacher List subscription services to private and alternative schools.</p>



Lane Education Service District
2023-25 Local Service Plan - Year Two
Pleasant Hill School District 1 Action

Resolution #2324.82

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 Board of Directors of the Pleasant Hill School District has completed their annual review of the Lane ESD **2023-25 Local Service Plan - Year Two** which includes services for:

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

BE IT RESOLVED that the Board of Directors of Pleasant Hill School District No. 1 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.

This resolution adopted this 12th day of February, 2024.

Jim Crist, Superintendent
Pleasant Hill School District No. 1

Date: February 12, 2024
Resolution: 2324.83

Appointment of Budget Committee Members

Relevant Data:

Oregon State budget law (ORS 294.414) requires that every school district in Oregon establish a budget committee, which is a vehicle that enables the public to participate in the budgeting process. The budget committee consists of the five (5) elected School Board members and an additional five (5) appointed community volunteers, selected at large. The five appointed community volunteers each serve three (3) year terms. Pleasant Hill School District currently has two (2) budget committee positions open and need to be filled. In an effort to solicit interested community members, the Superintendent's office advertised the vacancies and made applications available to the public. Following the advertisement, one (1) individual expressed interest and submitted their application. The applicant has previously served on the budget committee and it was determined that it was not necessary to conduct an interview process prior to appointment. The recommendation for appointment follows. Sheri Longobardo is available for questions that surface at tonight's meeting.

Recommendation:

It is recommended that the Board of Directors appoint the following position to the Budget Committee for a three-year term beginning July 1, 2023 and expiring June 30, 2026.

Position – John Goldberg
Position – Open

Submitted By:

Sheri Longobardo
Business Manager

Recommended By:

Jim Crist
Superintendent

PLEASANT HILL SCHOOL DISTRICT #1
2023-24 Enrollment / 2024-25 Cohort Projections

Grade	Enrollment		Target	Projected	Allowance of
	Jan. 26, 2024 (2023)		2024-25	Cohort	new/IDT
12	91	(98)		84	0
11	84	(85)		81	4
10	81	(83)		80	5
9	80	(82)		70	15
Sub Total	336	(348)	340	315	(339)
8	70	(58)	85	74	11
7	74	(71)	85	72	13
6	72	(67)	85	76	9
Sub Total	216	(196)	255	222	(255)
5	76	(83)	75	82	0
4	82	(81)	75	74	0
3	74	(71)	75	79	0
2	79	(78)	75	77	0
1	77	(75)	75	60	15
K	60	(70)	70	70	
Sub Total	448	(458)	445	442	(457)
Total	1000	(1002)	1040	979	1051

Recommendations/Considerations:

1. Offer priority IDT (Inter-District Transfers) placement only for siblings of current students to open grades.
2. Conduct a lottery for grades for having identified available slots once the resident students have been placed for the 2024-25 school year.
3. Accept Phase 1 IDT applications starting on March 3, 2024 through May 30, 2024. Lottery drawing for IDT will be on June 2, 2024 with family notification immediately following. Students not accepted will be placed on waitlist and moved to Phase 2 process.
4. Phase 2 application opens on August 1, 2024 and closes on August 23, 2024. Phase 2 lottery drawing for IDT will be on August 26, 2024 and families will be notified starting August 26, 2024.
5. Phase 3 / Mid-Year transfer requests open September 3, 2024.
6. Re-visit this process annually.

Pleasant Hill School District

Early Literacy Success School Grant
Application



Purpose for Presentation



- To share information about the Pleasant Hill School District's Early Literacy Plan as part of the Early Learning Success School District Grant application, as required by the Early Literacy Success Initiative legislation.
- To provide an opportunity for public comment on the application.
- To seek board approval for the Early Literacy School District Grant application.

Why the Early Literacy Success Grant Matters


- Literacy is the foundation for learning.
- Securing an Early Literacy Success School District Grant is another funding source for our school district to have the resources necessary to boost and enhance our ability to deliver high-quality literacy instruction and interventions.
- We can opt to customize how the funds are spent in many ways, and we plan to use the funds to help pay for extended learning opportunities for our students after school and during the summer.





Early Literacy Success School District Grants

- What: Non-competitive, application-based, annual grant-in-aid
 - Who: School districts and eligible public charter schools that are elementary schools
 - Why: To support comprehensive early literacy plans that are research-based
 - When: Application deadline January 8, 2024
 - How Much: \$90 million for the 2023-25 biennium funded through the Statewide Education Initiatives Account
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Early Literacy Success School District Grants continued:

Allowable uses include:

- **Professional development and coaching** in research-aligned literacy strategies for teachers and administrators in early elementary grades.
 - **Extended learning programs** that use research-aligned literacy strategies and that are made available to students in early elementary grades by licensed teachers or by qualified tutors; including:
 - **Home-based summer reading activities** for students who need additional support and enrichment;
 - and **Intensive summer school programs** for students who need the most additional support and who receive at least 60 hours of direct literacy instruction by an instructional assistant or a licensed teacher trained in research-aligned literacy strategies.
 - **High-dosage tutoring** that integrates reading and writing and is delivered by a qualified tutor.
 - The adoption and implementation of curricula that uses **research-aligned literacy strategies**.
 - **Literacy specialists, coaches or interventionists** to support all of the above
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Early Literacy Program Review Strengths:

On-going professional each year. This year featuring Barbara Steinberg reviewing literacy strategies and introducing how to use UFLI curriculum in the classroom, K-2, and as an intervention for students grades 3 -5.

Adoption of new Science of Reading aligned curriculum, Benchmark Advance, K-5, and ongoing professional development.

Implementation of High Dosage Tutoring, WIN Time, as part of our Title I Intervention time.

Data analysis every 6-7 weeks

Tiered support systems/curriculum/assessments

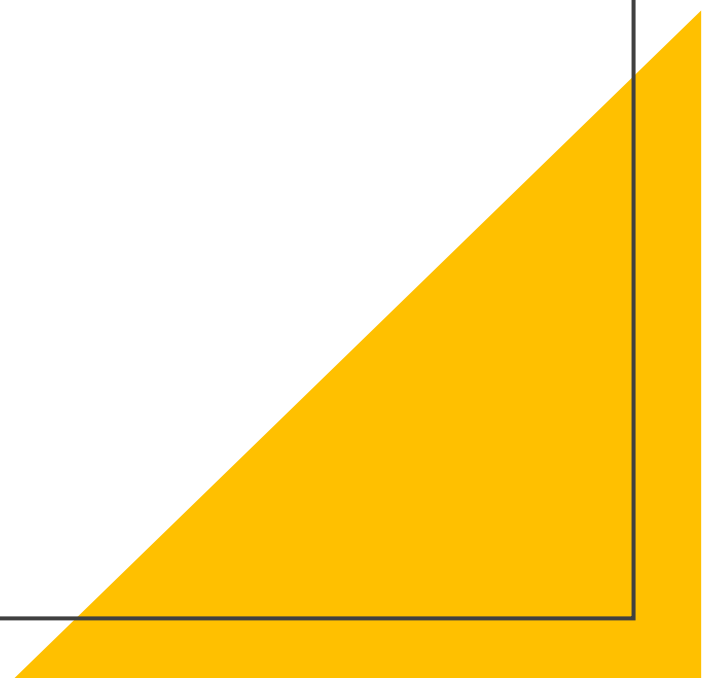
Strong relationships with students/staff

Literacy Nights/focus already in place

Early Literacy Program Review (continued):

Areas for Growth / Needs:

- Offer more tutoring and intervention services



Early Literacy Plan:

Our application for the Early Literacy Success School District Grant covers the initial 2023-2025 biennium and was submitted on January 6, 2024.

Required Inventory:

Core curriculum: Benchmark Advance

Formative Assessment Tools: DIBELS Universal Screening 3
times a year,
Progress Monitoring every 3
weeks

Allocation:

- 2023-24--\$78, 139.72
- 2024-25--\$81, 329.09

2023-2024

The first year's allocation will be used to cover the cost of extended learning opportunities after school and during the summer.

2024 - 2025

The second year's allocation will be to hire two additional educational assistants to provide students with high dosage tutoring throughout the school day.

Step 1: Program Review Tool

This resource connects the content of *Oregon's Early Literacy Framework* to the required review of the applicant's early literacy program.

Directions

This review is developed to help applicants think deeply into the design of their efforts and should be completed before the application template, application, or inventory and budget.

STEP 1: Read the [Oregon Early Literacy Framework](#), which describes the research about reading and the practices that are research-aligned and culturally responsive.

STEP 2: Complete a reflection for each Section below (1-8) (Appendix optional). Be sure evidence and a connection to the indicators is provided in each section. Applicants should consider including perspectives from across the early literacy program (i.e., teachers, administrators, students, families) when completing this reflection. An example protocol for doing so can be found in the call out box on page 2.

STEP 3: Enter answers (1-8) in the Application (in Smartsheet after December 1st).

Additional Considerations

These indicators are an initial resource that draws from key ideas and recommendations from Oregon's Early Literacy Framework and are not exhaustive of all of the depth in the Framework. Therefore, the primary source for reflection should be the full text of each section of the Framework. If, when reviewing the Framework, another portion of the section stands out as it relates to the early literacy program, do draw from it in the response as well.

Indicators represent a well-established early literacy program that has benefitted from deep learning and support; in the Jumpstart Biennium applicants may find the indicators far from their current capacity.

After completing questions 1-8, consider reviewing the district's readiness for implementation (see Appendix A). Readiness for implementation will help with identifying next steps for early literacy program improvement. This document will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Example Response for Student Belonging

The following example response for the first section of the review, Student Belonging, illustrates how an applicant could connect evidence from their review to the indicators.

Example: This is an area of strength, generally, for our early literacy program. Evidence includes the robust curriculum adoption that included additional student voice in the process, and an increased focus on the criteria for cultural responsiveness as we made decisions on our new curriculum. Additionally, we provide annual training for all of our teachers in social emotional learning that emphasizes the integration of those practices into classroom instruction, including K-3 literacy. We have engaged through partnership with families and local community groups in an initiative to increase the books in our school and classroom libraries to better reflect and honor student identity, home languages, and culture. We have seen improvements in data from our student-family surveys that indicate the experience of students and families, particularly those from historically marginalized communities, has improved over the past three years.

Program Review Tool Outline

Program Review Tool Questions

1. Student Belonging
2. Family and Community Partnerships
3. Oral Language as the Root of Literacy Development
4. Reading Models Based in Research
5. Foundational Skills
6. Writing, Reading, Comprehension, Vocabulary, & Background Knowledge
7. Core Instruction & Assessment
8. Reaching All Learners

Appendix A: Readiness for Implementation (Optional)

Vision

Materials

Data

Team

Time

Revision Summary: Version 1.1 - Updated 10/23/2023

Sections	Revision Summary
7 & 8	Includes additional indicators to reflect robust assessment practices and supporting students with disabilities.

Program Review Tool Questions

1. Student Belonging

([Framework Section 1, pg 8.](#))

Indicators in a research-aligned, culturally responsive literacy program:

- Student belonging and safety is prioritized as a foundation for learning.
- Educators approach instruction with an assets-based lens, providing high expectations with responsive and specific feedback and support (warm demanders, teaching with students' "academic prowess" at the center).
- Educators understand their role in working toward a shared vision for literacy.
- Educators are provided time and support to examine biases to ensure literacy engagement, growth and achievement for every child.
- Instruction builds awareness of various perspectives, addressing the experiences of diverse populations, while also exposing and disrupting negative stereotypes that may be present in materials.
- Curriculum and materials reflect and honor student identity, home languages, and culture.
- Social and emotional learning is provided in the classroom, allowing children to practice peer-to-peer listening and speaking, and normalizes the "risk, fail, try again" stamina that supports literacy achievement.

What evidence do you have regarding Student Belonging indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Pleasant Hill School District's mission statement is: To graduate all students with high levels of academic and personal achievement, who are ready for post-secondary excellence, and who are prepared for productive, compassionate citizenship, through research-based instruction and a collaborative system of support.

Pleasant Hill Elementary's Literacy Vision Statement is the following, "Pleasant Hill Elementary staff is committed to assisting all students in seeing themselves as successful readers and writers who persevere at reaching their full potential by providing systematic and explicit instruction.

We achieve this in all classrooms by establishing a print-rich environment where student work is displayed, materials are organized and accessible to students who are actively engaged in oral language, reading and writing.

Our staff will have time to collaborate in a positive, respectful way by having honest conversations that involve reflecting on our practices and problem-solving around student's learning."

Both our district mission statement and elementary vision statement talk of educating all students. In addition, our adoption process included an increased awareness of cultural responsiveness. As we worked through our

adoption process both our Site Council made up of parents including representatives from our focal groups students who participate in special education and classified as economically disadvantaged, and staff as well as our parent community were engaged in the selection process including having materials available for viewing and comment prior to school board approval.

We provided training for all staff prior to implementation of our current core literacy program, Benchmark Advance. As part of the training, we also included training in the integration of social emotional learning. All trainings are revisited each year.

In addition, in partnership with our PTO and local community businesses books are provided as students incentives in our schoolbook vending machine. Books are also purchased for classroom libraries to better reflect student identity, home languages and culture as selected by the classroom teachers.

As a staff we have designed school-wide systems and an environment built upon trust through the development of relationships staff – staff, staff – families, staff – student promoting belonging and safety. We have seen improvements in our data since implementing systems such as weekly grade level PLC meetings based upon Dufour’s four questions, data teams by grade level every six weeks, and monthly MTSS meetings.

2. Family and Community Partnerships

[\(Framework Section 2, pg 13.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Families are honored as students’ first teachers and are seen as important allies in advancing student learning.
- Families, caregivers, and communities are actively engaged to support literacy learning inside and outside the classroom.
- Early learning and [Kindergarten Guidelines](#) are an integral resource for planning.
- Educators understand the progressions of what children know and are able to demonstrate in early childhood, at kindergarten entry, and at the end of kindergarten.
- Caregivers are provided information on developmental milestones and support to supplement and reinforce literacy learning at home.
- Early education and care providers have a framework for planning high-quality facilitated play and individualized instruction and support services. .
- Elementary schools have well-equipped libraries, staffed by full-time, certified teacher-librarians.
- Educators collaborate with community systems of care (e.g., community-based organizations) to provide opportunities for formal and informal learning.

What evidence do you have regarding Family and Community Partnership indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Families are honored as their students first teachers of language development. To capture that knowledge as part of our kindergarten round up / registration process we have designed a Kindergarten Questionnaire. The questionnaire asks families a series of questions centered around preschool attendance, early literacy skills, oral language development, and social emotional development providing staff insights as well as meeting and conferencing with families within the first two weeks of school by phone or in-person.

Our kindergarten teachers have met with our preschool area providers discussing the need to align our programs. All providers have a copy of Oregon's Early Learning and Kindergarten Guidelines. Our goal is to reopen these conversations this year, as we started last year by creating transition activities during the school day such as our local preschoolers joining our kindergarten students for lunch and recess.

In addition, our Family Resource program offers a Kindergarten Readiness Camp in August prior to the start of school. This camp is designed to expose students to readiness activities as well as introduce them to the school each day visiting the kindergarten wing and meeting teachers as they are setting up their rooms, as well as other staff and areas of the building Kindergarten students visit.

Our school has an incredible library for a rural school. We are fortunate to have a paraprofessional staffing our library under the supervision of a certified librarian housed at the Lane ESD. All kindergarten students access the library once a week for a story and library check out of two books. Parents know they can also access the library checking out as many books as they would like to read with their student too.

During the summer, one of our community libraries in Dexter offers all students summer library. This year we are also planning to host a weekly summer library program through our Family Resource Center.

3. Oral Language as the Root of Literacy Development

[\(Framework Section 3, pg 19.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Educators and families understand that a child's ability to read and write is predicated on oral language because of the primary role oral language plays in laying the groundwork for foundational literacy skills.
- Children are actively taught to blend sounds into words, and segment words into sounds (phonemic awareness).
- To the greatest extent possible, educators provide opportunities to practice and develop oral language in students' home languages, as well as English.
- Educators learn about the cultural and linguistic backgrounds of children in their care and value each child's linguistic strengths.

- Indigenous languages are honored.
- Educators use storytelling to bring life to students' (and their ancestors') histories, cultures, and traditions.
- Educators are aware that language varieties are linguistically equal, and use strategies to support multi-dialectal students.

What evidence do you have regarding Oral Language as a Root of Literacy Development indicators being embedded in your early literacy program? (i.e., curriculum and materials, assessment, vision for early literacy, professional development, instructional practices, etc.)

Pleasant Hill Elementary is committed to assisting all students in seeing themselves as successful readers and writers who persevere at reaching their full potential by providing systematic and explicit instruction.

One necessary component for students to reach their full potential is to ensure all students have oral language skills. Our staff recognizes and understands the need to develop oral language skills and how these skills lay the foundation for reading comprehension.

The staff strives to develop students listening and speaking skills, provide opportunities for conversation and vocabulary development, telling and retelling of stories from various sources, read aloud stories and poems, including student sharing opportunities, as well as practicing such skills as asking "wh" and how questions. The staff embeds opportunities for students to develop these skills not only through whole group daily reading curriculum lessons from Benchmark Advance and the use of Heggerty Phonemic Awareness supplemental program but incorporate these skills during small group Walk to Reading time. Daily. In addition, teachers embed opportunities to develop these skills across all disciplines, math, science, social sciences, counseling guidance lessons and small group instruction, etc.

The staff also works to engage students in extending conversations, telling and retell stories they have either heard or read. New vocabulary is introduced as part of all curricular units of study.

In addition, staff spend time at the beginning of each year developing relationships with our families learning about their history and culture. Many of our classes 2nd grade and up do a personal, " My Culture study," creating flipbooks about what is culture, spoken language within their family, sharing of popular foods, description of clothing that is worn from your culture, celebrations or holidays celebrated, traditions, music and arts that can be found in your culture allowing students to share about their cultures. Also, whenever appropriate incorporating family involvement.

Staff also incorporate stories from various cultures when appropriate during genre studies such as folk tales as well as country / cultural studies and tribal lessons embedded at each grade level. When appropriate inviting families and community members to come in as guest speakers too.

In addition, staff are either ESOL endorsed or have received SIOP training to assist in the language development of any student who is multi-dialectal.

The staff incorporates activities for parents to do at home with their students as part of their classroom newsletter and homework activities. They also provide parents with handouts and suggestions during conferences of how to assist their

students at home too including sending home of decodable text for students to read with families aligning with the skills presented in class.

It should be noted we are a small district. We have two focal groups, one made up of students identified as needing special education supports, and the other students who are economically disadvantaged.

4. Reading Models Based in Research

[\(Framework Section 4 pg 24.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Educators understand that reading research, often termed “the science of reading,” studies how reading skills develop and helps us to understand what happens in the brain when students learn to read.
- Educators are aware of- and draw from- multiple models of reading (i.e., the Five Pillars of reading, the Simple View of Reading, Scarborough's Rope, the Four-Part Processing Model, and the Active View of Reading) to inform curriculum and instruction.
- Educators understand that, generally, these reading models emphasize the interaction between word-identification and language comprehension.
- Educators understand that the above interaction results in reading comprehension through knowledge of the English writing system; linguistic knowledge; background knowledge; and the type of text, nature of the task, sociocultural context, and executive functions.

What evidence do you have regarding Reading Models Based in Research indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

The science of reading has provided clarity and a framework for the staff in the understanding of the skills and processes needed to provide students during reading instruction. Staff fully understands that it is proven that teaching students the big five, phonemic awareness, phonics, vocabulary, fluency and comprehension students develop the necessary skills to become skilled readers.

Our tier II, Title I schoolwide program, K-5, has been delivering intervention instruction to students by applying the science of reading model. Since moving to this model, we have seen our student data, DIBELS universal screening and progress monitoring data, increase from students in staying within the intensive support range for long periods of time to moving up if not one level and one subtest at a time to strategic but even higher to core or core plus level.

Students who are not progressing are given the diagnostic screener, the Core Phonics Survey. This survey is administered to take a closer look at key phonic skills students have yet to develop as well as to monitor student growth, guide instruction, and target underdeveloped areas in student learning. Skill areas are

targeted needing additional supports, strategies, and or the implementation of supplemental materials to assist these students in closing the gap.

Students not progressing in becoming skilled readers, every six weeks data is reviewed by the data team comprised of the building administrator, the Title I reading interventionist, the three grade level teachers, school counselor, and our special education department. If the trend line is not showing growth after at least three interventions our data is reviewed and instructional strategies are reviewed every six weeks as part of our school wide MTSS model.

As a result, models such as Scarborough’s Reading Rope, the Simple View of Reading, and the Five Pillars of Early Literacy, along with the Structured Literacy approach, are embedded now in our core reading instruction. Lessons contain a word identifications component, instruction in the areas of phonemic awareness, decoding – phonics, and sight word recognition. In addition, students are provided with instruction in language comprehension drawing upon background knowledge, facts, concepts, etc., vocabulary development, language development examining such things as syntax and semantics, verbal reasoning skills and literary knowledge concepts of print and genre knowledge.

As we continue our journey implementing the science of reading, we are looking to improve is the delivery of the science of reading model to one of our focal groups, students receiving special education services. Presently, this group is monitored at grade level showing little to no consistent growth, therefore we are changing their monitored level to each student monitored at their present instructional level. The core of their reading instruction time is spent at the word identification level. We will be adjusting curriculum providing coaching expand the development of lessons across language comprehension as well as word identification.

5. Foundational Skills

[\(Framework Section 5 pg 32.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Literacy instruction centers access for all children to experience and practice the full range of literacy skills: phonemic awareness, explicit systematic phonics, vocabulary and language development, comprehension and fluency.
- Foundational skills instruction is part of the core curriculum and materials and are aligned to Oregon’s English Language Arts and Literacy Standards for K-5.
- Foundational skills instruction is integrated into protected daily literacy instruction, with opportunities to practice and apply these skills up to and beyond grade five as necessary.
- Educators follow a clear, intentional scope and sequence based on the learning progression for foundational skills.
- Sufficient instructional time is spent on teaching foundational skills, including related practice with decodable texts and writing.

- Educators employ explicit, systematic, diagnostic, and responsive teaching of the language and literacy skills needed to be a successful reader and writer, recognizing this approach is beneficial for all, and critical for students experiencing reading disabilities, including dyslexia.
- When working with multilingual learners, educators develop oral language, phonological awareness, and vocabulary across each language.
- Education leaders review, adopt, and support the implementation of high-quality instructional materials (i.e., materials that provide explicit and systematic instruction and diagnostic support in concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency).

What evidence do you have regarding Foundational Skills indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Within the building daily schedule all grade levels K-5 have 90 minutes of time designated for reading instruction. This block is divided into two 45-minute blocks of time, one focused on comprehension skills including oral language, as well as background knowledge, vocabulary language structures, verbal reasoning and literacy knowledge and the other differentiated small group decoding skills.

We started implementing a Walk to Read model last year formulating groups based upon student data, DIBELS universal screening scores in the fall, teacher observation and previous student data and teacher observations of students in grades 1 -5 who attended our school last year. In addition, if needed the Core Phonics Survey is also administered to determine the gaps in a students' phonics knowledge especially if they are identified as needing either Tier II or Tier III intervention supports..

Grade level teams work together to formulate four groups, an intervention level, strategic level, a on core level, and a core plus level. Within those groups educational support is provided, as well as parent volunteers are utilized. Each student is provided with explicit and systematic instruction, phonemic awareness skills, decoding and sight word recognition. Skills are systematically taught increasing from simple skills to more complex skills.

Students also are provided time to read decodable text. Decodable texts are read and re-read repeatedly over the course of a week providing students with multiple opportunities to apply their decoding skills while working on developing fluency skills leading to eventually transitioning to authentic texts.

Students needing additional support receive high dosage tutoring five days a week for 25 – 30 minutes. This time is focused on the skills the students need additional practice to master in groups of no more than 2-3 students working with either a licensed or classified staff member.

Students who are participating in either a group identified as needing intensive or strategic are progress monitored, DIBELS progress monitoring assessments are administered every three weeks. Adjustments to instructional strategies and grouping is implemented as needed. All student data is reviewed weekly at grade level plc meetings and every six weeks at grade level data team meetings.

6. Writing, Reading, Comprehension, Vocabulary, & Background Knowledge

[\(Framework Section 6 pg 43.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Educators provide a text rich environment and connections across texts. Selection of complex and diverse texts purposefully supports comprehension development.
- Educators provide explicit vocabulary instruction on grade-level words including child-friendly explanations and opportunities for children to review and use new words over time (e.g., discussion of texts, discussions of content area learning, semantic maps).
- Students spend a substantial portion of their day engaged in listening to, reading, thinking, talking, and writing about texts.
- Literacy content is well-rounded and includes a broad range of topics and subject areas, including science and social sciences to build background knowledge and support comprehension across subjects.
- Educators continually reflect on the question, “Whose knowledge is being privileged, and how do we ensure we are working from the background knowledge of each student and developing shared understandings?”

What evidence do you have regarding Writing, Reading, Comprehension, Vocabulary, & Background Knowledge indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Our staff prides itself on providing students with a print rich environment emphasizing the importance of speaking, reading and writing for all students. Teachers use our core basal program Benchmark Advance for 45 minutes of the 90-minute literacy block dedicating this time for language comprehension work.

Each unit is well rounded drawing from a knowledge strand such as government, life or physical science, character social emotional topics, cultural themes, history, culture and geography, economics and technology to name a few of the strands. Each unit also has an essential question for students to address.

A unit opens with an introduction to the topic of the week with a video stimulating oral language and beginning to develop background knowledge. Moving next to developing vocabulary through the use of graphic organizers and providing many opportunities to practice using the vocabulary adding new vocabulary, as appropriate, throughout the unit which lasts three weeks.

Each unit has at least two texts related through topic to be used for building knowledge. In addition, for skill development for such skills as key details and main idea, cause and effect, comparing and contrasting two texts focused on the same topic, drawing inferences, genre work such as identifying features of an informational text and the answering of text related questions.

Students are also provided opportunity to develop their writing skills ranging from producing short answers to finding text evidence to support an answer. Students also write an actual piece such as an informational text. Over the course of the unit the students create the piece working through the writing process of planning, drafting, editing, and publishing.

Our staff also works to embed language comprehension skills across all disciplines. In addition, the staff devotes 15 – 20 minutes daily to a class read aloud stimulating oral language skills, listening and discussing text experiences,

In addition, our staff strives at looking at the work they do checking to see how they can remove barriers. It is important all students have access to instruction. Even though we work to remove the barriers an area that we need to examine our practices and provide more support to staff is in the area of writing instruction through professional development.

7. Core Instruction & Assessment

[\(Framework Section 7 pg 54.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Instructional materials are approved by ODE or meet the minimum criterion for adoption.
- Educators avoid “curricular chaos” by aligning instructional materials, strategies, language of instruction, and routines to create a connected literacy learning experience for students.
- All students have ample opportunities to read and/or listen to complex texts that provide an appropriate level of rigor, align with grade-level standards, and support the purpose of instruction.
- Formative assessment process is used by educators and involves students in the course of learning, to respond to, and adjust instruction for growth.
- Educators use early literacy tests, such as universal screeners, as a starting point to get curious about potential areas of growth and by looking at additional data sources to get a clearer picture of students’ literacy development.
- Multiple assessment methods are used by educators for their intended purpose, to help both educators and students understand where students are in their learning process and identify next instructional moves.

What evidence do you have regarding Core Instruction and Assessment indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Prior to our beginning the adoption process of any curricular area the staff prioritizes their grade level standards. Then moves to grade level articulation of standards to ensure all standards are covered during a student’s K-5 experience introducing, developing and master of the standards.

After that process has been completed, a committee made up of staff and parents review all ODE approved curriculums determining which met the minimum criteria. If a curriculum or two stands out, then we will pursue bringing in samples and teaching actual lessons followed by a discussion with the staff about the pros and cons discovered with our

students. The selected curriculum is available for parent input before moving our curriculum recommendation to the school board for adoption.

Our current core program Benchmark Advance provides students with weekly opportunities to interact with complex texts as well as listening opportunities too. Students use this text for skill development as well as developing the skill of citing text.

The program has built-in weekly formative tests as well as unit summative tests which resemble the Oregon State Assessments. In addition, our staff uses DIBELS universal screener three times a year, as well as progress monitoring minimum every three weeks. These are administered to assist teachers in planning instruction to meet student needs as well as provide additional intervention to acceleration of skills for students.

Unfortunately, due to the needs of all students we have found no one core curriculum meets the needs of everyone regardless of their skill level. We have found the need to use supplemental materials to assist with closing the gaps and extending learning.

8. Reaching All Learners

[\(Framework Section 8 pg 62.\)](#)

Indicators in a research-aligned, culturally responsive literacy program:

- Multilingual learners are given full access to the core curriculum, and provided with comprehensive language development and explicit vocabulary instruction.
- Educators make connections between English and a child's home language so that they can leverage existing knowledge and skill, and whenever possible create opportunities for children to learn to read in their home language.
- Specific approaches are used to support language development and core curriculum access such as sheltering instruction, compacting the curriculum, and providing dual language programs.
- Formative and summative assessments are offered in the student's home language and English.
- Striving readers have access to extended learning programs that use research-aligned strategies and are provided by licensed teachers or qualified tutors.
- Striving readers have access to high-dosage tutoring programs that use qualified tutors and developmentally appropriate practices.
- Prevention of, and intervention for, early reading difficulties includes a systematic approach for providing increasingly intensified and individualized instructional support informed by multiple data sources and matched to students' areas of strength and need.
- Instructional support for students with reading and writing difficulties is provided *in addition to* high-quality core literacy instruction.
- Explicit, systematic, evidence-based instruction is provided by qualified educators across all tiers of support.

What evidence do you have regarding Reaching All Learners indicators being embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Every fall all students are screened using DIBELS universal screener. In kindergarten this tool is also used for assessing students for risk factors indicative of reading difficulties. This data is also used to form our differentiated Walk to Read model that all students participate in 45 minutes a day in addition to 45 minutes a day of core whole group classroom instruction.

All students in our classrooms, K-5, have access to and are fully engaged in the classroom whole group core curriculum instruction. Our staff employs SIOP / GLAD strategies when appropriate. They ensure all students learning styles are addressed ensuring curriculum can be accessed auditorial, visual and kinesthetically for students. In addition, staff employs engagement strategies such as Kagan Cooperate Learning structures such as think-pair-share, stand up – hand up – partner up, as well as group work, peer partnerships to name a few.

We also provide students with accessibility supports. Our core reading curriculum has many digital materials videos, textbooks, audio of the textbook, the ability to enlarge print, text to speech, and speech recognition features that can support students. Formative and summative assessments are also available in students' native language if needed. In addition, during our 25 - 30-minute daily writing time student Chromebooks are set up for text to speech for those students who need this support.

Students identified as needing additional supports through DIBELS universal screening and progress monitoring tools as well as classroom assessments, formative and summative, teacher observation are provided with differentiated instruction for 45-minutes during Walk to Read providing students with intervention to accelerated instruction. After school acceleration groups are available for our Talented and Gifted students

In addition, we are fortunate in our school to offer high-dosage tutoring through our Title I program during the school day for students who need additional intervention support 25 – 30 minutes a day in groups no larger than 2-3 students. The services are provided by licensed staff and educational assistances following plans created by licensed staff.

Students are provided with explicit, systematic, evidence-based instruction by qualified educators across all tiers of support. In addition, all educational assistants assigned to work with reading instruction follow the plans prepared by a licensed teacher. In addition, we have put together a professional development program for our educational assistances providing them with an understanding of skill development and implementation of various programs.

Even though we are a small district who has a very limited ELL population, we are continuously looking at how we provide all students access to the core curriculum. As I reflect on our work, we have accomplished so far, I am amazed. Our data is presently trending upward on our local universal screening tool, DIBELS, used to inform instruction and student growth. We have put together many systems resulting in students being identified earlier and have implemented supports working to close the learning gap for our students and in some cases have been able to keep a student from entering special education.

Appendix A: Readiness for Implementation (Optional)

The [Early Literacy Playbook](#) and [accompanying comprehensive rubric](#) outline the how of literacy improvement. There are [five essential practices](#) that speak to the implementation process:

- **Vision**
- **Materials**
- **Data**
- **Team**
- **Time**

While embedded within the indicators, they are called out here because schools that have seen improvements in reading engage in these practices. Additionally, the Playbook outlines a phased process for incorporating each of these elements into your early literacy program. As a resource, it should be used to help you organize your actions and budget accordingly.

Vision

Essential practices to support a research-aligned, culturally responsive literacy program include:

- The school/system has a *written vision for early literacy* that:
 - Is anchored in the science of reading research;
 - Reflects the mindset that every student, especially those in focal groups (i.e., students of color, students experiencing poverty, multilingual learners, and students experiencing disabilities) can read proficiently by the end of 2nd grade; and
 - Includes a focus on leveraging and building students' linguistic and cultural assets (e.g., primary language, language dialects, language varieties).
- All stakeholders have a *clear understanding of the vision* for early literacy, including their individual role in working toward that vision, which is consistently reflected in team communication, collaboration, and instructional decision making.

Taken as a whole, to what extent are the Vision indicators embedded in your early literacy program?

(i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Materials

Essential practices to support a research-aligned, culturally responsive literacy program include:

- Core curricular materials are anchored in the science of reading and include a systematic and explicit foundational skills program as well as content-rich reading materials that support knowledge building.
- The core curriculum, tests, formative assessment practices, and instructional resources in use are closely aligned.
- Curricular materials are reviewed¹ based on whether they are culturally responsive and, where needed, supplemented to ensure students experience belonging within their learning environment.
- Intervention programs in use are structured and systematic; they amplify and accelerate learning from core materials.
- Assessment practices and materials contribute to planning for whole- and small-group learning experiences that move every student toward reading, writing, listening, and speaking proficiency.

Taken as a whole, to what extent are the Materials indicators embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

¹ Note: For more information about instructional materials in Oregon and additional helpful resources, please see the [Instructional Materials Toolkit](#).

Data

Essential practices to support a research-aligned, culturally responsive literacy program include:

- A coherent, comprehensive, and continuous assessment system includes:
 - A universal screener that assesses all students' performance on a common measure of foundational skills;
 - Progress monitoring tools to determine how students are progressing in relation to their individual goals and student growth targets;
 - A diagnostic assessment that pinpoints the specific skills students have mastered and/or where specific students may need further instruction and practice; and
 - Interim tests and formative assessment practices (e.g., from observation, informal records, the curriculum, anecdotal records) to assess students' mastery of what is being taught.
- Assessment and evaluation honor multilingual learners' (MLs') primary languages and current English proficiency levels. There is a written policy to ensure that MLs are not held back in the curriculum sequence or small-group work based on primary language influence or current English proficiency level.
- Each student has clear, individual learning goals and learning targets that teachers, students, and families/caregivers understand.
- There is a clear and efficient data cycle process in place that supports leaders and teachers in collecting and analyzing student data, as well as adjusting instruction based on what is and is not working. The process includes:
 - ensuring that all educators providing or supporting early literacy instruction are included (e.g., K–5 and language development teachers);
 - gathering collected data from multiple types of assessment (e.g., funds of knowledge information from families/caregivers, universal screener, progress monitoring, interim tests, curriculum assessment, teachers' observation notes about skills individual students have and have not yet mastered);
 - collaboratively analyzing data from each type of assessment alongside student goals to determine what is working and what may need to be refined to support students in moving toward skill mastery; and providing (core + more) for students based on clear entry and exit criteria with an emphasis on exiting students as flexibly and quickly as possible.
- Student data is disaggregated and analyzed by demographics; team members use this data to ensure that the needs of students in focal groups are centered when making instructional decisions (see Assessment and Data Consideration to Reach All Learners).
- Families and caregivers are kept up-to-date on their child's progress toward goals and play an active role in supporting their child's journey to becoming a skilled reader.

Taken as a whole, to what extent are the Data indicators embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Team

Essential practices to support a research-aligned, culturally responsive literacy program include:

- Each school has an *early literacy team*, composed of (but not limited to) school and system leaders, coaches, teachers, interventionists, and coordinators of special populations (e.g., MLs) who:
 - Strategically and collaboratively support whole- and small-group core instruction as well as interventions to ensure that students meet their goals;
 - Evaluate the implementation of early literacy strategies through analysis of a variety of data sources (e.g., student assessment, staff surveys) and classroom walkthroughs using an observation tool to identify trends and areas of strength and opportunity; and
 - Plan for and provide targeted support based on data collected.
- Early literacy team members and all early literacy educators:
 - Have the content knowledge and instructional skill set necessary to use data to move every student, especially those in focal groups, toward reading, writing, listening, and speaking proficiency; and
 - Engage in ongoing professional learning, including training and coaching in the science of reading, practices for supporting all learners (e.g., students who are emergent bilingual), the specific curricular resources in use, and relevant classroom observation tools
- A subset of members serve as the early literacy leadership team and are responsible for ensuring that early literacy initiatives are implemented effectively and continuously improving.
- Members understand their roles and responsibilities.

Taken as a whole, to what extent are the Team indicators embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Time

Essential practices to support a research-aligned, culturally responsive literacy program include:

- School and system schedules allocate consistent and protected time for students to engage in core literacy instruction that includes foundational skills, language comprehension, and differentiated small-group instruction.
- School and system schedules allocate consistent and protected time for teacher professional development in early literacy.
- School and system schedules provide the appropriate amount of time for language instruction educational program services such as bilingual education or English language development (ELD) programs and services.
- Members of the early literacy leadership team have *protected time* to:
 - Conduct regular, collaborative whole- and small-group classroom walkthroughs, meet and analyze data, and reflect on intervention program effectiveness. The amount of time a school or system decides to protect will depend on local context;
 - Engage in weekly, ongoing professional learning; and
 - Engage in the data cycle process.

Taken as a whole, to what extent are the Time indicators embedded in your early literacy program? (i.e., curriculum and materials, vision for early literacy, professional development, instructional practices, etc.)

Step 2: Application Planning Template

Directions

Each of the following questions will be required in the Application. Limit response to EACH question/prompt to 250 words or less.

Additional Considerations

This optional template aims to help applicants organize content prior to submitting a complete and final application via Smartsheet between December 1, 2023, and January 8, 2024. This template will not be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

Given its purpose, this document can feel duplicative of the actual guidance. The aim here is to provide an accurate and aligned support where applicants can narrate and prep what will be submitted.

Included Application Questions

- Program Review Tool
- Professional Development and Coaching
- Extended Learning
- High-Dosage Tutoring
- Student Growth Assessment
- Communication Plan
- Matching Funds
- Fiscal Agent
- Assurances

Required Questions

Program Review Tool

You will prepare your response to questions 1-8 directly in the [Program Review Tool](#) and then copy and paste your responses in the Application (in Smartsheet).

Professional Development and Coaching

1. Describe how you will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators to improve early literacy instruction. Include how you will provide professional development to teachers and administrators on using and implementing literacy assessments, tools, curricula, and digital resources with fidelity to research-aligned literacy strategies. For each professional development and coaching strategy description, include the following details:
 - the research-aligned literacy strategies that the professional development and coaching will focus on;
 - the target audience (including roles) for the professional development and coaching; and
 - the literacy assessments, tools, curricula or digital resource(s) the professional development will focus on (as applicable).

Pleasant Hill School District receives Federal Title Funds. Each year a portion of our Title IA and Title IV funds are set aside for professional development. This year funds were designated to bring in Barbara Steinberg of PDX Reading and one of the Dyslexia approved trainers by ODE. Barbara provided staff with an overview of strategies to implement with students needing additional phonics and phonemic awareness intervention. In addition, she introduced and provided staff with a model lesson of how to use UFLI in the classroom to support phoneme blending and segmentation practice. Develop accuracy and automaticity of grapheme-phoneme correspondences. Practice with decoding automaticity of words with previously learned concepts. Providing explicit introduction of new concepts. Also providing decoding and encoding practice.

Extended Learning

2. Describe how you will provide extended learning programs that use research-aligned literacy strategies and that are made available by licensed teachers or by qualified tutors. For each extended learning program description, include the following details:
 - description of how literacy is included as the focus of this program; and
 - who will provide the extended learning and their qualifications.

Pleasant Hill School District has two schools whose end of the day times are the elementary at 2: 15 p.m. and the high school at 3:10 p.m. To avoid transportation costs and provide students who would benefit from extended learning time in grades 1 -5. Students would be invited to stay at school from 2:15 - 3:10 p.m. for extended learning time two days a week. Each session would start with a read aloud story and snack, followed by intervention support in addressing the areas of phonemic awareness, phonics, vocabulary development, fluency and comprehension skills, developing the necessary writing skills to answer a comprehension question. The extended learning time groups would be led by either a classroom teacher or an educational assistant under the guidance of a licensed teacher.

During the summer of the 2023-2024 we would like to replicate this model offering a three hour a day summer extended learning time by invitation only to students in grades 1 – 3. Again, the focus of the summer extended learning time would be phonemic awareness, phonics, vocabulary, fluency and comprehension skills. The students would be receiving instruction led by either a classroom teacher or an educational assistant under the guidance of a licensed teacher.

High-Dosage Tutoring

3. Describe how you will provide **high-dosage tutoring** that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices. For each high-dosage tutoring strategy description, include the following details:
 - the domains of language¹ addressed (at least reading and writing);
 - who will provide the high dosage tutoring and their qualifications;
 - duration and frequency; and
 - how the tutoring is developmentally appropriate, including how it is responsive to student need.

¹ Reading, Writing, Speaking, and Listening.

As part of our Title I program, we designate 25 - 30 minutes a day for WIN time the equivalent of High Dosage Tutoring with a group of no more than 2 -3 students, although most of our groups are 1:1, one adult to every student. Students work with either one of our licensed teachers or with an educational assistant under the guidance of a licensed teacher, Materials used are evidenced based and aligned and supplemental focused on acceleration of skills. These tutoring sessions occur during the school day and are data driven informing instruction and monitoring student progress.

In the 2024-2025 school year, we will be designating funding to expand our high dosage tutoring program offering tutoring throughout the entire school day.

Student Growth Assessment

4. If you do not have a current student growth assessment that allows for data to be disaggregated by student groups who have historically experienced academic disparities, describe how you will provide one.

Communication Plan

(Select all of the types of strategies you will use to engage with partners. For strategies not listed, write them out.)

5. What communication strategies will be used to engage with **other school districts**?
 - Survey
 - Focus Group
 - Round Table Discussion
 - Community Group Meeting
 - Website
 - Email
 - Paper Newsletter
 - Social Media
 - School Board Meeting
 - Quarterly Report
 - Annual Report
 - Open House Night
 - Other (type out)

6. What communication strategies will be used to engage with **elementary schools** in the school district?

- Survey
- Focus Group
- Round Table Discussion
- Community Group Meeting
- Website
- Email
- Paper Newsletter
- Social Media
- School Board Meeting
- Quarterly Report
- Annual Report
- Open House Night
- Other (type out)

7. What communication strategies will be used to engage with **families** in the school district?

- Survey
- Focus Group
- Round Table Discussion
- Community Group Meeting
- Website
- Email
- Paper Newsletter
- Social Media
- School Board Meeting
- Quarterly Report
- Annual Report
- Open House Night
- Other (type out)

8. What communication strategies will be used to engage with **members of the school district community**?

- Survey
- Focus Group
- Round Table Discussion

- Community Group Meeting
- Website
- Email
- Paper Newsletter
- Social Media
- School Board Meeting
- Quarterly Report
- Annual Report
- Open House Night
- Other (type out)

Matching Funds

9. Name the fund source(s) for the 25% match.
Title I Reading Interventionist Salary

10. If applicable, a fund source is named for the 4th and/or 5th grade match. For additional detail, please see the Matching section within the [Application Guidance: Early Literacy Success School District Grants](#).
SIA Reading Interventionist Salary

11. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)
 - Hiring
 - Purchasing Curricula & Materials
 - High-Dosage Tutoring
 - Extended Learning Programs
 - Professional Development & Coaching
 - Other purposes (short answer, please describe)

Fiscal Agent

12. Name your fiscal agent for this grant agreement.
Sheri Longobardo, Pleasant Hill School District Business Manager

Assurances

Early Literacy Success School District Grant - Specific Assurances

By checking the following boxes, the applicant agrees that they:

XHave reviewed their early literacy program to identify areas of alignment with Oregon’s Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant’s work will align with the definitions included in the [Early Literacy Success Initiative](#)*

XHave reviewed the reporting requirements in Section 6 (2) of the [Early Literacy Success Initiative](#) and included in the Early Literacy Success School District Grants Application Guidance.

*

XUse literacy assessments, tools, curricula and digital resources that are reflected in the inventory and that they are based on research-aligned literacy strategies and are formative, diagnostic and culturally responsive; and if not, have indicated planned changes to ensure this requirement is met.*

XWill provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.*

XWill provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.*

XWill provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.*

XHave a student growth assessment (or have described that they will obtain one) that produces data that can be disaggregated by student groups who have historically experienced academic disparities (as defined in the Early Literacy Success Initiative).*

Overarching Assurances

XBy checking this box, the applicant agrees to comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.*

Select your institution from the drop down list to the right: 2081-Pleasant Hill SD 1

Please provide contact information for the person completing this budget	
Name	Devery Stoneberg
Phone	541-736-0498
Email	dstoneberg@pleasanthill.k12.or.us

						Overall Literacy Budget (23-24)
	--	--	--	--	Total Allocation 2023-24 (Autofill from Start Here tab):	\$78,139.72
	--	--	--	--	Total Budgeted Amounts (Autosum):	\$78,139.72
					Unbudgeted (Autocalculate):	(\$0.00)
Proposed Investment	FTE	FTE Type	Allowable Use Code	Object Code	4th or 5th Grade Expenditure	Literacy Budget (23-24)
20 Weeks, 2 days a week Extended Learning	1 Hour per day	Other	ELPO	111		\$12,661.40
20 Weeks, 2 days a week Extended Learning	1 Hour per day	Other	ELPO	2XX		\$4,913.04
20 Weeks, 2 days a week Extended Learning	1 Hour per day	Other	ELPO	112		\$9,453.60
20 Weeks, 2 days a week Extended Learning	1 Hour per day	Other	ELPO	2XX		\$3,690.92
Snack for afterschool program 40 sessions				4XX		\$400.00
6 Weeks, 4 days a week Extended Learning	4 Hour per day	Other	ELPSS	111		\$8,770.61
6 Weeks, 4 days a week Extended Learning	4 Hour per day	Other	ELPSS	2XX		\$3,403.29
6 Weeks, 4 days a week Extended Learning	3.5 hours per day	Other	ELPSS	112		\$11,834.76
6 Weeks, 4 days a week Extended Learning	3.5 hours per day	Other	ELPSS	2XX		\$4,639.75
Transportation costs - 2 buses				4XX		\$18,372.35

						Overall Literacy Budget (23-24)
	--	--	--	--	Total Allocation 2023-24 (Autofill from Start Here tab):	\$81,329.09
	--	--	--	--	Total Budgeted Amounts (Autosum):	\$81,329.09
					Unbudgeted (Autocalculate):	\$0.00
Proposed Investment	FTE	FTE Type	Allowable Use Code	Object Code	4th or 5th Grade Expenditure	Literacy Budget (23-24)
Dedicated EA-2	6.5 hours per day	Other	1:1HDT	112		\$20,200.00
Dedicated EA-2	6.5 hours per day	Other	1:1HDT	2XX		\$20,464.55
Dedicated EA-2	6.5 hours per day	Other	SGHDT	112		\$20,200.00
Dedicated EA-2	6.5 hours per day	Other	SGHDT	2XX		\$20,464.54

Allowable Use Code	Code
Purchase Culturally Relevant Curricula & Materials	CRCM
Curricula Training & PD	CTPD
Professional Development and Coaching	PDC
1:1 High Dosage Tutoring	1:1HDT
Small Group High Dosage Tutoring	SGHDT
Extended Learning Programs - Home-based Summer Reading	ELPH
Extended Learning Programs - Intensive Summer School	ELPSS
Extended Learning Programs - Other	ELPO

ALL Object Codes	Code
111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit	111
112 Classified Salaries for work performed by "Classified Employees"	112
11X Salaries associated with "Support Staff and Support Personnel", Salaries associated with "Program Coordinators/Regional Coordinators"	11X
Administrative Salaries	113
2XX Benefits associated with "Licensed Employees" not included in the gross salary, Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary, Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary	2XX
12X Substitute Salaries for employees who are hired on a temporary or substitute basis	12X
Additional Salaries	13X
3XX Local CTE Instructional Services (Purchased), Regional CTE Instructional Services (Purchased), 31X Instructional, Professional and Technical Services	31X
34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.)	34X
Other Supplies and Materials	4XX
Capital Outlay	5XX
690 Grant Indirect Charges/Administrative Indirect	690
Dues and Fees	640
Miscellaneous	8XX
Other	Other

OSBA Model Sample Policy

Code: ECAC

Adopted:

Video Surveillance

The Board authorizes the use of video cameras on district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent.

The district shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on district property.

Students or staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement.

A video recording may become a part of a student's educational record or a staff member's personnel record. The district shall comply with all applicable state and federal laws related to record maintenance and retention.

END OF POLICY

Legal Reference(s):

[ORS 30.864](#)
[ORS 192.420 to -192.505](#)
[ORS 326.565](#)
[ORS 326.575](#)

[ORS 332.107](#)
[ORS 336.187](#)
[ORS 342.850](#)

[OAR 166-400-0010 to -0065](#)
[OAR 581-021-0210 to -0430](#)
[OAR 581-022-2260](#)

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400-1419 (2012).
 Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

Springfield School District 19

Code: ECAC-AR
Revised/Reviewed: 2/26/07; 6/24/19
Orig. Code: ECAC-AR

District Video in Schools**

Education Records

1. The district will comply with provisions of state and federal law regarding education records requirements, including the Family Education and Privacy Act and the Individuals with Disabilities Education Act as applicable to the district's use of video recordings. Video recordings that become a part of a student's education record will be maintained in accordance with established education records procedures governing access, review and release of education records.
2. The district will provide notice video cameras may be used on district transportation vehicles, in district schools and on district campuses during school and/or extracurricular activities through signs posted at each site.
3. Students will not be specifically notified when a video camera is in use, but general notice through signage will be posted at schools.

Staff Records

1. Video recordings considered for retention as part of an employee's personnel record will be maintained in accordance with established Board personnel policies, administrative regulations and labor agreements, government access, review and release of employee personnel records.
2. Staff will not be specifically notified when a video camera is in use. Signs notifying all persons entering the school will advise of the use of cameras.

Storage/Security

1. All video recordings will be stored and secured to ensure confidentiality.
2. Video recordings held for review of student or staff incident will be maintained in their original form pending resolution. The recording will then be either erased or retained as necessary as a part of the student's education record and/or employee's personnel record in accordance with the established district procedures.

Use

1. Video cameras will be used in district schools as determined by district management staff.
2. Staff and students are prohibited from tampering with or otherwise interfering with video camera equipment.

Viewing Requests

1. Requests for viewing video recordings will be limited to district officials working with teachers whom the district has determined to have legitimate educational interests, parent(s) or student(s) 18 years of age or older or others specified in state and federal law and accompanying regulations.
2. Requests for viewing may be made to the superintendent or designee within five school days of the date of recording.
3. Only the portion of the video recording concerning a specific incident(s) will be made available for viewing.
4. Approval/denial for viewing will be made within five school days of receipt of request and so communicated to the requesting individual(s).
5. Video recordings will be made available for viewing within three school days of the request approval.

Viewing

1. Actual viewing will be permitted at district-related sites only, including the transportation office, schools, and/or district offices or as otherwise required by law.
2. A written log will be maintained of those viewing video recordings, including date of viewing, reason for viewing, the date the recording was made, vehicle videotaped, vehicle driver and the signature of the viewer.
3. Video recordings remain the property of the district and may be reproduced only in accordance with law, including applicable district education records policy and procedures and district personnel records policy, and applicable procedures.

Procedures for Use of Closed Circuit Television on Campuses

1. Close Circuit Television (CCTV) is being used on our campuses. Cameras are being used to monitor entrance/exit areas of our facilities, as well as monitoring common gathering areas. CCTV is only one tool being used to combat vandalism and promote safe learning environments. Efforts by staff and students to self-monitor behavior and to be aware of people on campus continue to be major components of a safe environment.
2. Each facility needs to designate a responsible party to monitor the recording operation of the CCTV system. That person should have a back-up person who is also trained to operate the system.
3. To ensure adequate records, recordings will be kept for 7 days before being deleted from the digital video recorder system.
4. Should there be an incident and a video is needed to help resolve the issue, the operator should preserve that video on the digital video recorder and create a backup DVD, if possible. Any copies made of the incident video should be kept in a secure location until resolution of situation and viewed only by authorized personnel. Upon resolution of situation, the video should be deleted and any unnecessary copies destroyed.

Pleasant Hill School District 1
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Code: CCC
Adopted: 1/10/00
Readopted: 10/11/10

Hiring of Licensed Administrators

When administrative vacancies occur, transfer within the existing district administrative staff will be considered. Administrators will be notified of the vacancy and have the opportunity to submit an application for the position.

Except in those instances when a transfer of administrators within the school system is determined by the superintendent, the following procedure shall be followed in the selection of all administrative personnel below the rank of superintendent:

1. Openings in administrative positions may be announced publicly prior to the first interview, giving ample time for all interested parties to submit applications;
2. Applications shall be in writing and directed to the superintendent. It shall be the responsibility of the superintendent/designee to complete the pre-employment file with credentials furnished by or at the request of the applicant;
3. A screening committee shall be appointed by the superintendent;
4. Selected applicants shall be granted a personal interview following the deliberations of the screening committee;
5. Upon completion of all interviews by the screening committee, this group shall make a recommendation for the position under consideration;
6. The superintendent's recommendation will then be presented to the Board for consideration and appointment to the position.

An administrator shall serve a probationary period that does not exceed three years, unless the administrator and the district mutually agree to a shorter time period.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 342.845](#)

Pleasant Hill School District #1 Monthly Principal's Report

Date: February 5, 2024 **PHHS**____ **PHES**__**X**_ (Check one)

Successes/Items of Interest:

1. Elementary monthly attenders, defined as a student who attends at least 90% of the days for which they were enrolled each month:

	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Kg.	93%	91%	89%	93%	94%					
1 st	94%	93%	93%	94%	94%					
2 nd	94%	93%	91%	94%	92%					
3 rd	90%	95%	93%	96%	95%					
4 th	97%	94%	93%	93%	94%					
5 th	96%	95%	92%	94%	91%					

2. State of Oregon regular attender defined as a student who attends school at least 90% of the days for which they are enrolled cumulatively in school.

	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
K-5	77.95%	79.19%					

3. As part of our attendance work at the elementary, our PTO graciously agreed to fund four performance assemblies this year through the Lane Arts Council. We have strategically placed these assemblies on the calendar at the end of each month.

Thursday, Jan. 31st our students had the pleasure of meeting Noah Philpot, a local puppetry, and Fooble the Dragon. The students were treated to a story or two, 3 different dragon musical pieces and one student from each class asked a question their class had generated for Fooble. The questions ranged from how long had Fooble the Dragon been sharing stories to how many how many different types of dragons are there.

Our next guest artist will be Kelly Thibodeaux, master fiddler, March 22nd, before Spring Break.

4. Prior to semester report cards, our Reading Intervention team made up of Kay Lynn Thomas, Kendra Jordan, Claire Bagwell, Jessica Wolpe, Kim Callison, Kristina Adair-Torres and Michelle Wheaton spent the week of Jan. 29th screening all of our students using the DIBELS Universal Screener Winter Benchmark passages. I am happy to share, we saw students who made considerable personal growth.
5. Our staff spent February 2nd preparing report cards filled with grades and comments regarding student progress. All report cards were hand carried home by our students, Feb. 9th.
6. I would like to extend an invitation to all of you to our March 14th Community / Family Night. The PTO will be hosting a Nacho Feed, 5:00 - 7:00 p.m. in the cafeteria. Our staff and students are creating beautiful master pieces for our new Art Gallery exhibit this year in the gym, and the 3rd Grade Living Museum 6:30 - 7:15 p.m. throughout the entire elementary school.

Respectfully submitted,

Devery Stoneberg, PHES Principal

Pleasant Hill Middle School Board Report February 12, 2024

Updates

Congratulations to our December Students of the Month:

- Student of the month: 8th grade- Eliza Anderson, 7th grade- Zoe Harr, 6th Grade- Bethany Carlton
- Most Improved Student of the Month 8th grade- Stellan Geilish, 7th grade- Corbin Heatherstone, 6th grade- Sage Larkin
- Citizen of the month 8th grade- Dallin Bahen 7th Grade- Darren Soper, 6th grade- Lawson Halstead

A huge shout out to our Registrar Michelle, Secretary Noell and Counselor Jolene for navigating the intricacies of moving into 2nd semester with Synergy, our new student information system.

Boys basketball is going great! We have 23 total students participating. 12 students in the 7th grade, and 11 in 8th grade.

Grades

Percentage of 6th Grade Students with D's or F's by Core Class

	October	November	December	January
ELA	13%	13%	9%	13%
Math	14%	12%	13%	11%
Science	8%	8%	14%	5%
Social Studies	5%	6%	9%	5%

Percentage of 7th Grade Students with D's or F's by Core Class

	October	November	December	January
ELA	20%	12%	15%	12%
Math	18%	23%	25%	20%
Science	11%	26%	23%	22%
Social Studies	20%	15%	15%	12%

Percentage of 8th Grade Students with D's or F's by Core Class

	October	November	December	January
ELA	4%	26%	8%	7%
Math	26%	25%	26%	17%
Science	5%	14%	19%	17%
Social Studies	4%	2%	4%	8%

Attendance

Percentage of students with 90% attendance or better

	November	December	January
6th Grade	74%	79%	81%
7th Grade	76%	81%	82%
8th Grade	79%	74%	77%

Looking Forward

We will be having our 2nd quarter awards assembly this Friday. Students will be entered into a raffle to win various prizes. Students received raffle tickets based on their final grades for the first semester.

Pleasant Hill High School Board Report February 12, 2024

Updates

Congratulations to our January Students of the Month:

- **Student of the Month:** 9th grade- Kyra Bebb, 10th grade- Ashlyn Johnson, 11th Grade- Josiah Fitch-McLeod, 12th grade- Miya Biggs
- **Most Improved Student of the Month:** 9th grade- Kayden Stump, 10th grade- Hunter Lardy, 11th grade- Ewan Stuart, 12th grade- Matt Nguyen

Grades

Fall Sports			
Sport	GPA	OSAA Rank	
Boys Cross Country	3.69	6th	
Girls Cross Country	3.8	14th	
Boys Soccer	3.57	8th	
Girls Soccer	3.74	8th	
Football	2.93	N/A	
Volleyball	3.88	1st	
Winter Sports			
Sport	GPA	OSAA Rank	
Boys Wrestling	2.92		
Girls Wrestling	3.29		
Boys Basketball	3.34		
Girls Basketball	3.55		
Cheerleading	3.76		

Semester 1 Final Percentage of Students with D's or F's by Core Class

	9th	10th	11th	12th
ELA	9%	15%	17%	4%
Math	9%	6%	14%	5%
Science	9%	11%	5%	4%
Social Studies	8%	3%	14%	9%

	Regular Attenders Through January	Average Daily Attendance Through January
9th Grade	76%	91%
10th Grade	77%	91%
11th Grade	62%	89%
12th Grade	67%	90%