

# **Southern Oregon Education Service District**

## **2013-14 Local Service Plan**

### **Board of Directors**

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Mike Van De Walker – Zone 1

Stephen Schultz – Zone 3

Geoffrey Marx – Zone 4

Christine Norton-Cotts – Zone 5

Greg Applen – Zone 6

Paul Yates – Zone 7

Diana Kelley – Zone 8

Doug McKinley – Zone 9

### **Administration**

Scott Perry, Superintendent and Director of School Improvement

Howard George, Business Manager

Ron Enger, Director of Technology and Media

Sandra Crews, Director of Special Education

### **Mission of SOESD**

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

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## **Preface**

This Local Service Plan has been developed in accordance with legal requirements as a description of the services to be provided to Southern Oregon school districts by Southern Oregon ESD during the 2013-2014 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 shortfall, services will be prioritized in close consultation with the superintendents of the districts served by Southern Oregon ESD.

## **Local Service Plan Introduction**

At Southern Oregon Education Service District, we appreciate the continued opportunity to be of service to our thirteen member districts. SOESD has developed an effective working relationship which is manifested in the scope of its Local Service Plan. Through the Local Service Plan, SOESD provides support for the 13 school districts in Jackson, Josephine and Klamath counties. In addition, some special education regional services are provided in Douglas and Lake counties. Schools in Jackson, Josephine and Klamath counties provide educational services to approximately 46,369 students which represent almost 10 percent of the students in Oregon. The SOESD geographic region is the largest ESD region in Oregon serving students living in almost 10,600 square miles, which is larger than seven states in the U.S.

ESDs are funded based on 4.5% of the State School Fund. State School Fund dollars originate as either property taxes or as state income taxes. SOESD has budgeted \$7,024,475 from state sources and budgeted \$9,261,594 from local property taxes. These combined amounts total \$16,286,069. When added to the remaining budgeted revenues, this brings the total SOESD general fund budgeted resources to \$16,811,069. In the 2012-13 school-year, it is anticipated that 90% of SOESD's budgeted State School Fund revenue will be spent in services for component school districts.

In addition to these general fund revenues, SOESD has been successful in obtaining significant resources from grants and contracts and maintains over 100 special revenue funds that track and report these grants separately from its State School Fund. Greater than half (55%) of SOESD's annual revenue is derived from grants, contracts and cooperative services. SOESD brings value added to our districts by bringing in revenue for projects above and beyond state school fund allocations.

We are very proud of the accomplishments of Southern Oregon ESD. SOESD is viewed as a progressive leader in the ESD community and within our region. On behalf of the ESD 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.

Scott Perry  
Superintendent

### **Mission of ESDs in the State of Oregon**

Under the provisions of ORS 334, an Education Service District shall provide regionalized core services in:

- Administrative/Business Services
- School Improvement Services
- Services for Children with Special Needs and
- Technology Services

The goals of these services are to:

- a. Assist component school districts in meeting the requirements of state and federal law
- b. Improve student learning
- c. Enhance the quality of instruction provided to students
- d. Provide professional development to component school district employees
- e. Enable component school districts and the students who attend school in those districts to have equitable access to resources
- f. Maximize operational and fiscal efficiencies for component school districts

### **Core Services of Local Service Plans**

As per ORS 334, we work in collaboration with our local school district superintendents and advisory groups in the development of the plan. 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.
- **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 the review of the state and federal standards related to the provision of a quality education by component school districts; services designed to address school-wide behavior and climate issues; and professional technical education and professional development for employees who provide those services.
- **Programs for children with special needs** including, but not limited to, special education services for at-risk students and professional development for employees who provide those 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, instructional technology services, distance learning, and professional development for employees who provide those services.

### **Approval Process**

All services and facilities provided by an ESD, including the core services, those required by state law and services provided via contract to component districts, non-components and private entities must be approved annually by the ESD board as well as component school boards. The criteria for approval of the Local Service Plan is two thirds of the component districts, with greater than 50 percent of the students, voting in favor of the plan.

### **Amendment Process**

The Local Service Plan may be amended during the service year. This may be accomplished by a resolution of constituent district superintendents using the same percentage criteria that approved the original plan and approval of the SOESD board.

### **Timeline for Development and Approval Process**

- June – November 2012: Information and sharing of SOESD services with districts and job-alike groups.
- November/December 2012: Local service plan submitted to component district superintendents for review.
- January 2013: Local service plan submitted to Southern Oregon ESD Board for approval.
- January 2013: Local service plan submitted to component school district boards for approval.
- January/February 2013: Component school district boards take formal action on Local Service Plan and submit resolution ballot to the ESD.
- March 1, 2013: Approval cycle completed.

### **SOESD Organization**

The Southern Oregon ESD is organized into four core service areas to reflect the priorities set forth in the Local Service Plan. The following SOESD administrators have been assigned responsibility for each of the core service areas:

- Administrative and Business Services – Scott Perry and Howard George
- School Improvement Services – Scott Perry
- Special Education Services – Sandra Crews
- Technology and Media Services – Ron Enger

### **Annual Performance Measures**

The services provided by SOESD and outlined in the Local Service Plan will be measured annually using a variety of evaluation tools. A summary of this performance measurement shall be provided to all local school district boards, all local school district superintendents, and to the board of the ESD.

### **Expenditure Requirement**

State law requires ESDs to expend at least 90 percent of all “local revenues of an ESD” for services approved by component districts through the approval process. SOESD is utilizing 90% of state funds in core services in 2012-2013.

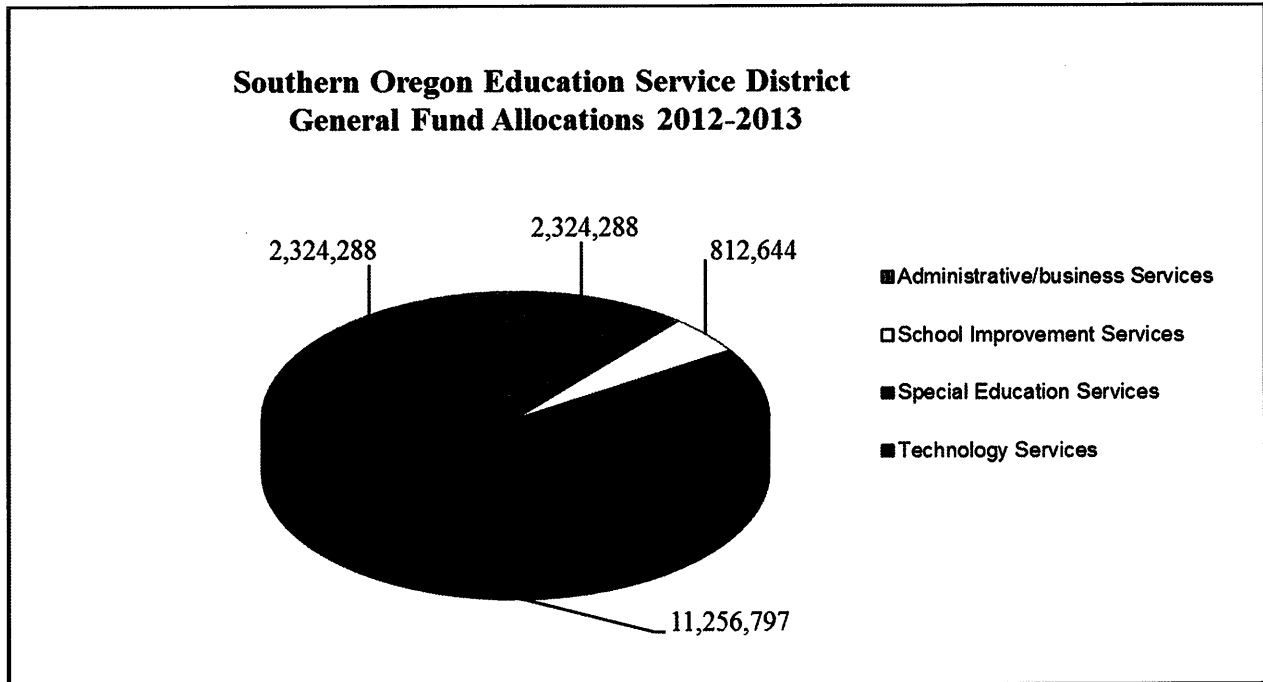
**Entrepreneurial Services**

ESDs may provide services and facilities to public and private entities and to non-component school districts provided that they are to address a need of a component district, included in an approved local service plan and have a business plan. Should the school districts served by SOESD request such services in the future, they would be addressed in the Local Service Plan.

## Brief Funding Summary of 2012-2013

Southern Oregon Education Service District provides services to the thirteen school districts in Josephine, Jackson and Klamath Counties in the areas of Administration/Business, School Improvement, Special Education and Technology. Greater than half of the ESD's funding comes from grants and contracts. The other half of SOESD's funding makes up the district's General Fund and is currently allocated to programs as per the chart below.

One of the primary purposes of this Local Service Plan is to describe services provided with General Fund dollars as developed in concert with our local districts. The law stipulates that these services be reviewed and approved annually by the ESD board as well as our component school boards.



### Administrative/Business 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 the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035.

### School Improvement Services

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. This includes support in career and technical education, migrant and ELL education programs, and other services designed to improve teaching and learning in the region.

### Special Education Services

Programs for children with special needs, including but not limited to special education services, services for at-risk students and professional development for employees who provide those services. This also includes ESD STEPS classrooms for students with severe disabilities as well as a variety of services for assessing and serving students with disabilities.

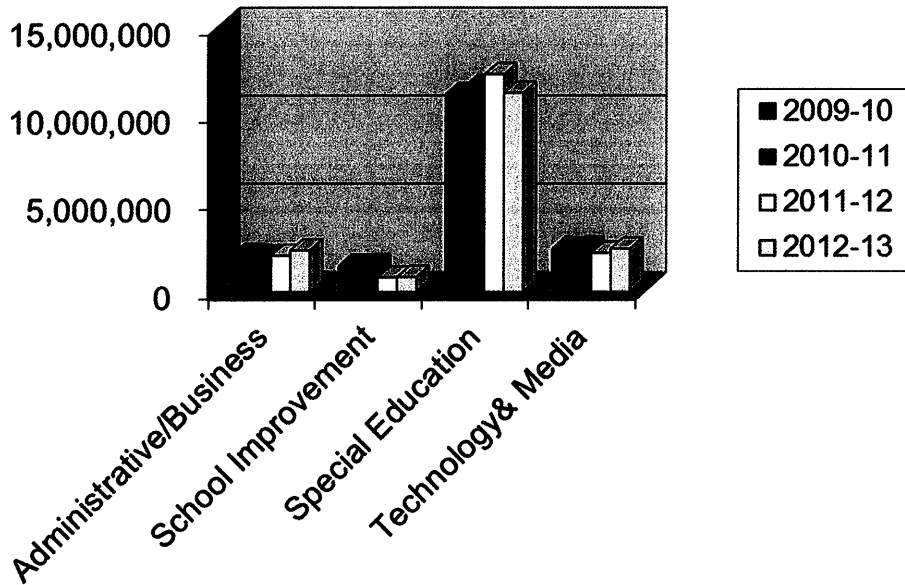
### Technology Services

Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, media resources, technology installation and repair, distance learning and professional development for employees who provide those services.

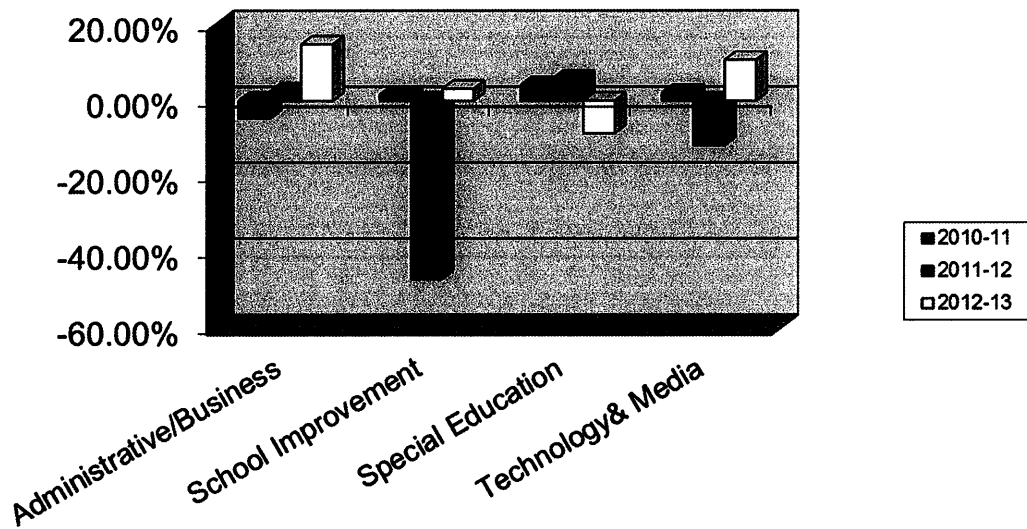


## Budget Changes

### Change in ESD Funding (Budgeted) from 2009-10 to 2012-13



### Percentage change in Departments from 2009-10 to 2010-11, 2010-11 to 2011-12, and 2011-12 to 2012-13 Due to Changes in Funding



## **Key Projects and Notable Achievements**

A number of key projects and services have been provided to area school districts in the period spanning from the fall of 2011 to present. Below are some of the notable achievements:

### **Administration and Business**

- Unanimous approval of SOESD Local Service Plan
- Accomplished mid-year budget reductions in consultation with Southern Oregon ESD component school district superintendents
- Participation in statewide leadership and Education Enterprise Steering Committee (EESC)
- Hosting business information software for two districts
- Medicaid Administrative Claiming (MAC) for four school districts, as well as SOESD
- SubFinder automated substitute scheduling system for seven districts
- Substitute Management Services implemented for five school districts, as well as SOESD

### **School Improvement Services**

#### **General**

- Worked with Curriculum Director group to plan and deliver two Common Core Conference training events (fall and spring)
- Successful continuation of a three-year Teaching American History Grant
- Oregon DATA Project continuation in Southern Oregon
- Successfully mentored 47 new teachers and 11 new administrators during 2011/2012.

#### **Career and Technical Education:**

- The Region 8 consortium collaborated to assemble and submit 3 regional and 5 individual Program of Study (POS) applications, to the Oregon Department of Education (ODE), representing 31 POSs total.
  - Automotive ( representing 7 schools, 7 POSs)
  - Information Communication and Technology (ICT) (representing 9 schools, 11 POSs)
  - Manufacturing (representing 6 schools, 8 POSs)
- The Region 8 consortium collaborated to write and submit a “Revitalization Grant.” Although not funded at this time the preparation and planning provided rich opportunity for regional conceptualization and put the region in good stead for future grant opportunities.
- SOESD Superintendent and CTE Coordinator arranged one hour ‘needs assessment’ meetings with each component district Superintendent and both RCC and KCC presidents , along with relevant staff, to consider how CTE could best serve the needs and goals of their work. A report was compiled and given to each district.
- The Region 8 consortium worked in conjunction with RCC CTE staff to host the first of an ongoing STEM Learning Series. These PLCs/PDs will be conducted in multiple Cluster Level POSs to engage all stakeholders in hands-on STEM and CTE related activities.
- The Region 8 consortium worked in conjunction with RCC CTE staff in conducting a STEM Academy for girls, culminating in an all-day hands-on workshop in Manufacturing, Electronics, Carpentry, Automotive-Diesel, Concrete Countertops, and Welding. Over 100 H.S. girls participated.

- The Region 8 CTE coordinator worked in conjunction with component districts to get additional CTE endorsements for 11 teachers.
- Region 8 CTE teachers and staff participated in the SOESD sponsored, Proficiency Based Instruction and Learning Conference and Ed Tech Summit II
- Region 8 CTE coordinator and stakeholders worked to inform the collaborative efforts with Medford SD, RCC, KCC, OIT, and SOU Presidents, Job Council, Early Childhood Services, and all component district superintendents to begin assessing and addressing H.S. graduation and readiness and enrollment in postsecondary education opportunities.
- 100% of our POS teachers participated in one or more days of paid Professional Development. More than have participated in a professional conference.
- 100% of our POS's successfully, developed a "valid and reliable" Technical Skill Assessment (TSA), identified and tested POS completers, retrieved and reported that data to ODE and analyzed the data for POS improvement.
- 100% of our POS teachers participated in 2 or more cluster area PLC's to work on program development and improvement.
  - Standards and Academic and technical curriculum content
  - Alignment to a 1 year Community College (CC) Certificate and or 2 Year AA degree.
  - "College Now" dual credit (5,705 Credits awarded CTE students by RCC)
  - Student Support Services-Each POS developed one or more CC Pathway visual organizers
- Purchased and distributed 26 Computer Numeric Controlled (CNC) machines and 100 Computer Assisted Design (CAD) computer work stations.

### **Migrant Education / ELL**

- During 2011-2012 served 222 district staff members in SIOP, Constructing Meaning, Systematic ELD and Interpreter Workshops. We have served 115 staff in those same workshops to date this year. In all cases, we far exceeded our goal of 30% growth in skills acquired from the workshops as evidenced in our pre and post assessments.
- Assisted 28 Migrant Seniors in Jackson County to obtain a total in excess of \$294,950 in grants and scholarships for college through our Sobresalientes program.
- In Identification and Recruitment of Migrant Students, we recruited 875 students from July 1, 2011 through April 30, 2012. This is a 5% increase from last year, when we recruited 833 students in the same time period. During that time, our Certificate of Eligibility (COE) Accuracy Report from the ODE showed a 98.37% accurate rating. We have maintained our position as the largest Migrant Education Program in the state of Oregon.

### **Special Education Services**

#### **General**

- Co-sponsored, facilitated, and provided region-wide workshops, including
  - Feeding/Swallowing (15 participants from 3 districts)
  - Structured TEACCH (5 workshops in Klamath Falls and Medford, with 156 participants from 7 districts and 2 ESDs in Jackson, Klamath, and Douglas Counties)
  - AT Team Follow Up (7 teams with 26 participants from 6 districts and SOESD)
  - Transition Requirements & Diploma Options (83 participants from 11 districts and 2 community organizations)
  - Spotlighting Practical Pediatric Orthopedic Conditions (13 participants from 3 districts)
  - Autism parent training (3 workshops in Medford with 69 participants)
  - Pediatric Feeding: The Big Picture (13 participants from 3 districts)
  - TBI and Sports (13 participants from 3 districts)

- STAR-Strategies for Teaching Based on Autism Research (1 workshop in Klamath Falls for 24 participants from 2 districts and SOESD)
- FACTER-Functional Assessment & Curriculum for Teaching Everyday Routines (1 workshop in Roseburg for 32 participants from 5 districts and 2 ESDs)
- ELL/Special Education Dual Identified Students
- Facilitated participation of local district specialists in SOESD-led “Jobs Alike” meetings and inservice training for self-contained/lifeskills teachers and transition teachers
- Represented Special Education Administrators of Jackson, Josephine, and Klamath Counties) on Jefferson Behavioral Health Regional Children’s Advisory Council and Rogue Valley Wraparound Project
- Conducted “spokesperson” interviews with special education administrators of 13 Jackson, Josephine, & Klamath County School Districts to gather consumer satisfaction data regarding services, staff, and partnership with SOESD as well as future needs
- Spearheaded regional planning re: changes in Regional service delivery and funding, including changes in Autism Spectrum Disorder licensure and roles
- Developed a proposal for Disability Awareness to implement the March 2011 *Inclusion Resolution* by SOESD Board of Directors
- Completed a rigorous STEPS Services and Costs Study, which resulted in the following recommendations:
  - Administrative contract reductions
  - Changes in substitute and travel practices
  - Reductions in educational assistant service hours
  - Hiring of a Speech Language Pathologist Assistant (SLPA) instead of SLP
  - Reduction of school psychologist assessment time
  - Teacher furlough days
  - Closure of four classrooms
- Implemented changes in requirements regarding use of restraint and seclusion
- Revised supervision, evaluation, and hiring practices to align with behavior-based strategies

### **Assistive Technology**

- Processed 116 requests for AT equipment
- Provided 7 workshops re: iPads, Apple accessibility, Speech to Text, and AIM (Accessible Instructional Materials)
- Explored strategies to integrate mobile devices for use with students with disabilities
- Initiated an AT Cadre of 8 AT teams from school districts, EI/ECSE programs, and SOESD programs to facilitate ongoing networking, collaboration, and training

### **Audiological Services**

- Conducted 682 audiological evaluations, ear mold impressions, and hearing aid fittings/follow up for 9 Jackson County school districts
- Re-screened 75 students in 3 schools in Ashland
- Rented out and provided support for use of 56 FM amplification units to 15 school districts in Jackson, Josephine, Klamath, and Douglas Counties
- Purchased 7 new Phonac FM systems (transmitters and receivers)

### **Autism Services**

- Conducted Structured TEACCH training in Jackson and Klamath Counties for teachers/professionals/parents and 2 additional parent training sessions re: Self-Regulation and Transition
- Piloted the Oregon Autism Commission’s Self-Assessment Tool

- Developed a Peer-Observation Model in the Autism Department and created drafts of two peer observation checklists
- ASD consultants participated in training re: Ziggurat, SCERTS (Social Communication Emotional Regulation and Transactional Support), and evidence based assessment tools (ADOS, ASIEP-3)

### **Early Childhood Services (Josephine County)**

- Promoted literacy activities, including:
  - Implementing Tiered Intervention Framework to address language, literacy, and behavior supports
  - Establishing searchable database of children’s literature as resource for staff
- Initiated VISTA Program Support activities which resulted in:
  - Two successful grant applications
  - Partnership with Josephine Community Libraries
  - “Milk and Bookies” Family Literacy Event
  - 12 new program volunteers
- Awarded 3<sup>rd</sup> year AmeriCorps member to continue inclusion supports to community placements. With this support all children placed at Head Start and community preschools were able to succeed in these less restrictive placements.
- Awarded other grants and contracts, including:
  - Josephine Community Libraries contract to facilitate “sensory friendly” story hours
  - Child Care Resource & Referral Network contract to provide training for child care providers
  - Boomers & Babies grant (through Oregon Community Foundation) to its audit volunteer program

### **Medicaid Administrative Claiming (MAC)**

- \$556,000 in MAC claims approved or pending (net after federal match and MAC service fees), up 30% from last year
- Coordinated 15 MAC time surveys during 3 quarters of 2011-2012
- Conducted 42 MAC training sessions
- Encouraged MAC participation through marketing presentations to school districts, which resulted in Grants Pass School District’s joining the MAC program

### **Orthopedic Impairments**

- Provided 1,063 hours of non-Regional occupational therapy to 10 school districts and 278 hours of non-Regional physical therapy to 10 school districts
- Provided occupational therapy to 72 Regionally-eligible students and physical therapy to 85 Regionally-eligible students
- Provided 45 hours of training for parents and school staff, including stretching for back care, lifting and transfers, mobility safety for students using walkers, fine motor activities and adaptive devices to increase fine motor skills, and assistive technology
- Attended trainings in power chair mobility pediatric orthopedic conditions, pediatric feeding, TBI in sports, and the annual TIES (Therapy in Educational Settings) conference.

### **Program for Deaf and Hard of Hearing**

- Provided Sign Language Interpreter services for 29 students and implemented Shared Reading Program with 3 students and their families
- Participation in field trips, including the annual sign language interpreted children’s play production at SOU Campus, bowling at Lava Lanes, Dogs for the Deaf, and Deaf Academic Brain Bowl Competition at Gallaudet University in Washington, D.C.

- Rochester Institute of Technology for the Deaf and Rogue Community College presented secondary education options and workforce preparation information to middle and high school students.
- Completed professional development activities, including:
  - Training of HI teachers re: “Expanding Expression: A Multisensory Tool for Improved Oral Expression and Writing,” which was immediately implemented with students
  - Invitation to Dawn Pierce, Lead Interpreter, as one of seven selected nationally, to participate in an Expert Group Meeting on Educational Interpreting Patterns and Practice (funded through a U.S. Department of Education grant project through the University of Northern Colorado), held in Denver, Colorado, in December 2012

### **Program for Visually Impaired**

- Provided Braille services for 12 students
- Facilitated student activities, including:
  - Sponsoring “PVI at SOU” Summer Camp (using BVIS-Blind Visually Impaired Students funds) for middle and high school students, who stayed in the dorms for four days with activities both on and off campus
  - Participation of a Grants Pass High School student (named to the Oregon State Goal Ball Team) in the national completion held at the Florida School for the Deaf and Blind in St. Augustine, Florida in November 2012
- Implemented technology based activities, including:
  - Using OAKS Online technology program for braille students taking standardized state testing
  - Completed training of VI teachers re: special designed iPads for learners who are visually impaired
- Grossed \$46,202 in sales of *Oregon Project for Visually Impaired and Blind Pre-School Children*

### **Psychological Services**

- Designed and implemented a Program-wide Three-Tiered Positive Intervention Model in STEPS
- Provided ongoing support in 3 component school districts (Eagle Point, Ashland, Butte Falls) re: RTI/PBIS systems & literacy, provided RTI support outside of SOESD service area (Lake ESD); wrote successful Oregon RTI grant for Butte Falls Charter School
- Provided 45 hours of bilingual evaluations to component districts
- Provided school psychologist representation on the Screening-Identification-Assessment subcommittee of the Oregon Autism Commission

### **SEAS (Special Education Automation Software)**

- Managed 4,660 IEPs in 12 school districts
- Conducted 15 workshops (71 participants) and 10 refresher trainings
- Added Oregon’s Common Core Standards to the list of available goal banks in SEAS
- Jessica Bach represented Oregon SEAS users on Computer Automation Systems’ Customer Advisory Board

### **Speech-Language**

- Provided 67 hours of bilingual S-L evaluations to component school districts
- Adopted a professional performance review process based on ASHA guidelines (*Professional Performance Review Process for the School-Based Speech-Language Pathologist*)

- Completed a book review and study of *No Such Thing As a Bad Kid: Understanding and Responding to the Challenging Behavior of Troubled Children and Youth* by Charles D. Appelstein
- Received overall average customer satisfaction ratings of 3.94 (out of 4) from 29 telephone interviews

### **STEPS**

- Addressed behavioral concerns by:
  - Implementing Structured TEACCH training for all staff at Mastery or Application/Mastery levels for 18 classrooms (all but two) by end of year
  - Developing and implementing a system for documenting behavior supports and processes for FBAs, BSPs, CIPs, and ongoing data collection
- Purchased iPads for student learning, developed protocols for iPad use, identified type of software to be purchased, and articulated student responsibilities for iPad care and use of student-owned iPads
- 100% of STEPS students (age 21) exited school services with either Creative Supports Services or Developmental Disabilities Services in place; all but three students of the exiting students were enrolled in OVRs/YTP services
- Secured grants and donations, including Year 2 of YTP-Youth Transition Program grant (\$59,832), Master Gardner's grants to McLoughlin and White Mountain Middle School classes (\$150 each), and Tucker Sno Cat/Seney donation (\$2,800)

### **STEPS Plus**

- Documented positive impact (IEP, attendance, and seclusion/restraint) for classroom-based and home-based students
- Implemented a Three-Tiered Positive Behavior Support System/Documentation for all students and implemented Structured TEACCH with fidelity
- Conducted 3 parent training sessions
- Five staff (teacher, SLP, nurse, EA, SLPA) received SOESD Performance Awards; Teacher (Cynthia Fuglsby) nominated as Teacher of the Year

### **Traumatic Brain Injury**

- Held 3 Region 3 TBI Team meetings with information and resource sharing and maintained monthly email contacts
- Conducted training regarding transition activities and supports for students aging out or leaving school services
- Disseminated *TBI Tidbits* to Region 3 TBI consultants and to special education directors for 15 districts in southern Oregon
- Set 2012-13 goal to increase inservice training with focus on concussion and its impact on student learning and behavior

## **Technology and Media Services**

### **Network Services**

- Provided wide-area network bandwidth for internet access to all school districts at a cost to the ESD of approximately \$90,000 per year.
- Arranged for and hosted free Cisco and Aruba network trainings for local districts valued at approximately \$80,000.

- Installed, programmed, and maintained network switch, router, firewall and wireless network infrastructure (Central Point, Eagle Point, Grants Pass, Klamath County, Pinehurst, Phoenix-Talent, Prospect, Rogue River, Three Rivers).
- Provided emergency network diagnosis and repair for district-wide wired and/or wireless network failure (Central Point, Eagle Point, Phoenix-Talent, Pinehurst).
- Implemented new circuit and designed, configured, and installed new switch core and head end switches / routers at every school in Klamath County.
- Coordinated upgrade of network link to provide increased bandwidth in Prospect.
- Upgraded core stack, installed new firewall, diagnosed network slowness, and responded to virus attack in Grants Pass.
- Assisted with evaluation of Voice-over Internet Protocol (VoIP) RFPs (Ashland, Eagle Point).
- Programmed switches for Eagle Point VoIP deployment.
- Provided network support for interactive video conferencing.

### **Computer Information Services**

- Administered the agency's 24x7 data center using over 70 virtual servers to serve critical information systems to local schools. The SOESD data center saves districts hundreds of thousands of dollars by hosting email, business, course management, help desk, library management, staff development, student information, streaming media, and other services.
- Upgraded and maintained software, servers, and storage in virtual data centers of several districts (Eagle Point, Grants Pass, Klamath City, Klamath County). SOESD has deployed vmWare data centers in 90% of component districts. VMware adoption has produced a 47% savings on server costs, while increasing IT responsiveness, maximizing server up-time, and reducing power, cooling, and rack storage requirements.
- Hosted region-wide call center available to all districts, providing multi-tier help desk, phone, remote, and onsite technical support.
- Hosted the SOESD Regional Help Desk software system for 80% of the region's districts, providing incident tracking, remote computer control, hardware/software inventory management, automated communication via email, end-user satisfaction surveys, and reporting tools. The system provides IT efficiency and saves districts licensing and hardware costs, including \$13,000/year in licensing fees at Medford School District.
- Configured Help Desk software for the Graphics and Maintenance departments in Eagle Point and Medford.
- Updated the Help Desk software to include features requested by districts, including custom graphical reporting (Medford).
- Responded to numerous custom software programming needs for individual schools and ESD departments ranging from account automation projects to web development. (Ashland, Medford, Grants Pass, Rogue River, Three Rivers).
- Provided extensive planning and performed conversion of various student and staff email systems to Google Apps and Office 365 cloud based services (Ashland, Phoenix-Talent, Grants Pass, and Rogue River school districts). These projects involved numerous ESD staff over several months in each district.
- Integrated student information system, active directory, and student email accounts to provide management efficiency (Grants Pass, Klamath City, Klamath County, Three Rivers).
- Hosted Infinite Visions Business Accounting Systems for both Butte Falls and Prospect school districts.



- Managed and maintained servers hosting Follett Destiny library management system. The project has saved local districts approximately \$200,000 in reduced software and hardware costs. Software savings are ongoing, with approximately 40% in savings each year on recurring software maintenance fees.
- Migrated Central Point School District's library management system into SOESD's hosted Follett "Destiny" media management system.
- Setup and host email archiving (Ashland, Grants Pass, Phoenix-Talent).
- Provide primary support for computers and wired / wireless networks in Prospect and Pinehurst.
- Installed Microsoft Active Directory services and migrated district computers to new network operating system in Butte Falls.
- Provided configuration for imaging and mobile device management support for the deployment of 500 iPads in Eagle Point School District.

### **Media Library Services**

- Media center distributed 11,205 multi-media resources to all districts (i.e., DVDs, kits, models, etc.) worth \$869,959.
- Digital streaming content to all districts totaled over \$31,000 with 34,185 streams.
- Media Library content in Math resources have been correlated to the Common Core Standards.
- Continue integration of on-line booking and streaming of media materials utilizing Learn360 and Medianet.
- Added to streaming rights of custom content for teacher access and use in lessons.
- Provided regional library database supporting more student research (i.e., World Book Online Encyclopedia) and other K-12 curriculum-based teaching and learning resources.
- Provided monthly updates to our Medianet users, and school library personnel on new content, statistics of usage for schools, and monthly calendar of events.

### **Electronic Services**

- Upgrade installation of intercom, network, and fiber optics in newly remodeled Applegate School.
- Multiple estimates, consultation and installation of security/surveillance equipment in various districts (Klamath City, Klamath County, Eagle Point).
- IVC (interactive video conferencing) build out for Three Rivers District (three high schools).
- Completed LCD projector build-out for Phoenix/Talent District.
- Assisted with install of IP phone drops for Ashland School District.
- Added net drops for school reorganization at Rogue River High School/Middle/Elementary schools.
- Wireless network build-out for Klamath County District.
- On-going consultation and installation of multiple LCD projectors, Activ Boards, labs, and security/surveillance systems for component school districts.
- Total work tickets completed in shop and field in excess of 1,468.

### **IVC Distance Learning Staff**

- Provided 9 different IVC language classes in Chinese and Spanish to 645 total students and one higher level math course for students in Klamath County Schools.

### **Creative Services Staff**

- Developed an awareness video for proficiency based learning highlighting efforts at Hidden Valley High School in Three Rivers School District.
- Developed an awareness video for the sharing of Shady Cove Model School efforts in Eagle Point School District.
- Developed a question and answer video for the sharing of Shady Cove Model School efforts in Eagle Point School District.
- Developed a wiki website for the sharing of Shady Cove Model School efforts in Eagle Point School District.
- Developed a proposal to the College Board to fund the extension of the Chinese Language and Culture program.
- Developed a proposal to the US Department of Education for extension of the Chinese Language and Culture program.
- Developed proposals for the development of a video based Model School Dissemination Project for the state of Oregon.

### **Oregon Online**

- Provided 58 online classes to 712 students; accredited through the Northwest Accreditation Commission, NCAA approval pending.
- The Online School Specialist:
  - Facilitated 4 meetings of Southern Oregon Ed Tech Cadre to share best practices in integrating instructional technology into classrooms, and coordinated the second Southern Oregon Technology Summit.
  - Provided trainings for Google Apps, Moodle, iPads, and interactive whiteboards. Taught two 6-week online professional development courses in teaching online, in collaboration with Klamath Community College.
  - Southern Oregon liaison to State Ed Tech Cadre, Oregon Digital Learning Collaborative, and Oregon Virtual School District, and disseminated material with local districts via Moodle, Delicious, Google+, Twitter, and blog.
  - Collaborate with University of Oregon to use immersive-world technology (Second Life) to facilitate professional development.

# Proposed SOESD Local Service Plan for 2013/2014

## **Program Overview and Comments**

Southern Oregon ESD provides an array of services to our constituent districts. Those services have been organized within the four “core service areas” as outlined in the legislation 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 their needs. In addition, we strive to respond to unanticipated district needs that arise during the year. Our 2013-2014 Local Service Plan includes all core services as required by ORS 334 and additional services identified as needed by our local districts.

***Statewide Uncertainty Regarding ESD Function & Status:*** As this Local Service Plan is being prepared, Oregon’s Governor has submitted a budget calling for the reallocation of \$120 million in ESD funding for the creation of Regional Student Achievement Centers. For SOESD this would result in the reallocation of approximately 30% of the SOESD funding subject to the resolution process. In order to maintain basic organization infrastructure and technology support to schools, this would mean an allocation reduction of between 40 and 50% in Choice & Equity special education allocation dollars to districts served by SOESD. Local legislators have expressed clear support for SOESD and understand the impact of this level of reduction on local school districts. In addition, the Governor introduced a budget prior to the legislative session in 2010 in which state ESD funding was completely eliminated and later restored by the legislature. Therefore, ESD funding in Oregon for the 2013-2015 biennium is uncertain. This Local Service Plan has been developed with the assumption of stable funding at current levels into the next biennium. Adjustments, if necessary, will be made as the budget picture becomes clearer. Any necessary adjustments to programs and staffing will be done in full consultation with our constituent districts.

***History and Impact of Recent Reductions:*** In the Spring of 2011, superintendents of the districts served by the Southern Oregon ESD noted projected flat or decreased ESD funding for the 2011-2012 school year. Desiring to maintain funding for special education programs, they requested that any cuts made in ESD programs occur in non-special education areas. Those reductions were made and the impact of those cuts on service delivery has been significant. School improvement services were reduced by \$694,480 with the Department Director and direct service specialists positions all being eliminated for 2011-2012. This created significant challenges for the region because, with increased expectations on all schools related to new state mandates and rigorous academic standards for students, it is increasingly important to have strong, regional school improvement capacity in Southern Oregon. Consequently, through the 2012-2013 Local Service Plan process superintendents chose to designate \$60,000 of ESD resolution dollars for use by the existing regional curriculum director group meeting regularly with the ESD. This group, with SOESD facilitation, defined the scope and parameters of the use of those funds which were targeted for school improvement staff development with the goal of having multi-district, regional benefit. Those activities are described in the School Improvement section of the Key Projects and Notable Achievements section of this report. The plan for 2013-2014 again includes the designation of a modest fund to support regional school improvement activities as defined and implemented with the regional curriculum director group with SOESD facilitation.

Reductions were also made in 2011 in the SOESD Technology and Media Department resulting in the loss of Electronic Repair and Maintenance technicians, cuts in network systems support and reductions in budget for maintenance and replenishment of necessary equipment and supplies. Courier delivery services were also significantly impacted. These reductions have resulted in SOESD’s inability to consistently respond promptly to service requests such that some districts had to contract out with high cost private providers to get needed work

accomplished. In response to district needs, some of those reductions were restored in 2012-2013 and current service levels are anticipated for the 2013-2014 school year.

***STEPS Services and Costs Study and Limited Service Restoration in Non-Special Education***

***Service Areas:*** In the fall of 2011, SOESD, in conjunction with special education leadership from districts in the region, carefully scrutinized its STEPS program looking for ways to increase efficiency and reduce program costs, while maintaining student safety and basic program quality. A number of consolidations and reductions were identified which reduced STEPS per-student costs by approximately sixteen percent. The impact of these changes and reductions is being studied over the course of the 2012-2013 school year. Any recommendations for staffing level adjustments or other changes needed to ensure student safety and academic program quality will be discussed with area special education directors and superintendents over the course of the winter and spring of 2012-2013.

All school districts currently participating in the SOESD STEPS Program have indicated their intention to continue using the program in 2013-2014.

# Services To Be Offered/Provided In 2013-2014

## Administrative/Business Services

### General Fund

2012-13 SOESD Resources Allocated to Administrative/Business Services -  
\$2,324,288

Percentage of SOESD Resource Funding – 13.82%

Business Officials Meetings  
Distribution of Federal Forest Fees  
Home School Registration and Legal Requirements  
Payroll Professionals Meeting  
Personnel Directors Meeting  
Professional Development for Administrators  
Superintendents Association

### Other Services

Cooperative Purchasing  
Business Information Software Hosting  
Medicaid Administrative Claiming (MAC)  
Rogue Valley Wraparound Initiative Representation  
Sub-Finder System  
Substitute Management Services  
Unemployment Management Services

## School Improvement Service

### General Fund

**2012-13 SOESD Resources Allocated to School Improvement Services - \$812,644**

**Percentage of SOESD Resource Funding – 4.83%**

**(Note to superintendents – this area includes funding for the Oregon Online Program as well as partial funding for CTE and ELL/Migrant administration and support. It also includes some attendance services as well as the \$60,000 budget for the Curriculum Director group approved by you last year.)**

Support for regional Curriculum Director Group to Provide Staff Development (Past examples include region-wide training in Common Core, Proficiency, Formative Assessment, Other) Oregon Online

Culturally Responsive Education Training

Instructor Appraisals/CTE Teacher Licensing

Migrant/ELL Program Technical Assistance – ELL Regional Meetings

Perkins Grant Management

Program of Study Development and Compliance

Southern Oregon Career and Technical Education Consortium (SOCTEC)

Southern Oregon School Improvement Council – Regional Meetings

Title I C and Title III Grant Management and Consortium Facilitation

### Other Services

Attendance Services

Classroom at Crater Lake

Constructing Meaning Training/Coaching

Culturally Responsive Education Training

Indian Education Services

Instructional Technology Consortium Training Grant

Listo Family Literacy

McKinney-Vento Homeless Partnership

Migrant Parent Advisory Committees

Migrant Pre School, After School & Summer School Programs

Oregon Statewide System of Support

Perkins Reserve Fund Grant

Sheltered Instruction Observation Protocol (SIOP) Training/Coaching

Systematic English Language Development (SELD) Training/Coaching

## **Programs for Children with Special Needs (Special Education Services)**

### **General Fund**

**2012-13 SOESD Resources Allocated to Children with Special Needs - \$11,256,797  
Percentage of SOESD Resources Funding –66.96%**

Audiological Services  
Autism Consultants (non-regional eligible)  
Braille/Compensatory Services  
Occupational Therapists (non-regional eligible)  
Physical Therapists (non-regional eligible)  
Psychological Services/Response to Intervention (RTI)  
Sign Language Interpreters  
Special Education Administrators Association  
Special Education Automation Software (SEAS)  
Speech/Language Services  
STEPS (Mentally and Multiply Disabled)  
STEPS Plus (Cognitively and Behaviorally Challenged)

### **Other Services**

Early Intervention/Early Childhood Special Education (Josephine County)  
Effective Behavioral and Instructional Support Systems (EBISS)  
Medicaid Administrative Claiming  
Special Education Workshop Series  
Southern Oregon Regional Low-Incidence Program

- Oregon Project for Visually Impaired and Blind Pre-School Children
- Oregon Regional Program Autism Training Sites (ORPATS)
- Regional Roundtables
- Autism Services
- Deaf-Blind Services
- Program for Deaf and Hard of Hearing (PDHH)
- Program for Vision Impaired (PVI)
- Program for Severely Orthopedically Impaired
- Regional Advisory Council
- Traumatic Brain Injury

## **Technology Services (Technology and Media Services)**

### **General Fund**

**2011-12 SOESD Resources Allocated to Technology and Media Services -**

**\$2,417,340**

**Percentage of SOESD Resources Funding – 14.39%**

Computer service region-wide help desk service and support, remote and on-site technology support

Computer service providing programming applications and website development and support

Courier delivery of agency resources

Courier delivery of school resources, documents and mail

Electronic equipment repair and maintenance: in-house and on-site

Electronic field services for installations and support

Electronic Services bid specifications preparation for school districts

Media online subscriptions containing World Book and other resources

Media lending library containing instructional resources in all curricular areas

Media video streaming with Learn360 collection

Network design, installation and troubleshooting

Network service and support of Local Area Networking (LAN) and Wide Area Networking (WAN)

Network planning, support and service for Wireless Local Area Networking (WLAN)

Network planning and support for Voice over Internet Protocol (VoIP) telephone system

Network Services – eRate consulting for schools and the ESD

\*Oregon Online virtual student classes in Southern Oregon and outside Southern Oregon

\*Oregon Online – Southern Oregon Technology Summit, Ed Tech Cadre, IT consulting (i.e., Apple iPad and other personal computer devices and workshops)

Videoconferencing and distance learning for K-12 student Spanish and Calculus classes

Video conferencing regional collaboration, professional development staff training, electronic field trips and special events

### **Other Services**

Cooperative purchasing in electronic equipment for schools

Classroom at Crater Lake

Foreign Language Assistance Program Grant (FLAP) Mandarin Chinese language classes and support for K-8 grades and high school

Management and maintenance of Follett “Destiny” Library Software system throughout Districts

Video conferencing and distance learning for K-12 student Spanish and Calculus Classes

VoIP agency-wide support services and consulting support for schools

\* SOESD component school districts will, in conjunction with the SOESD superintendent, be conducting a review of online education in Oregon in the winter/spring of 2013 which may result in modification of Oregon Online offerings, funding, and/or structure.



## Measurement and Measurement Data Type

### Administrative/Business Services

Service	Measurement Data Type				Individual Responsible
	Effort	Impact	Efficiency	Customer Satisfaction	
<b><u>General Fund</u></b>					
Business Officials Meetings		B5		D1	Howard George
Home School Registration and Legal Requirements	A4				Scott Perry
Medicaid Administrative Claiming (MAC)	A4	B5		D1	Sandra Crews/Mark Earnest
Payroll Professionals Meeting	A1			D1	Howard George
Superintendents Association	A1	-	-	-	Scott Perry
<b><u>Other Services</u></b>					
Cooperative Purchasing		B5		D1	Howard George
Sub-Finder System		B5		D1,3	Howard George
Substitute Management Services		B5		D1,3	Howard George

## School Improvement Services

Service	Measurement Data Type				Individual Responsible
	Effort	Impact	Efficiency	Customer Satisfaction	
<b><u>General Fund</u></b>					
Culturally Responsive Education Training	A1,4	B1,2	C1	D1,2	Charlie Bauer
Instructor Appraisals/CTE Teacher Licensing	A1,4	B1	C1	D1	Steve Schilling
Migrant/ELL Program Technical Assistance – ELL Regional Meetings	A1,4	B3,4	C2	D1,2	Charlie Bauer
Perkins Grant Management	A1,4	B1,6	C1,2	D1,2	Steve Schilling
Curriculum Director Regional Group Facilitation and Assistance in Region-Wide Staff Development Implementation	A1,3,4	B1,2,4,5	C1,2	D1,2,3,4	Scott Perry
Program of Study Development and Compliance	A1,3,4	B1,3,6	C1,2	D1	Steve Schilling
Regional Vocational Planning Alliance (RVPA)	A1,4	B2,3,6	C1,2	D1	Steve Schilling
Title I C and Title III Grant Management and Consortium Facilitation	A1,4	B3,4,4	C2	D1,2	Charlie Bauer
<b><u>Other Services</u></b>					
Attendance Services	A1,2,4	B1,4,5,6	C1	D1,2,3,4	Scott Perry
Classroom at Crater Lake	A1	B4,5	C2	D1,2	Scott Perry
Constructing Meaning Training/Coaching	A1,3,4	B1,2	C1	D1,2	Charlie Bauer
Culturally Responsive Education Training	A1,4	B1,2	C1	D1,2	Charlie Bauer
Indian Education Services	A1,2	B1,4,5	C1	D1,2	Charlie Bauer
Listo Family Literacy	A1,2,4	B3,4	C2	D1,2	Charlie Bauer
Migrant Parent Advisory Committees	A1,2	B3,4	C2	D1,2	Charlie Bauer
Migrant Pre School, After School and Summer School Programs	A2,4	B3,4,5	C2	D1,2	Charlie Bauer
Perkins Reserve Fund Grant	A1,4	B1,6	C1,2	D1,2	Steve Schilling
Sheltered Instruction Observation Protocol (SIOP) Training/Coaching	A1,3,4	B1,2	C1	D1,2	Charlie Bauer
Systematic English Language Development (SELD) Training/Coaching	A1,3,4	B1,2	C1	D1,2	Charlie Bauer
Teaching American History Grant	A1,4	B3,4,5	C1,2	D1,2,3,4	Joe Peterson

**Programs for Children with Special Needs (Special Education Services)**

Service	Measurement Data Type				Individual Responsible
	Effort	Impact	Efficiency	Customer Satisfaction	
<b>General Fund</b>					
Assistive Technology	A1,4	B5	C2		Jessica Bach/Sandra Crews
Audiological Services	A2,4		C1		Lori Scheer-Matheson/ Sandra Crews
Autism Consultants (non-regional eligible)	A2, 4	B3	C1		Agnes Wolfe
Braille/Compensatory Services	A1		C1		Mark Moskowitz
Occupational Therapists (non-regional eligible)	A4	B5			Evelyn Henderson
Physical Therapists (non-regional eligible)	A4	B5			Evelyn Henderson
Psychological Services	A4	B5			Agnes Lee-Wolfe
Response to Intervention (RTI)	A4	B5			Agnes Lee-Wolfe
Sign Language Interpreters	A1				Mark Moskowitz
Special Education Administrators Association		B3	C2		Sandra Crews
Special Education Automation Software (SEAS)	A1,4		C1,2		Jessica Bach/Sandra Crews
Speech/Language Services	A2,4	B3	C2		Sandra Crews
STEPS (Mentally and Multiply Disabled)	A1,4		C1		Evelyn Henderson, Susan Peck
STEPS Plus (Cognitive Deficits and Challenging Behaviors)	A1	B6	C1		Agnes Lee-Wolfe
<b>Other Services</b>					
Early Intervention/Early Childhood Special Education (Josephine County)	A1	B3	C2		Pam Arbogast
Oregon Project for Visually Impaired and Blind Pre-School Children	A4		C1		Mark Moskowitz
Oregon Regional Program Autism Training Sites (ORPATS)	A1		C2		Agnes Wolfe
Regional Roundtables	A1,4	B5	C2		Sandra Crews
Autism Services	A2, 4	B2	C2		Agnes Lee-Wolfe
Deaf-Blind Services	A1				Mark Moskowitz
Program for Deaf and Hard of Hearing (PDHH)	A1		C2		Mark Moskowitz
Program for Vision Impaired (PVI)	A1		C2		Mark Moskowitz
Program for Severely Orthopedically Impaired	A1		C2		Evelyn Henderson
Regional Advisory Council	A1, 4	B5	C2		Sandra Crews
Traumatic Brain Injury	A4		C2		Evelyn Henderson
School-to-Community Transition Program Grant	A1, 4		C1		Gwyn Lema/Evelyn Henderson
Special Education Workshop Series	A1,4	B3	C1		Sandra Crews
YTP Grant	A1, 4	B1	C1		Gwyn Lema/Evelyn Henderson

### Technology Services (Technology and Media Services)

Service	Measurement Data Type				Individual Responsible
	Effort	Impact	Efficiency	Customer Satisfaction	
<b>General Fund</b>					
Computer service region-wide help desk service and support, remote and on-site technology support	A4		C1	D1	Scott Beveridge/ Ron Enger
Computer service providing programming applications and website development and support	A4		C1	D1	Scott Beveridge/ Ron Enger
Courier delivery of agency resources	A4				Jay Matheson
Courier delivery of school resources, documents and mail	A4				Jay Matheson
Electronic equipment repair and maintenance: in-house and on-site	A4		C1		Carey Goffic/ Ron Enger
Electronic field services for installations and support	A4		C1		Carey Goffic/ Ron Enger
Electronic Services bid specifications preparation	A1				Carey Goffic/ Ron Enger
Media online subscriptions containing World Book and other resources	A1	B5			Kelly Bryant/ Ron Enger
Media lending library containing instructional resources in all curricular areas	A1	B5	C1		Kelly Bryant/ Ron Enger
Media video streaming with Learn360 collection	A1	B5			Kelly Bryant/ Ron Enger
Network design, installation and troubleshooting	A4		C1	D1	Scott Beveridge/Mark Kimzey/Kurt Gannett
NETWORK SERVICE AND SUPPORT OF LOCAL AREA NETWORKING, WIDE AREA NETWORKING	A4			D1	Scott Beveridge/Mark Kimzey/Kurt Gannett
Network planning, support and service for Wireless Local Area Networking	A4			D1	Scott Beveridge/Mark Kimzey/Kurt Gannett
Network planning and support for VoIP telephone system	A4		C1		Scott Beveridge/Mark Kimzey/Kurt Gannett
Network Services – eRate consulting for schools and the ESD			C1		Scott Beveridge/Mark Kimzey/Kurt Gannett
Oregon Online virtual student classes in Southern Oregon and outside Southern Oregon	A1,4	B5,6	C1	D1,2	Virginia Pettitt/ Jay Matheson
Southern Oregon Technology Summit, Ed Tech Cadre, IT consulting	A1,4	B4,5	C1	D1,2	Virginia Pettitt/ Jay Matheson
Videoconferencing and distance learning for K-12 student Spanish and Calculus classes	A1				Jay Matheson
Video conferencing regional collaboration, professional development staff training, electronic field trips and special events	A1	B5			Jay Matheson

## **Measurement Data Types**

### **A. Effort**

1. Number of participants
2. Number of student contacts
3. Number of coaching contacts
4. Units of service provided (e.g. hours, events, meetings)

### **B. Impact Data**

1. Level of goal attainment
2. Observation of strategy implementation
3. Documented evidence of strategy implementation
4. Anecdotal case studies
5. Feedback regarding service impact
6. Direct evidence of student achievement (e.g. test data, graduation rate, attendance rate)

### **C. Efficiency Data**

1. Comparative cost benefit data (including economy of scale)
2. Description of streamlined or collaborative processes

### **D. Customer Satisfaction Data**

1. Surveys
2. Anecdotal reports
3. Interview/focus groups
4. Formal endorsements