



# **2022-23 Local Service Plan**

Approved by SOESD Board of Directors  
1/19/2022

Presented for Formal Action by  
Component School District Boards  
1/20/2022 – 3/1/2022

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# Southern Oregon ESD

## 2022-23

### Local Service Plan

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# Executive Summary

Dear Superintendents and Board Members:

Southern Oregon Education Service District (SOESD) is proud to present the 2022-23 Local Service Plan (LSP). The LSP is a product of our collaboration with school districts to deliver services that are responsive to districts' individual and collective needs, by providing flexibility in service choices, while maintaining service quality and stability, and leveraging regional advantages in cost effectiveness and increased opportunities for children, students, and families in the communities we serve. The 2022-23 LSP includes the SOESD Student Success Act (SSA) Comprehensive Support Plan (CSP) developed from the top priorities identified by component districts for assisting with development and implementation of their Student Investment Account (SIA) plans for implementing the Student Success Act.

SOESD utilizes State School Funds to provide services required by the LSP process for school districts in Jackson, Josephine, and Klamath counties that serve approximately 50,000 students representing 8 percent of the students in Oregon. The SOESD geographic region is the largest ESD region in Oregon comprising almost 10,600 square miles, which is larger than seven of the states in the US. SOESD brings added value to our districts surpassing the requirements of the Local Service Plan by historically obtaining over half (64% in 2021-22) of our annual revenue (\$71,604,714 in 2021-22) through grants, contracts, and entrepreneurial services, expanding our partners and the area we serve, while providing enhanced or additional highly valued services to benefit our local districts.

SOESD is proud to serve as a progressive leader in the ESD community, within our region, and in the state. This 2022-23 LSP represents the continued leadership of our organization to provide a leading number of highly valued and innovative services aligned with Oregon's initiatives, delivered through a modern business model, in partnership with the districts we serve, and in synergy with our network of ESDs across Oregon.

On behalf of the SOESD board and administrative leadership, I would like to recognize that our success is due to the work of our staff in cooperation with our component districts. It is through staff's service, responsiveness, and expertise – with a focus on customer service and satisfaction – that we have established and continuously build our value on doing what is best for children, families, and our communities.

Respectfully,

Scott Beveridge  
Superintendent

# Preface

This Local Service Plan and accompanying Student Success Act Comprehensive Support Plan have been developed in accordance with legal requirements as a description of services to be provided to component school districts by Southern Oregon ESD during the 2022-23 school year. However, it is important to note that these services can only be provided if adequate funds are available. In the event of a funding change, services will be prioritized in close consultation with the superintendents of the districts served by Southern Oregon ESD.

# Local Service Plan Requirements

## ORS 334 – Local Service Plan Requirements

ORS 334.005 specifies that the mission of education service districts is to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level. The SOESD local service plan must include the following services as defined in ORS 334.175:

- **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 the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians.
- **Programs for children with special needs**, including but not limited to special education services and services for at-risk students.
- **School improvement services** for component school districts, including, but not limited to services designed to support component school districts in meeting the requirements of state and federal law; services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts; services designed to support and facilitate continuous school improvement planning; services designed to address school-wide behavior and climate issues; and services designed to support career and technical education.
- **Technology support** for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services and distance learning.

The goals of these services are to:

- Assist component school districts in meeting the requirements of state and federal law;
- Improve student learning;
- Enhance the quality of instruction provided to students;
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- Maximize operational and fiscal efficiencies for component school districts.

## Local Service Plan Approval Process

The Local Service Plan must be approved by the school boards representing two-thirds of the component districts with greater than 50 percent of the students voting in favor of the plan.

## Local Service Plan Amendment Process

The Local Service Plan may be amended at any time by the SOESD board if component districts approve an amendment pursuant to the same criteria used to approve the original plan.

# Local Service Plan Timeline

## Timeline for Local Service Plan Development and Approval Process

Starting in September 2021	Review current Local Service Plan model and any suggested modifications based on input from component school district directors, business officials, and superintendents.
By December 2021	Local Service Plan submitted to component school district superintendents.
By January 2022	Local Service Plan submitted to SOESD Board for approval.
By January 2022	Local Service Plan submitted to component school district boards for approval.
January - February 2022	Component school district boards take formal action on Local Service Plan and submit resolution ballots to SOESD.
By March 1, 2022	Approval cycle completed.

## Timeline for Local Service Plan Service Selections

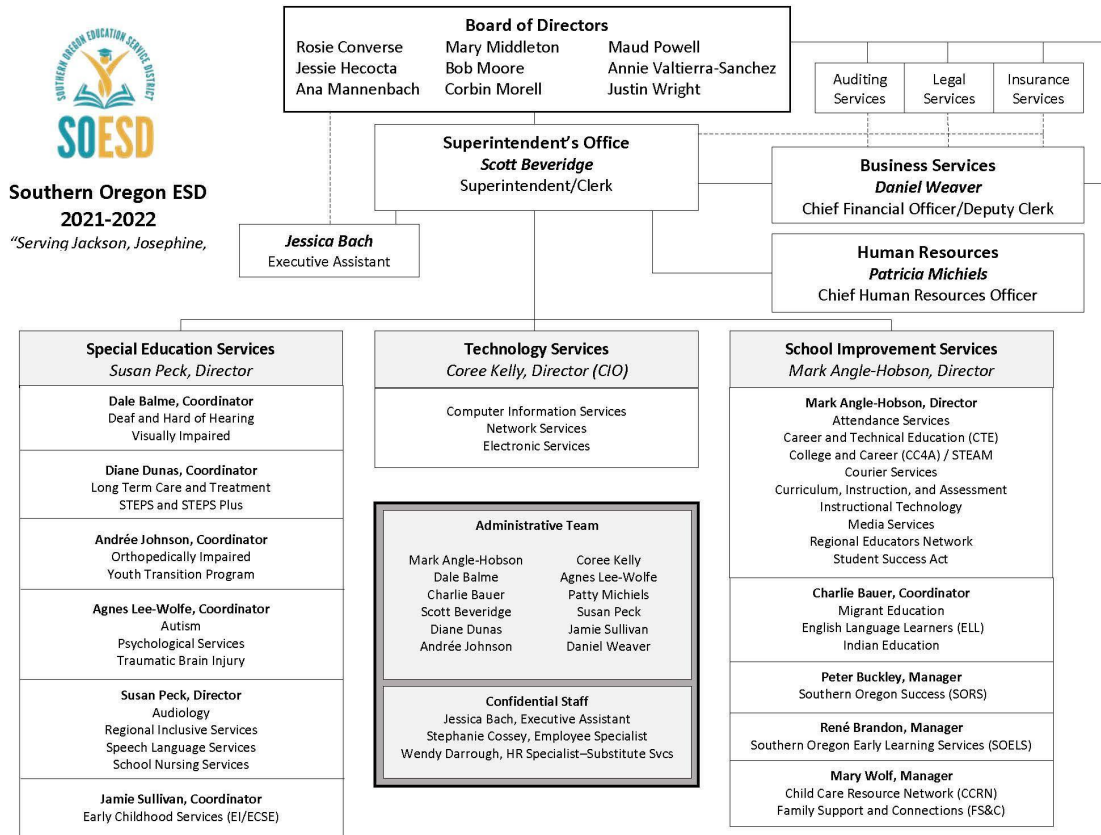
March – April 2022	Discussion with component school districts regarding service needs.
By April 2022	Local Service Plan selections by component school districts for Special Education service areas.
May – August 2022	Local Service Plan selections by component school districts for other service areas.

# Organizational Structure

## Local Service Plan Core Services

Southern Oregon ESD is organized into four core service areas to reflect the priorities set forth in the Local Service Plan:

- Administrative and Business Services
- Special Education Services
- School Improvement Services
- Technology Services



Updated 9/27/2021; Submitted for Board Approval 10/20/2021

## Mission

As a responsible partner, we provide services and leadership to optimize educational opportunities for the children, schools and communities we serve.

# Financial Summary

## State School Fund

ESDs receive approximately 4.5% of the State School Fund to provide required services of the Local Service Plan to component districts. The ESD funding formula includes property taxes and state income taxes. For the 2021-22 fiscal year, SOESD has budgeted \$11,861,765 from state sources and \$13,000,000 from local property taxes. These combined amounts equal \$24,861,765 and, when added to the remaining budgeted revenues, total \$25,889,265 of general fund resources.

## State School Fund Expenditure Requirement for Local Service Plan

State law requires ESDs to expend at least 90 percent of their State School Fund revenue for services approved by component districts in the Local Service Plan.

## Grants and Contracts

SOESD brings additional value to our districts surpassing the requirements of the Local Service Plan by obtaining additional revenue beyond State School Fund allocations. We leverage this additional revenue to enhance or provide additional highly valued services. In addition to general fund revenues, SOESD historically obtains over half (64% in 2021-22) of our annual revenue (\$71,604,714 in 2021-22) through grants, contracts, and cooperative services.

## Entrepreneurial Services

SOESD engages in entrepreneurial activities with the intent of generating both opportunities and revenue to benefit its component school districts, as well as to improve educational resources and services to benefit the communities of Oregon.



# Local Service Plan

## Overview

Southern Oregon ESD provides an array of services to our component districts. Those services have been organized within the four “core service areas” as outlined by ORS 334.175 for our Local Service Plan. We have a long-standing, positive working relationship with our districts and together we annually review and revise services to best meet both individual and collective needs. Our 2022-23 Local Service Plan includes all required core services and additional services identified as needed by our local districts.

## Agreements

- **District Allocations** – 90% of SOESD’s State School Fund allocation is allocated to each component district based on the previous year’s finalized ADMr.
- **Essential Core** – Approximately 5% of the District Allocations will be budgeted for a small district special education allocation, STEPS Plus classroom space, and leadership in core service areas that ESDs are required to provide: school improvement, special education, and technology.
- **Menu Service Selections** – A variety of existing services will be provided on a menu for districts to utilize and additional items may be added for districts to choose from in the future:
  - **Administration and Business** – A variety of administration and business services will be provided through a menu for districts to make selections on a yearly basis.
  - **School Improvement Services** – A variety of school improvement services will be provided through a menu for districts to make selections with a three-year rolling commitment. Districts have already identified initial selections on which this LSP is based and may add to their selections.
  - **Special Education** – A variety of special education services are provided through a menu where districts can make selections on a yearly basis.
  - **Technology Services** – A variety of technology services will be provided through a menu for districts to make selections with a three-year rolling commitment. Districts have already identified initial selections on which this LSP is based and may add to their selections.
- **Accounting** – Rates for the menu of services are projected estimates, but are calculated as actual cost at year end. Districts’ allocations will be billed at year end for actual cost of service utilization from menu selections. Remaining balances of districts’ allocations will be distributed to districts. Underfunded service utilization will be billed to districts.
- **SOESD Service Utilization Levels** – To support service stability and quality, each district agrees to utilize a minimum of 30% of their District Allocations available for SOESD services.

# Local Service Plan

- **Interim Agreements** – Intergovernmental agreements between SOESD and component districts can be utilized for excess demand or utilization needs beyond initial base purchase amounts of menu choices (beyond the three-year commitment levels for School Improvement Services and Technology Services).
- **Other Services** – SOESD offers a variety of additional fee-for-service opportunities such as professional development workshops, cooperative purchasing, and other entrepreneurial services that may include market rate prices. Districts may choose to participate and be billed against their allocations or be invoiced separately depending on the type of opportunity.
- **Entrepreneurial Fees** – Fees are set at the discretion of the ESD for any non-component districts or organizations with revenue to be used for the benefit of component districts.

# Administration and Business

## Contact

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web: [www.soesd.k12.or.us/business](http://www.soesd.k12.or.us/business)  
101 North Grape Street  
Medford, OR 97501  
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Fax: 541-779-2018

## About Administration and Business Services

SOESD administration works cooperatively with local school districts to offer services that provide equitable educational opportunities for all students. In addition to managing operations of the ESD, the Administration Office facilitates Home Schooling, the Superintendents Association, Business Officials meetings, and a variety of services offered to districts through a menu or as a fee-for-service option:

### Cooperative Purchasing

SOESD offers a multitude of bulk pricing for school district supplies and materials including delivery services via truck or courier.

### Medicaid Billing

School districts participating in the Medicaid Billing program are reimbursed by a federal program known as Medicaid Administrative Claiming (MAC). The MAC program provides a way of reimbursing K-12 districts for claimable work already being performed by staff.

### Substitute Management

SOESD offers recruiting, hiring, training, assignment, payroll, and substitute management services using the Absence Management System for licensed teachers to meet the needs of districts during staff absence.

## Services provided to component districts at no additional cost:

- **Superintendents Association Meetings**

The SOESD Superintendent facilitates meetings throughout the year of area superintendents to enhance educational opportunities for students in the region.

- **Business Officials Meetings**

The SOESD Business Manager facilitates meetings throughout the year of area business officials to enhance educational opportunities for students in the region.

- **Home Schooling**

SOESD provides a centralized registration process for students residing within the thirteen school districts in Jackson, Josephine, and Klamath counties. Registration is required for all students age six through eighteen who are not enrolled in either public or private school.

# School Improvement Services

## Contact

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web: [www.soesd.k12.or.us/school\\_improvement](http://www.soesd.k12.or.us/school_improvement)  
101 North Grape Street  
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## About School Improvement Services

School Improvement Services include a multitude of programs to provide support for children from birth through their post-secondary success. We support schools by acting as a liaison between ODE and our thirteen districts, coordinating regional curriculum directors meetings, promoting kindergarten readiness, managing significant grants that create career pathways aligned with employment opportunities, and supporting specific student populations and interventions as well as teacher training for instructional effectiveness that promotes attendance, student achievement, high school graduation, and career readiness.

## Attendance

School Attendance Specialists work with local school districts to increase attendance rates by providing school-wide and district-wide support for attendance, while also providing individual student interventions that decrease truancy. SOESD assists schools with Attendance Audit services to help them analyze their own attendance systems and create action plans for systematically improving attendance supports for students.

## Career Technical Education (CTE)

The CTE program coordinates a broad system of diverse subject areas aligned with career pathways awarding college credit aligned with the global economy. The program works closely with local high schools, community colleges, and industry to facilitate a Federal Carl D. Perkins consortium grant and the Southern Oregon CTE Consortium. The CTE Department services include Program of Study Approval, Instructor Appraisal and Certification, Professional Development, Federal Carl D. Perkins grant administration, and technical assistance.

## College and Career / STEAM Hub

College and Career services coordinate K-12, higher education, business, industry, and community partners to bring rigor, relevance, and hands-on project based, contextualized learning through dual-credit courses aligned with career paths leading to high wage, high skill, and high demand occupations. The program coordinates efforts of advanced and dual credit, Career Technical Education, the STEAM (Science, Technology, Engineering, Arts, and Mathematics) hub, and career related learning experiences for teachers and students. The program leverages substantial grant funding to provide service offerings.

# School Improvement Services

## **Curriculum, Instruction, and Assessment**

SOESD provides consultation, planning and implementation of professional development to increase student success. We support schools by acting as a liaison between ODE and our thirteen districts, coordinating and funding regional training opportunities, facilitating review of instructional and assessment resources, alignment of curriculum and assessment with content standards, and support for teacher effectiveness that promotes student achievement.

## **Instructional Technology Services / Data Driven Decision Making**

SOESD provides training and resources on the effective use of technology for teaching and the use of data driven decision making using relevant metrics by student support teams to provide interventions and wrap around services that increase student achievement. The program also supports the Southern Oregon Ed Tech Cadre of teachers, and the annual Southern Oregon Ed Tech Summit.

## **Library Media Specialist**

Library Media Specialist services can assist with development of a coordinated media program, materials, and instruction to meet Division 22 requirements.

## **Mentoring New Teachers and Administrators**

SOESD provides mentoring for new teachers and administrators through the critical first and second years in their profession. The Mentoring program is built upon research that demonstrates increased student achievement and teacher retention, and is expanding support for new teacher induction programs to promote effective instructional practice, lesson and unit design, assessment, and culturally responsive teaching. The program leverages substantial grant funding to provide service offerings.

## **Migrant Education / Indian Education / English Language Learners**

Migrant Education / Indian Education / ELL services include trainings, presentations and consultations at the building, district, and regional levels to address educational and culturally related academic needs. The program also provides direct academic services to migrant-qualified students, including after school, summer school, and preschool programs designed to support students in meeting challenging academic Reading and Mathematics standards through literacy development. The program leverages substantial grant funding to provide service offerings.

## **Regional Achievement Collaboratives**

The Southern Oregon Success (SORS) in Jackson / Josephine counties and the Klamath Promise in Klamath County forges connections between schools, community organizations, businesses and local leaders to drive communities to actively support improving education outcomes beyond the classroom. Focused work includes training on the epigenetics of Adverse Childhood Experiences (ACEs), support for trauma informed approaches and resiliency leading toward healthy communities, and increased metrics from early learning, high school graduation and career success across a lifelong continuum.

# School Improvement Services

## Services provided to component districts at no additional cost:

- **Child Care Resource Network**

The Child Care Resource Network supports the efforts of our Southern Oregon Early Learning Hub, facilitates improvement of child care providers through implementation of the Quality Rating & Improvement System (QRIS), through trainings for providers, as well as business and consumer education to leverage tax benefits and provider networks.

- **Curriculum Directors Meetings**

SOESD facilitates meetings throughout the year of area curriculum directors to enhance educational opportunities for students in the region.

- **Family Support and Connections**

Family Support and Connections is a statewide program designed to help families meet the challenges of being a parent in the world today. Family Support and Connections is available to TANF clients and any other family that is struggling. A local family advocate is assigned to each family to help develop an individual plan to overcome barriers to success.

- **Regional Educator Network**

As one of TEN ESDs chosen by the Educator Advancement Council to facilitate the work of Regional Educator Networks statewide, SOESD coordinates the work of the Southern Oregon Regional Educator Network (SOREN). SOREN works to elevate equity-based decision making, connect improvement efforts across school districts, and leverage resources within the region to provide locally responsive, sustainable, and highly effective professional learning throughout the course of an educator's career.

- **Student Success Act**

As provided in the new Student Success Act legislation, SOESD is committed to providing all districts in the region with support to implement Student Success Act initiatives and programs through highly effective, just-in-time technical assistance, data driven menu of services, and evidence – based professional learning opportunities. SOESD specialists are available to work collaboratively with districts' SIA team members to utilize a variety of technical assistance processes, tools, and facilitation supports.

- **Southern Oregon Early Learning Services**

The Early Learning Hub makes resources and supports more available, more accessible and more effective for children and families that have historically been overrepresented in the opportunity gap and underrepresented in services. SOELS identifies the underserved children in their region, evaluates the needs of those children and families, and then works to ensure that programs and services reach them and effectively meet their needs. Hubs are building outcomes-focused collaborations across K-12 schools, early education, health, human services and business.

# School Improvement Services

- **Suicide Prevention and Threat Assessment**

The SOESD coordinates tiered support for threat assessment and suicide prevention, including QPR suicide prevention, and level one threat assessment training from John Van Dreal. SOESD hosts threat assessment case management software in our regional data center and assists with data management and training for using the system. SOESD also provides staffing for the juvenile and adult Level II Threat Assessment Team in Jackson County.

# Special Education Services

## Contact

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5465 S. Pacific Highway  
Phoenix, OR 97535  
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Fax: 541-535-2640

## About Special Education

Special Education programs at Southern Oregon ESD provide evaluative, consultative, and direct special education services to students with disabilities. Many Special Education services are available in Jackson, Josephine, and Klamath counties, and some services are also available in Douglas and Lake counties. The *OR Project* curriculum is available worldwide.

## Audiological Services

A full range of diagnostic hearing services are provided for children from birth to high school graduation, including pure tone air and bone conduction testing, visual reinforcement and behavioral observation sound field audiometry, speech audiometry, acoustic emittance testing, otoacoustic emissions testing, hearing aid evaluation and ear mold fitting, custom made swim plugs, sound field amplification and personal FM systems.

## Assistive Technology Services

SOESD maintains a library of assistive technology for loan as needed.

## Autism Services

Autism specialists work in collaboration with school psychologists, speech and language pathologists, and special education teachers in providing comprehensive evaluations for students birth to age twenty-one. Based on evaluative data, specialists recommend, develop, model, and train district and EI/ECSE staff in a variety of intervention and treatment strategies to address student needs.

## Deaf and Hard of Hearing Services

American Sign Language interpreters, as well as direct instruction and consultative services provided by teachers of the deaf and hard of hearing, are available to eligible students birth to age twenty-one.

## Evaluation Services - Early Intervention / Early Childhood Special Education

Evaluation services are available in Josephine County by our Early Intervention (EI) and Early Childhood Special Education (ECSE) program for children from birth through five years of age to meet child find requirements, in addition to the many services offered to support families and their children with special needs.



# Special Education Services

## Oregon Project for Visually Impaired and Blind Preschool Children (OR Project)

The OR Project is a comprehensive assessment and curriculum designed for use with children birth to six who are visually impaired or blind.

## Orthopedically Impaired Services

Orthopedically Impaired specialists provide evaluative, consultative and direct therapy services. Physical therapy (PT) focuses on postural and gross motor functioning such as head control, sitting, and standing balance. Occupational therapy (OT) focuses on fine motor functioning such as reach/grasp, manipulation, release of objects and coordination of two-handed activities.

## Psychological Services

Psychological Services provides a broad range of consultative services to administrators, teachers, and parents, as well as direct evaluative and intervention services to students.

## School Nursing Services

Students attending schools may have a variety of chronic and acute health conditions, such as seizures, asthma, diabetes, and severe allergies. Some students may require medical assistive devices and procedures, such as gastric tube feeding, oxygen administration, suctioning, or nebulizer treatments. School nurse consultants help school districts meet the needs of these students, and maintain compliance with Oregon rules and statutes, working under the requirements of both the Oregon Board of Education and the Oregon State Board of Nursing.

## Special Education Automation Software (SEAS)

SEAS is a 100% web based special education management system comprised of several modules which together allow districts to manage their special needs programs, including: IEP and forms management, timeline compliance, Medicaid claim generation, assessment reports, and more.

## Speech and Language Services

Speech and Language Services provides a broad range of direct and consultative services, including individual speech/language evaluations, participation on IEP teams, individual and group therapy, and co-teaching in language mediated subjects to increase language acquisition and verbal fluency.

## STEPS

STEPS CARE and Transition classrooms serve students age five through twenty-one with severe and/or multiple disabilities, including severe intellectual disability, autism, orthopedic, traumatic brain injury, and medical health needs.

## STEPS Plus

Students enrolled in STEPS Plus represent a distinct population of students who present difficult and challenging behaviors. They have multiple, severe disabilities, cognitive deficits and/or significant medical/health needs. The disabilities may include developmental disability, hearing and vision impairment, communication disorder, orthopedic impairment, traumatic brain injury, other health impairment, autism and behavioral disorders.

# Special Education Services

## Vision Impaired Services

Braille production and Itinerant special education services are available to serve all identified blind, low vision, or deaf-blind children, birth through age twenty-one.

## Youth Transition Program

The YTP program of Southern Oregon Education ESD serves students with disabilities age fourteen to twenty-one who are eligible for special education services. The purpose of the program is to prepare youth with disabilities (including on IEP, 504, mental health, physical disability or health impairment) for employment or career related post-secondary education or training.

## Services provided to component districts at no additional cost:

- **Early Intervention / Early Childhood Special Education / Gilbert Creek Child Development Center**

Early Intervention (EI) and Early Childhood Special Education (ECSE) services are provided to children from birth through five years of age, under provisions of the Individuals with Disabilities Education Act. Josephine County Early Intervention Services offers many services to support families and their children with special needs.

- **Long Term Care and Treatment (LTCT)**

Long Term Care and Treatment (LTCT) provides education programs for students who have been placed by state agencies, school districts, or private placement in day and residential treatment facilities. The goal of Long Term Care and Treatment Education Programs is to provide a high quality, therapeutic environment where children will gain the behavior skills and abilities to function successfully in a non-institutional environment.

- **Regional Programs for Low Incidence Disabilities**

SOESD acts as one of Oregon's eight Regional Programs. As the Southern Oregon Region III Program, SOESD provides special education services to children from birth through age twenty-one with hearing impairments, vision impairments, deaf/blindness, autism spectrum disorders, severe orthopedic impairments, and traumatic brain injury in a five-county area ([Jackson, Josephine, Klamath, Douglas, and Lake Counties](#)).

- **Special Education Directors Meetings**

SOESD facilitates meetings throughout the year of area special education directors to enhance educational opportunities for students in the region.

- **Transition Network Facilitator - Region V**

The role of the Transition Network Facilitator (TNF) is to support the Governor's Executive Order 15-01 to further improve Oregon's systems of designing and delivering employment services for students with disabilities. The TNF works to support the collaborative efforts of Vocational Rehabilitation and Local Education Agencies in Oregon in the implementation of the Workforce Innovate Opportunity Act and the provision of Pre-Employment Transition Services.

# Technology and Media Services

## Contact

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## About Technology & Media Services

Technology and Media Services provides comprehensive services for local school districts to support administrative and instructional technology to increase student success, resulting in significant cost savings while creating other efficiencies.

## Courier

The Courier provides pick-up / delivery of materials and equipment from our Media Center, Cooperative Purchasing warehouse, and Electronics Repair program, as well as inter-district and intra-district mail.

## Data Center Hosting

Computer Information Services administers SOESD's regional 24x7 data center, serving critical information systems to schools. The data center saves hundreds of thousands of dollars on hardware and software, while creating other efficiencies including staff time savings, reduced power consumption, and data center redundancy.

## Data Dashboard

SOESD provides access to the WESD data dashboard at significantly reduced costs. SOESD specialists provide technical support for implementation and training for staff on data driven decision making coupled with interventions that promote student success.

## District Data Center Support

System Analysts maintain data centers deployed in component districts and management of data systems migrated to our regional data center, producing savings on server costs, while increasing IT responsiveness, maximizing up-time, and reducing power, cooling, and rack storage requirements.

## District Network Support / VoIP Services

Network Analysts provide support for the design, installation, and maintenance of both wired and wireless local and wide area networks, connectivity to the Internet, video security systems, and Voice over IP phone systems.

## Electronic Services

Licensed low voltage and 110v electricians install wired and wireless networks, surveillance systems, access control security systems, and instructional technology such as projectors and electronic white

# Technology and Media Services

boards. Electronic technicians repair electronic equipment, including iPads and other mobile devices. Electronic materials and devices are provided at greatly reduced wholesale prices.

## Follett Destiny

SOESD's Follett Destiny library management software hosted in our regional data center provides access to enriched, educator-reviewed digital content and tools that help students, librarians and educators find, share and use print and digital resources.

## Help Desk Software Suite

Computer Information Services produces and hosts the [Region-Wide Help Desk](#) for IT departments, print shops, maintenance departments, and more. The software solution provides data tracking and a suite of software tools including asset inventory management and remote technical support capabilities, as well as robust data reporting.

## Infinite Visions Hosting

SOESD hosts the Infinite Visions Business Information Services software in our regional data center at reduced costs to districts. Technicians manage service updates and technical support for the system.

## Instructional Media

The Media Materials Library contains approximately 16,000 instructional resources that teachers can access for classroom use. Available resources include exclusive online video content, World book, eBooks, DVDs, software, printed books, poster sets, medical models, science kits, and two portable planetariums (Starlabs).

## Internet Connectivity

Computer Information Services provides cost effective Internet connectivity with access to Internet2 bundled with the benefit of added Internet circuit redundancy, providing substantial and reliable bandwidth to meet the entire region's needs under a single cost savings contract.

## Professional Development Management (PDNetworks)

Computer Information Services produces and hosts the PDNetworks software system that allows districts to create and manage staff's TSPC licensing and professional development plans, as well as publish, manage, and track training activities customized to meet district-wide and individual staff goals.

## Software Development

Software Developers create mobile applications for school districts, develop web sites, and customize data systems to meet districts individual student learning and reporting needs.

## Services provided to component districts at no additional cost:

- **Technology Director Meetings**

SOESD facilitates meetings throughout the year of area technology directors to enhance educational opportunities for students in the region.



**2022-23 Student Success Act  
Comprehensive Support Plan**

**Reducing Academic Disparities  
and  
Supporting Student Health and Safety**

**Southern Oregon ESD**  
**2022-23 SSA Comprehensive Support Plan**  
**Reducing Academic Disparities and**  
**Supporting Student Health and Safety**

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# Preface

This 2022-2023 Student Success Act Comprehensive Support Plan to reduce academic disparities and support behavioral and mental health is provided to assist districts with the development and implementation of their Student Investment Account Plans for the implementation of the Student Success Act. The services are categorized as potentially free technical assistance services from SOESD or direct technical assistance services at a cost. Free services would be funded using funds SOESD receives from the Student Success Act. The services outlined in this reducing academic disparities and behavioral and mental health support model can be used synergistically with services districts provide in their implementation of supports for students' academic achievement and behavioral and mental health using Student Investment Account or other funds.

# Requirements

According to HB 3427 (2019), an ESD Comprehensive Support Plan must:

- (A) Align with and support school districts in meeting the performance growth targets of the school districts developing the plan;
- (B) Include the provision of technical assistance to school districts in developing, implementing and reviewing a plan for receiving a grant from the Student Investment Account;
- (C) Provide for coordination with the department in administering and providing technical assistance to school districts, including coordinating any coaching programs; and
- (D) Be adopted and amended as provided for local service plans under ORS 334.175.



# Student Investment Account Support Plan

## Overview

This reducing academic disparities and behavioral and mental health support plan is presented in a tiered support model to assist districts with providing universal, group, and individual support. The services outlined in this reducing academic disparities and behavioral and mental health support model can be used synergistically with services districts provide in their implementation of supports for students' academic and behavioral and mental health.

## Tier One

Tier One supports will provide a baseline of knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier One will support educators in effective **core interventions in general education with 80-85% of students meeting expectations** in benchmarks. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

## Tier Two

Tier Two supports will provide additional knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier Two will support educators in effective group support **of intense interventions for the 10-15% of students needing more focused interventions to meet expectations**. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

## Tier Three

Tier Three supports will provide specialized knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier Three will support educators in effective individualized support for specific students as the **most intense interventions** and resources or **continuation of intense interventions over a long time period** (anticipated to be a year or more) for students with intense and persistent needs. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

# Tier One: Universal Supports

## About Tier One Supports

Tier One supports will provide a baseline of knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier One will support educators in effective **core interventions in general education with 80-85% of students meeting expectations** in benchmarks. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

Reducing Academic Disparities and Behavioral and Mental Health  
Technical Support Services - available at no cost:

### **Professional Learning Opportunities:**

The ESD could provide the following types of professional learning through a School Improvement Specialist or contracted services.

## **Professional Learning Opportunities Focused on Reducing Academic Disparities and Behavioral and Mental Health**

- **Family Engagement – Dr. Mapp and Scholastic**
  - Scholastic’s support is designed to reframe family engagement as an instructional strategy and build the capacity of district leadership and building teams to transform home-school partnerships to improve student outcomes.
  - Scholastic Education proposes to support all districts in the SOESD region in the following ways:
    - Provide copies of *Powerful Partnerships* by Dr. Karen Mapp. We will utilize the books to facilitate a three-part virtual book study prior to starting the three-day workshop series. The virtual book study will provide context for the upcoming training series, establish shared understanding of effective home-school partnerships, and foster collaboration and communication among the group.
    - Conduct the Dr. Mapp Series with school-based teams. Teams will learn “what works” to engage families in learning, “repurpose” existing family events, and develop a year-long action plan for engaging families in partnerships to increase student academic achievement.
    - Provide on-site and virtual coaching to assist district teams’ implementation of new learning, and we will provide consultative support to SOESD leadership to assist in strengthening and sustaining family engagement practices throughout the entire district.
    - Facilitate *Effective Practices to Welcome All Families* professional learning opportunities.
    - Conduct virtual webinar series on:
      - Process Conditions

# Tier One: Universal Supports

- 4 C's
- Facilitate Reaching All Families professional learning workshops
- Design and implement Community Engagement Workshops for district leadership based on ODE's Community Engagement Toolkit

In addition to the days of learning, SOESD will offer ongoing coaching and support through regular PLCs and district specific support throughout the academic year.

- **Positive Discipline for Educators**

This two-day interactive workshop is designed for teachers, counselors, school staff and administrators who want an effective discipline approach that integrates social and emotional learning while reducing challenging student behaviors. Attendees will earn recognition as a Certified Positive Discipline Classroom Educator.

In addition to the initial two-day workshop, SOESD will offer ongoing coaching and support through regular Communities of Practice (CoP)/PLCs throughout the academic year.

Regional SOESD Positive Discipline Facilitator Cadre is being developed to provide sustainability and availability for ongoing professional learning.

- **Playworks – K-8 Organized Play**

The Mission of Playworks is to create multiple opportunities for safe, healthy, meaningful play every day for children. The Playworks curriculum was designed for children in K – 6 school and youth environments, but is often used with children in grades K – 8. The term “organized play” is used to increase understanding for children and adults.

In addition to the days of learning, SOESD will offer ongoing coaching and support through regular CoPs/PLCs throughout the academic year.

- **Equity Professional Learning Opportunities (including PK)**

*SOESD will offer professional learning opportunities in foundational equity work. Examples include:*

- Recognizing and responding to implicit bias
- Systemic racism
- Micro-aggressions

- **Universal Design for Learning (UDL)**

A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

- **Skillful Teaching**

*37.5 hours (6 days), eligible for three graduate, undergraduate, or para credits through Fitchburg State University.*

# Tier One: Universal Supports

The Studying Skillful Teaching program is Research for Better Teaching's cornerstone program for building teachers' capacity – the knowledge and skills as well as the courage and conviction – to promote students' motivation, learning, and increased achievement. It is based on the belief that teaching is a process of decision-making and that skillful teachers never stop learning through experimentation, data analysis, study, and collegial sharing about what works best for their students. This reflective dialogue is consistently rated by our clients as an invaluable asset for building common and coherent language among their educators.

In addition to the six days of learning, SOESD will offer ongoing coaching and support through regular CoPs/PLCs throughout the academic year.

Regional SOESD Studying Skillful Teaching Facilitator Cadre is being developed to provide sustainability and availability for ongoing professional learning.

- **Skillful Leadership and Coaching: Analyzing Teaching for Student Results (ATSR)**

*42 hours (7 days) plus site visit, eligible for three graduate credits through Fitchburg State University.*

This is a program for leaders on how to improve classroom teaching and learning. Reflecting the national shift towards learning-focused supervision and evaluation, the Analyzing Teaching for Student Results (ATSR) program helps leaders zero in on the impact of teaching decisions on students. During the program, participants examine high-leverage teaching strategies and use both a common language and a concept system about teaching to support any state framework. The seven-day curriculum provides multiple opportunities for participants to develop keen observation and analytical skills that will support teachers in building their own capacity to impact students' learning. It includes an on-site co-observation with the instructor for each participant.

In addition to the seven days of learning, SOESD will offer ongoing coaching and support through regular PLCs throughout the academic year.

- **Social Emotional Learning Professional Learning**

To be effective, districts need to adopt and implement comprehensive school-wide SEL programs (research-based) that address the five main areas of SEL in a culturally responsive environment.

SOESD can provide training and curriculum to help districts implement and adapt programs to specific needs of schools/cultures.

# Tier One: Universal Supports

In addition to the initial workshop, SOESD will offer ongoing coaching and support for educators through regular CoPs/PLCs throughout the academic year and professional learning in SEL for parents.

- **Trauma-Informed Care/Approaches**

Professional learning on the strengths-based framework grounded in an understanding of and responsiveness to the impact of **trauma** that emphasizes physical, psychological, and emotional safety for everyone, and that creates opportunities for survivors to rebuild a sense of control and empowerment.

- **K-3 Early Learning Strategies**

Professional learning on a variety of K-3 reading and math instructional strategies grounded in the Science of Reading Instruction and the Science of Math Instruction which aligns with the latest brain research. SOESD can provide professional learning focused on the identified student needs for teachers and IAs/EAs/Paraprofessionals.

- **Adverse Childhood Experiences (ACEs) - including PK**

Professional learning focused on adverse childhood experiences (ACEs). ACEs are potentially traumatic events that occur in childhood (0-17 years). Creating and sustaining safe, stable, nurturing relationships and environments for all children and families can prevent ACEs and help all children reach their full potential.

- **Parent/Family Community Learning Opportunities**

- Training
- Curriculum

- **MTSS Implementation for All Areas**

Coaching and professional learning supports focused on the development, implementation and sustainability of Multi-Tiered Systems of Support in academics, attendance, SEL, behavior, etc.

## **Educational Management Systems**

- **Oregon Data Suite (ODS)**

SOESD would provide access to all districts in the region to Oregon Data Suite (ODS). ODS is a robust suite of data services that provides educators with an easy-to-use tool to monitor and analyze key indicators of student success. ODS is an intuitive platform that allows administrators and teachers to use visual dashboards to transform district, building, and student level data into usable information.

# Tier One: Universal Supports

- **Learning Management System**

A learning management system is a software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, or learning and development programs.

- Professional Learning
- Consortium and CoP/PLC Support

## **Supporting Districts in Developing Kindergarten Readiness Programs to Reduce Academic Disparities**

- **Kindergarten Readiness Program Development Technical Assistance for Districts**

Preschool Promise coordinator, early learning specialists, and other licensed staff employed by SOESD can provide technical assistance to districts who want to establish new Kindergarten Readiness programs and other district level infrastructure such as portable classrooms. These specialists can also provide strategies and coaching to districts regarding the most effective strategies and process to look at all options and requirements.

- **Kindergarten Readiness Consultant**

Support districts to create programs that align with ODE requirements in staffing and certifications.

## **Technical Assistance for Student Investment Account (SIA) Plan**

- **Community Engagement Facilitator**

- Professional Learning for Community Organization Facilitators

- **Data Analysis**

- **One-on-One Technical Assistance**

- **SIA Plan Review and Consolidated Feedback**

- **Longitudinal Performance Growth Targets/ Progress Monitoring**

- **Marketing and Communication**

# Tier One: Universal Supports

- **Translation Services**

- Linguava – Provide translation services for documents focused on SIA work. Districts will be able to access services from Linguava using funding available in district/eligible charter school Linguava accounts.

## Direct Services – available at cost:

## Supporting Instructional Practices

- **Mentoring Beginning Teachers and Administrators**

### Mental and Behavioral Supports

SOESD can provide educators with trauma-informed mentoring that supports leadership and instructional practices that promote equity, behavior supports, and social-emotional learning for all students.

### Reducing Academic Disparities

SOESD can provide educators with content specific mentoring that supports leadership and instructional practices that promote equity, differentiation, evidence-based practices, reduction of academic disparities for historically underserved students, and academic achievement for all students.

- **Beginning Teacher Mentors**

SOESD can provide teacher mentors to support beginning teachers with mentoring that supports effective instructional practices, classroom management, and social-emotional learning.

- **Beginning SPED Mentors**

SOESD can provide special education mentors to support beginning SPED teachers with mentoring that supports effective instructional practices, classroom management, and SPED requirements.

- **Beginning Administrator Mentors**

SOESD can provide administrators with leadership support. Administrator mentors can support beginning administrators that are working in general education, SPED and central office positions.

- **Instructional Coaching for All Staff All Levels**

SOESD can provide educators with content/role specific instructional coaching that supports academic achievement.

- **Kindergarten Readiness Teacher Coaching**

# Tier One: Universal Supports

- UDL
- Teaching Practices
- Equity
- **Leadership Coaching**

SOESD can provide administrators with content/role specific leadership coaching that supports academic achievement. Coaching could support administrators changing roles (e.g., new school level, district office, new district), or for administrators wishing to expand their skill set now that they have solidified basic knowledge through mentoring.
- **Teacher Community of Practice Coordinator**

Coordinator organizes and facilitates monthly content/role specific community of practice meetings for the region. Examples of Communities of Practice include:

  - **PE Teacher Community of Practice**
  - **Grade level/Content specific Community of Practice**
  - **SPED Teacher Community of Practice**
  - **STEAM Community of Practice**
  - **CTE Community of Practice**
  - **Behavior Health Specialist/Counselor Community of Practice**
  - **Equity, Diversity, and Inclusion Coordinator Community of Practice**
  - **Social Emotional Learning (SEL) Coordinator Community of Practice**
  - **Family Engagement/Community Engagement Coordinator Community of Practice**
- **Licensed Mental and/or Behavioral Health Professional FTE**

Licensed mental and/or behavioral health professionals who are acculturated to populations they serve assisting students at school with behavioral and/or mental health challenges on all three tiers:

  - Tier-One: Classroom lessons on resilience building and self-regulation (Go Noodle, Brain Gym, Mindful Moments and other Mindfulness Activities, Yoga for Kids), implementation of school-wide social emotional curriculum (Second Step, Kelso's Choices, Bully Prevention, etc.).



# Tier Two: Group Supports

## About Tier Two Supports

Tier Two supports will provide additional knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier Two will support educators in effective group support **of intense interventions for the 10-15% of students needing more focused interventions to meet expectations**. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

## Reducing Academic Disparities and Behavioral and Mental Health Technical Support Services - available at no cost:

- **On Demand Training for Certified and Classified Employees\***

SOESD can provide in-person and/or virtual trainings for certified staff new to their position/district or classified staff who are new to working as classroom instructional/educational assistants or are experienced IAs/EAs new to their assignment. Topics to include safely addressing physically aggressive behaviors, verbal intervention strategies, how to work as a team to support students in resource/self-contained classrooms, following Behavior Support Plans, following IEP goals, and strategies for supporting emerging bilinguals.

- **321 Insight** purchased in April 2020; license active through June 2024  
321 Insight provides online training through their Trauma Informed Series and Para Sharp Series. These are virtual concise and relevant trainings to staff in a format they can easily digest and apply.
- **SOESD's webPD** – These are online, asynchronous course offerings from SOESD on six topics that were selected based on input from the districts and eligible charter schools in the region.

## Direct Services – available at cost:

- **Licensed Mental and/or Behavioral Health Professional FTE**

Licensed mental and/or behavioral health professionals who are acculturated to populations they serve assisting students at school with behavioral and/or mental health challenges on all three tiers:

- Tier-2: small group counseling, social skills building (teaching specific skills such as relaxation/calming skills, problem solving skills, social skills etc.), implementation of evidence-based social emotional programs (Check-in Check-out, "Check and Connect," reinforcement systems, token boards, success plans, self-monitoring sheets, problem solving sheets, etc.).

# Tier Three: Individual Supports

## About Tier Three Supports

Tier Three supports will provide specialized knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier Three will support educators in effective individualized support for specific students as the **most intense interventions** and resources or **continuation of intense interventions over a long time period** (anticipated to be a year or more) for students with intense and persistent needs. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

## Reducing Academic Disparities and Behavioral and Mental Health

### Direct Services – available at cost:

- **Licensed Mental and/or Behavioral Health Professional FTE**  
Licensed mental and/or behavioral health professionals who are acculturated to populations they serve assisting students at school with behavioral and/or mental health challenges on all three tiers:
  - Tier-3: individual counseling (strategies to address depression, anxiety, anger management, trauma, etc.), crisis de-escalation plans, suicide screening for students at moderate to high risk (interviewing, assessing and communicating with family to establish or strengthen school- and community-based supports).
- **Onboarding Academy**  
SOESD provides technical assistance to districts during their “Onboarding Academy” for new staff (licensed and classified).