

<b>LANE EDUCATION SERVICE DISTRICT</b>	<b>BOARD MEETING</b>
1200 Hwy 99 N	Tuesday, November 3, 2020
Eugene, Oregon 97402	Regular Meeting: 5:00 PM

To join: <https://global.gotomeeting.com/join/356111381>  
You can also dial in using your phone. (For supported devices, tap a one-touch number below to join instantly.)  
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Access Code: 356-111-381

**LANE ESD BOARD MEETING  
AGENDA**  
Tuesday, November 3, 2020

1. Call Regular Meeting To Order

The Board Chair will call the meeting to order.

Board Chair

2. Welcome

Guests attending the meeting will be introduced.

Board Chair

3. Public Participation

The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point.

Please keep in mind that reference to a specific employee or group of employees, is prohibited as follows: Board policy BDDH - Public Comment at Board Meetings: "Comments Regarding Staff Members - Speakers may offer objective criticism of ESD operations and programs. The Board will not hear comments regarding any individual ESD staff member. The Board chair will direct the visitor to the procedures in Board policy KL- Public Complaints for Board consideration of a complaints involving a staff member. The association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the staff member, his/her supervisor and the Board."

This is an opportunity for the audience to address the Board on topics either on, or not on, the agenda. The Lane Education Service District Board encourages public input.

**Due to the emergency resulting from the COVID-19 pandemic, access to the District facilities are limited and Board meetings are being conducted virtually.** Emails from citizens who would like to provide comment will be read into record at this time. Emails must contain the citizen's name, address, and material that can be read within the three minute time limit.

Public comments can be emailed to the Superintendent's office, [supt-office@lesd.k12.or.us](mailto:supt-office@lesd.k12.or.us), and must be received by 4:00 pm on Monday, November 2, 2020.

4. Agenda Review

Board Chair

5. Action Items

Board Chair

A. Consent Agenda

The Lane ESD Board of Directors has agreed to implement a consent agenda. All items in the consent agenda are adopted by a single motion unless a member of the Board or the Superintendent requests that such item be removed from the consent agenda and acted upon separately.

Generally, consent agenda items are matters which members of the Board agree are routine in nature and should be acted upon in one motion to conserve time and to enable the Board to focus on the other matters on the agenda.

Back-up materials for consent agenda items are included in the agenda packet as needed. Minutes of this meeting will reflect action on each item.

If any board member wishes to withdraw any consent group item, it will be moved to the appropriate section of the agenda.

**BE IT RESOLVED** that the Board of Directors of Lane ESD adopts the consent group as submitted and listed below.

1. Human Resource Report, dated October 30, 2020
2. Grant Report for November 2020

Board Chair

Human Resource Report 11 01 20 20

Nov 2020 Board Grant Rpt 21

B. Accept Financial Report

**BE IT RESOLVED** that the Board of Directors of Lane ESD accepts the Financial Report for October 2020.

C. Accept Retirement of Assistant Superintendent

Assistant Superintendent Carol Knobbe has submitted her notice of retirement, effective June 30, 2021. The Board of Directors will act to accept her retirement.

**BE IT RESOLVED** that the Board of Directors of Lane ESD accepts the notice of retirement submitted by Assistant Superintendent Carol Knobbe, effective June 30, 2021.

D. Approve Transit Dollar Requests from Component School Districts

Pursuant to ORS 334.177, as amended by 2013 House Bill 3401, a component school district board may request that a percentage of the state formula revenue received by Lane ESD be distributed to the school district for any purpose identified by the school district board. The request for these "Transit Dollars" will be distributed on an ADMw basis.

The ORS requires that the component school district Board submit the request to the Lane Education Service District Board **no later than November 1, 2020**. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

**BE IT RESOLVED** that the Board of Directors of Lane ESD approves Transit Dollar Requests from Lane County Component School Districts, as presented, for the 2021-22 Budget Year.

Bethel Transit Dollar Request Form 2021-22 - signed-1	24
Blachly Transit Dollar Request Form 2021-22 - signed-1	25
CAL - Transit Dollar Request - Signed-1	26
Eugene - Transit Dollar Request - Signed-1	27
Fern Ridge - Transit Dollar Request - Signed-1	28
JCSD Transit Dollar Request 2021-22	29
Lowell SD Transit Dollar Request 2021-22	30
Marcola - Transit Dollar Request - Signed-	31
McKenzie SD Transit Dollar Request 2021-22	32
Oakridge - Transit Dollar Request - Signed-1	33
Pleasant Hill - Transit Dollar Request - Signed-1	34
Springfield - Transit Dollar Request - Signed-1	35

E. Re-Approve Local Service Plan - Year Two (inclusion of Lane ESD Student Success Act Support Plan)

Lane ESD recently learned that the Student Investment Act Support Plan needs to be integrated in the Local Service Plan and re-approved by the Board of Directors.

### **Lane ESD Student Investment Act Plan**

The 2020 Lane ESD Student Investment Act (SIA) Plan is designed to support districts in meeting students' mental or behavioral health needs, and increasing academic achievement for students, including reducing academic disparities for students navigating poverty, homelessness, and/or foster care, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, and students who are English language learners.

Lane ESD will engage districts in quarterly continuous improvement self-monitoring routines, helping to align the outcomes, strategies, and activities of the Student Investment Account, Continuous Improvement Plan, High School Success Plan, and Career Technical Education. Additionally, Lane ESD will host programming that empowers youth, families, and community members representative of the four focal groups to inform county and district initiatives; establish and support networked learning communities to support academic success, social emotional well being, community engagement, district capacity, and overall school and community climate; and partner with districts to provide educators and administrators high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership. Board Chair

2019-21 Local Service Plan with SIA Plan

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- F. Resolution to adopt the OSBA 2021-2022 Legislative Priorities and Principles as recommended by the Legislative Policy Committee

**WHEREAS**, the OSBA Legislative Policy Committee is charged under the OSBA Bylaws with developing the association's recommended Legislative Priorities and Principles, and

**WHEREAS**, the OSBA Legislative Policy Committee met in January, May and June to develop the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

**WHEREAS**, the OSBA Legislative Policy Committee sent the Proposed OSBA Legislative Priorities and Principles for 2021-22 out to the membership of OSBA for comment and suggested changes, and

**WHEREAS**, the overwhelming majority of the comments received by the membership were in support of the Proposed OSBA Legislative Priorities and Principles for 2021-22 developed by the OSBA Legislative Policy

Committee, and

**WHEREAS**, the OSBA Legislative Policy Committee met via Zoom video conference call in August to review the feedback received by the membership, and

**WHEREAS**, the OSBA Legislative Policy Committee discussed the feedback from the membership and made no modifications to the Proposed OSBA Legislative Priorities and Principles for 2021-22, and

**WHEREAS**, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles for 2021-22 at its August meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles for 2021-22 and place them before the membership for approval.

**THEREFORE, BE IT RESOLVED** by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles for 2021-22 be placed before the membership for consideration during the 2020 OSBA election season, and

**BE IT FURTHER RESOLVED** that the Proposed OSBA Legislative Priorities and Principles for 2021-22 and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

G. Appoint Budget Committee Member

Doug Perry from The Crow-Applegate-Lorane Board of Directors has volunteered to fill the Zone 8, At-Large seat vacated by Jeff Ramp on the Lane ESD Budget Committee. The appointment would be for a 3-year term, ending June 30, 2023.

Board Chair

H. Approve Support for Showing Up For Racial Justice Western States Center Joint Message

Director Wilde received a request to sign support for the Showing Up For Racial Justice Western States Center joint message by elected officials and civil society groups united against hate and election-related violence.

Director Wilde has added her personal signature, representing herself, and asks that other board members will join her and that the Board formally address this request.

The Showing Up For Racial Justice Western States Center unequivocally condemns white nationalism and other movements that use bigotry to build political power. The Showing Up For Racial Justice Western States Center also condemns political violence and accelerationism from any part of the political spectrum.

Paramilitary and alt-right activity is a challenge to our values of inclusive democracy in Oregon. The Showing Up For Racial Justice Western States Center believes in an Oregon that is inclusive, and protects the right of every person to live, love, work and worship free from fear and bigotry. The Showing Up For Racial Justice Western States Center is committed to working together to protect our democracy and democratic institutions.

The statement for signature and support reads:

As elected leaders, we will-

\*Continue to communicate clearly that voter intimidation and political violence will not be tolerated, and follow those communications with action;  
\*Use the power of our offices to pursue legal remedies to prevent and enforce consequences for voter intimidation and political violence, including:

- Providing clarity from prosecutors and law enforcement about consequences for voter intimidation and a commitment to enforce laws in an unbiased manner;
- Working with election officials and law enforcement to prioritize de-escalation;
- Pursuing all legal options to prevent the use of firearms for intimidation purposes at or near polling places;
- Pursuing the enforcement of any applicable anti-paramilitary laws;
- Opening lines of communication with community partners who can flag emerging situations that require intervention;
- Providing straightforward options for community members to report voter intimidation;

\*Clearly set expectations for voters that they will be able to vote safely, freely, and without intimidation harm.

As civil society leaders, we will:

\*Work within our communities to provide safety information so that everyone is able to vote free from fear and intimidation;  
\*Work with elected officials to communicate the needs of our communities and propose aligned strategies to meet those needs;  
\*Strengthen our relationships with other civil society organizations so that we can act quickly and in a coordinated manner to respond to any incidents of voter intimidation or political violence.

We call on our colleagues in government, in the business community, in faith communities, in organized labor and nonprofits across Oregon to join us. When we all come together, there is no room for hate or violence.

Board Chair, Director Wilde

6. Discussion/Reports

A. Legislative Update

Superintendent Scurto will provide an update in legislative activities if there are any updates.

Superintendent Tony Scurto

B. Superintendent Report

General Metrics for Returning to In-Person Instruction Through the On-Site or Hybrid Model

Superintendent Tony Scurto

C. First Read: All Students Belong Policy and Administrative Rule

On September 17, 2020, the Oregon State Board of Education adopted a temporary Oregon Administrative Rule (OAR) 581-022-2312 - All Students Belong. This rule took effect the following day and takes an unprecedented step to protect some of our schools' most marginalized students, as well as staff and others.

This rule requires that districts, ESDs, public charter schools and others receiving state funding for education adopt a policy prohibiting symbols of hate and addressing bias incidents by January 1, 2021. As a Division 22 requirement, districts will be required to verify that they are in compliance.

This rule prohibits the "use or display" of symbols of hate, including the noose, swastika, and confederate flag. The policy that you adopt must reflect this prohibition. Before adoption, we recommend that you forestall potential legal challenges by documenting the following:

- Previous incidents arising from the presence of these symbols or related issues;
- Why the presence of these symbols would cause a material and substantial disruption to the educational environment; and
- How these symbols interfere with other students' right to be secure and let alone in their schools.

The rule also defines a "bias incident" and requires related procedures and requirements. Because these requirements are unique to bias incidents, there is a newly created separate complaint procedure.

We expect that this temporary rule will be made permanent by the State Board of Education, and also that it could face legal challenges. OSBA will update the model policy and administrative regulation as needed.

This policy will also be included in our *Policy Update* later this month. Policy Plus subscriptions will be processed at that time. The Oregon Department of Education will also be releasing guidance to assist with implementation.

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#### D. First Read: Footwear Policy

Lane Education Service District is committed to providing a safe and healthy work environment. As part of that commitment and due to the risk of slips, trips and falls resulting in personal injury, certain footwear is prohibited in the work environment. All footwear must be appropriate for the environment and the employee's job requirements. For example, open-toe shoes or "flip-flops" are inappropriate for agency work environments and create safety hazards for the wearer. Therefore, Lane Education Service District reserves the right to determine whether a particular style of footwear is appropriate for the workplace and/or job requirements.

Footwear Policy -final

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#### E. National School Psychologists Week

During the week of **November 9-13**, 2020 schools throughout the United States will celebrate **National School Psychology Week (NSPW)** to highlight the important work school psychologists and other educators do to help all students thrive. This year's theme is "**The Power of Possibility.**" The word "possibility" implies hope, growth, resilience and renewal. Possibility suggests that even something as small as a seed can grow into something magnificent. Henry David Thoreau wrote, "I have great faith in a seed. Convince me that you have a seed there, and I am prepared to expect great wonders." The word "power" implies that things can and will happen. When we focus on what is possible, we have hope that students will grow, thrive and bloom and will be empowered to take the action steps necessary to do so.

School Psychologists help empower children to grow in areas of skill such as social skills, empathy, and compassion for others, as well as individual or intrapersonal skills such as problem solving, goal setting, and study skills. The concept that school psychologists continue to grow and develop as people and with our skills is central to our theme, as is the idea that with help, we can develop resilience beyond stressful circumstances. School psychologists are particularly skilled at assisting students and staff in seeing possibilities and developing positive change to thrive in school and life. Focusing on these possibilities can help us set goals, identify action steps, communicate needs, and engage in discussions to help create the connections necessary for students to develop critical academic and social emotional skills.

Additionally, school psychologists and school staff may be empowered to move toward positive change in all areas of leadership in the counseling room, the classroom, the community and beyond.

#### F. Native American Heritage Month

November is Native American Heritage Month, or as it is commonly referred to, American Indian and Alaska Native Heritage Month.

The month is a time to celebrate rich and diverse cultures, traditions, and histories and to acknowledge the important contributions of Native people. Heritage Month is also an opportune time to educate the general public about tribes, to raise a general awareness about the unique challenges Native people have faced both historically and in the present, and the ways in which tribal citizens have worked to conquer these challenges.

During National Native American Heritage Month, we affirm our commitment to working toward a society that fosters a deeper understanding and appreciation for the diversity of culture and history of the 573 federally recognized American Indian and Alaska Native nations in our country. This November and every month, we celebrate the culture and heritage of these remarkable Americans who deeply enrich the quality and character of our Nation.

#### 7. Information from Administrative Staff

The directors of Human Resources and Title Programs, Special Education, Business Services, Technology and School Improvement have submitted written reports to the Board on matters of interest concerning his/her area of responsibility.

#### Technology

[https://docs.google.com/document/d/1a5Jis63\\_blrCMUKCrfqrSAFm3WCeISmW5hkr7p0nqaM/edit?usp=sharing](https://docs.google.com/document/d/1a5Jis63_blrCMUKCrfqrSAFm3WCeISmW5hkr7p0nqaM/edit?usp=sharing)  
[https://docs.google.com/document/d/1a5Jis63\\_blrCMUKCrfqrSAFm3WCeISmW5hkr7p0nqaM/edit?usp=sharing](https://docs.google.com/document/d/1a5Jis63_blrCMUKCrfqrSAFm3WCeISmW5hkr7p0nqaM/edit?usp=sharing)  
[https://docs.google.com/document/d/1a5Jis63\\_blrCMUKCrfqrSAFm3WCeISmW5hkr7p0nqaM/edit?usp=sharing](https://docs.google.com/document/d/1a5Jis63_blrCMUKCrfqrSAFm3WCeISmW5hkr7p0nqaM/edit?usp=sharing)

#### Special Education

November 2020

The delay to the start of the school year due to the fires provided us with the opportunity to offer enhanced professional development opportunities to staff organized by our School Improvement Service Area.

- *Distance Learning Playbook* – Licensed instructional staff in our direct service programs benefitted from the framework outlined in this 2-day training, along with comprehensive materials to assist in planning robust lessons.
- *Mitigating Implicit Bias* – Sign Language Interpreters, Teachers of the Deaf/Hard of Hearing and Teachers of the Visually impaired and Speech

Language Pathologists participated in this training which included pre-workshop activities designed to assist participants in reflecting on unconscious bias. [https://docs.google.com/document/d/1a5Jis63\\_blrCMUKCrfqrSAFm3WCeISmW5hkr7p0nqaM/edit?usp=sharing](https://docs.google.com/document/d/1a5Jis63_blrCMUKCrfqrSAFm3WCeISmW5hkr7p0nqaM/edit?usp=sharing)

Administrative Staff

8. Board Member Reports and Comments/Agenda Planning

Lane ESD Board, Liaisons, Advisors

A. Agenda Planning

Board members are invited to send agenda items to be considered for the next board meeting. Please call or email to the Board Chair or Superintendent.

Board Chair

B. Board Member Reports

Board members are asked to submit their reports in writing to be attached to Boardbook. Reports can be sent to the Executive Assistant in advance of the meeting.

As Board Members prepare their reports, please consider the following questions:

1. What programs did I visit over the last month? What committees did I participate in?
2. What is the connection to the LESD services and programs to the component districts or community?
3. What significance or meaning does the activity have to the broader community?
4. What are the next steps or follow-up activities planned?

**Sherry Duerst-Higgins**

**Linda Hamilton**

**Leslie Harris**

**Nora Kent**

**Vanessa Truett**

**Rose Wilde**

**Erin Zygaitis:**

**Johnie Matthews**, Superintendents' Council Advisor

**Emilio Hernandez**, Community Advisor

**Mike Anderson**, Liaison, Creswell School District

**Mark Boren**, Liaison, Fern Ridge School District - report attached.

Board, Advisors, Liaisons

9. Announcements/Correspondence

Board Chair

A. Acknowledgements and Recognition

Superintendent Tony Scurto

B. Kudos

Kudos to: Miranda Rice and Tanya Ray

Reported by: Tracy Mansfield

Reason: Miranda Rice and Tanya Ray completed a crucial component of a project that will provide long-term benefits for any of our programs that draw upon visual supports. For each item on a vocabulary list of hundreds of core and fringe words, they gathered multiple examples of visual symbols in the public domain, all of them matching tech details that I am much too kind to bore you with here. (See? I even abbreviated the word "œtechnical" to keep things moving along. So much for the critics who complain that I give too much info.) That task required determination, patience, attention to detail, focus, and something of an artistic flair. Their efforts have helped to free us somewhat more from the greedily clutching grasp of the VPB (Voracious Profit Beastie) that preys upon education (with slathering gobs of gross slobber). Which is a long and heartfelt way of saying, "œThank you very much the both of you, I greatly appreciate your not running away screaming a mere few minutes into the task.

Kudos to: Lisa Baber & Dave Standridge

Reported by: Jeri Ingallinero

Reason: Thank you for making the loss of pay for furlough days less of an impact to those of us that only receive one check in June. Six days of pay loss in one check would be difficult. I appreciate the hard work and extra time that went into making the spread between two checks happen.

Kudos to: Sarah Apker, Teagan Wynne, Cindy Evans, Leslie Cooley  
Reported by: Justin Radabaugh  
Reason: Our transitions program was showcased on the Oregon Transitions Podcast this month. Kudos to this team for all their hard work creating a model program for the state of Oregon.

Thanks you!Kudos to: Lawren Ward  
Reported by: Tricia Robison  
Reason: Lawren has been a huge help getting the Serbu detention classroom set up for video conferencing. His patience and knowledge are much appreciated! Thank you!

Kudos to: Trent Linebaugh  
Reported by: Annie Whiddon  
Reason: Trent has been instrumental in writing and providing feedback on the ODE Operational Blueprints for the Daffodil School. Working between two agencies is challenging in the best of times, and during this pandemic his work has been the bridge that made it so I could cross back and forth! Thank you SO much!

Kudos to: Sue Wilson  
Reported by: Annie Whiddon  
Reason: Sue has been an incredible resource to help draft Reopening Blueprints, both for the ESD and our consortium. She has delved deep into the guidance provided by ODE and has somehow managed to keep up with all of the changes as they've come out. I don't know how I would have done this without her! Thank you, Sue!!!!

Kudos to: Ally Richardson  
Reported by: Rebecca Coon  
Reason: For being a support to Teacher, Staff, and Students. When I became the teacher at Agnus Stewart, Ally was my go-to person for information about students, families, and staff. She has build exceptional relationships, not only within the classroom but throughout the school.

Kudos to: The staff at the ESD office  
Reported by: Anonymous  
Reason: During this not so fun time, the staff have sent the necessary information to each of us to keep us informed as to what was going on. Information about the virus and how it was and could determine what our work would look like, Financial issues and the information regarding the Department of Employment. Thank You

Kudos to: The Tech Department  
Reported by: Justin Radabaugh  
Reason: Thank you for rolling up your sleeves and finding some creative solutions to support the Westmoreland campus.

Kudos to: The IT Department  
Reported by: Natalie Hebin, SLP  
Reason: Thank you so much for taking the time to move us to Gmail. There are so many little benefits that are real game-changers. For example, with all the emails I'm bouncing around all day, it is so helpful that Gmail automatically reminds me to follow up after a few days. You guys have had a lot of adjustments to make over the summer and you did a great job.

Kudos to: Asia Tong Colburn  
Reported by: Annie Whiddon  
Reason: Asia is working with a life skills student who is a brand new interpreter user. Though interpreter dress code is to wear dark colors, Asia made the awesome decision to dress like a pumpkin to help her student learn the skill of attending to virtual instruction. The lengths she goes to for student engagement and access are truly astounding, and we are lucky to have her on our team.

Kudos to: Raesha Beard  
Reported by: Sara Mansfield  
Reason: Thank you so much for helping assemble AAC systems for students! Your attention to detail was much appreciated. It is already making a difference for students, family and support staff.

Kudos to: Pam Hatlen, Robert Uhler, and Cathy Burke-Maher  
Reported by: Niels Pasternak  
Reason: Pam, Bob, and Cathy have been amazing to work with especially during distance learning this year. They have maintained a consistently positive attitude and worked hard hosting multiple breakout room sessions and teaching a variety of lessons to our students every school day. They have also learned a lot of new things in a short amount of time this year and helped me to learn new things as well. I feel blessed and extremely grateful to get to work with them as a part of our team each day!

Kudos to: Elena Weigand  
Reported by: Niels Pasternak

Reason: Elena has done an amazing job supporting our classroom this year as an SLP and she has taught us all a lot of new things. Her lessons are fun and engaging, she is always modeling a positive attitude, and she has been a pleasure to work with. Thanks Elena our entire SEHS team loves working with you!

Kudos to: Eileen Brixley

Reported by: Crystal Feldt

Reason: Eileen is always very helpful when someone needs a hand, she goes above and beyond in the classroom. Truly thankful to work with such a nice person that is willing to take extra time to teach and help others.

Kudos to: Erin White

Reported by: Brittney Spencer

Reason: Taking on Mandt scheduling/organization and helping things run much smoother!

Kudos to: Caitlin Lyons

Reported by: Randy Stark

Reason: Caitlin really stepped up to the plate when her team needed her. She ran the zoom class like a pro when the teacher was gone. She helped provide a consistent learning environment for her students.

Do you have an acknowledgment for a co-worker? Employees can submit a "kudo" any time during the month. To submit a kudo go here: [www.lesd.k12.or.us/forms/kudos.html](http://www.lesd.k12.or.us/forms/kudos.html)

Administrators

### C. Announcements

Alicia Hays, Eugene School District Board Member and Lane ESD Budget Committee Member (past) has been named Board Member of the Year by OSBA. The award honors outstanding volunteers who make a real difference in their communities. Hays' dedicated work on equity issues, especially for students who sometimes are overlooked, has earned her colleagues' esteem.

Hays is a retired director of Lane County Health and Human Services, although she has been temporarily supervising some health work during the pandemic. Coronavirus has increased the intersection of health and education considerations, but her job has always provided her a perspective on the needs of students and the role of schools to help them, she said.

In past years, the School Board Member of the Year has been named at OSBA's Annual Convention. But with pandemic restrictions shaking things up, OSBA surprised Hays at a virtual board meeting.

OSBA launched the award in 2018. Merle Comfort of the La Grande School District and InterMountain Education Service District and Anne Bryant of the Beaverton School District won previously. The winner receives a commemorative keepsake and a year of free registration for OSBA events and is enshrined on a plaque in OSBA's Salem office.

Hays is the longest serving member on her board, appointed in 2007. She has served three times as chair and vice chair. Hays helped lead the district both through painful budget cuts and the passage of three construction bonds totaling \$559 million and three levy renewals.

Board Chair

1. **Lane ESD Board Member Activities and Opportunities**

- OSBA Webinar: How to Navigate the Event: Virtual Annual Convention, November 5, 2020, 12:00 p.m.
- OSBA Webinar: How to Navigate the Event: Virtual Annual Convention, November 11, 2020, 12:00 p.m.
- OSBA 74th Annual Convention, November 14, 2020
- OSBA: Legislative 101, November 18, 2020, 12:00 p.m.
- OSBA Webinar: Charter Schools: Ask Me Anything, December 1, 2020, 12:00 p.m.
- OSBA Webinar: Dealing with Conflict on the Board, December 7, 2020, 12:00 p.m.

2. **Component District Board Meeting Dates**

Component District Board Meeting Dates

	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
	9/14/20 9/28/20	10/12/20 10/26/20	11/9/20	12/14/20	1/11/21 1/25/21	2/8/21 2/22/21 1	3/8/21	4/12/21 4/26/21	5/10/21	6/14/21 6/28/21





	9/14/20 0	10/12/20 0	11/9/20	12/14/20 0	1/11/21 1	2/8/21	3/8/21	4/12/21 1	5/10/21 1	6/14/21 1
	9/14/20 0	10/5/20 10/19/20 0	11/2/20 11/16/20 0	12/7/20	1/4/21	2/8/21 2/22/21 1	3/8/21	4/5/21 4/19/21 1	5/3/21 5/17/21 1	6/7/21 6/28/21 1
	9/16/20 0	10/14/20 0	11/18/20 0	12/9/20	1/13/21 1	2/10/21 1	3/10/21 1	4/14/21 1	5/12/21 1	6/16/21 1
	9/14/20 0 9/28/20 0	10/5/20 10/9/20	11/2/20	12/14/20 0	1/11/21 1 1/25/21 1	2/1/21	3/1/21	4/5/21 4/19/21 1	5/3/21	6/7/21

	9/14/2 0	10/12/2 0	11/9/20	12/14/2 0	1/11/2 1	2/8/21 2/22/2 1	3/8/21	4/12/2 1	5/10/2 1	6/14/2 1
	9/28/2 0	10/26/2 0			1/25/2 1			4/26/2 1		6/28/2 1

10. Adjournment

- The next regular meeting is scheduled to be held Tuesday, December 1, 2020, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

# HUMAN RESOURCES REPORT TO LANE ESD BOARD

November 1, 2020

## PROFESSIONAL STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Thibedeau, Justin	Coordinator - CLC STEM: Digital Literacy	11/9/2020	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

## CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Lopez, Alma	Recruiter, Family Engagement MEP	10/5/2020	
	Nicolas Gaspar, Victor	Recruiter, Graduation Support MEP	10/29/2020	
	Rice, Miranda	Program Assistant, WREN	10/19/2020	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

## VACANCY NOTICES (Information)

Posting #	Position	Closing Date	Notes
20005	Data & Evaluation Coordinator, SI		Cancelled
20022	Program Assistant, Regional Educator Network/SSA		Cancelled
20025	Instructional Assistant, Life Skills ISP		Cancelled
20035	Insrtuctional Assistant, Lane School		Cancelled
300	Instructional Assistant, Life Skills		Hold
301	Instructional Assistant, Life Skills		Hold
302	Instructional Assistant, Life Skills		Hold
303	Instructional Assistant, Life Skills		Hold
304	Instructional Assistant, Life Skills		Hold
305	Instructional Assistant, Life Skills		Hold
306	Instructional Assistant, Life Skills		Hold
307	Instructional Assistant, Life Skills		Hold
309	Security Systems Administrator	9/11/2020	Cancelled
323	Recruiter, Graduation Support MEP	10/10/2020	Position filled
326	Coordinator - CLC STEM: Digital Literacy	9/30/2020	In process
328	Sign Language Interpreter	Until filled	In process
330	Program Asst, Western Regional Education Network	10/5/2020	Position filled
331	Recruiter/Family Engagement, Migrant Education Prc	10/2/2020	Position filled
333	Student Success Navigator, LAABSS	Until filled	In process
334	Data Coordinator, WREN	11/2/2020	In process
342	Instructional Assistant, Lane School	11/2/2020	In process
343	Instructional Assistant, Lane School	11/2/2020	In process
344	Instructional Assistant, Lane School	11/2/2020	In process
345	Security Systems Administrator, Trainee	11/5/2020	In process

LANE EDUCATION SERVICE DISTRICT  
GRANTS/CONTRACTS AWARDED  
November 2020

Fund Number	Title	Description	Monitor	Beginning Date	Ending Date	Award Amount
258	Perkins Reserve Fund	Lane ESD and LCC will collaborate on the use of these funds to facilitate a county-wide work group to assist high schools' implementation to new Perkins Professional Technical Education guidelines	Sequeira	10/01/19	9/30/20	\$101,924.00
264	Perkins Basic	These funds are designed to offset the costs incurred by districts to provide technical skills updating (TSU) for professional technical educational instructors/educators.	Sequeira	7/01/20	9/30/21	\$604,571.00
266	Title III, English Language Acquisition	English language learners attainment of English proficiency; development of high levels of academic achievement, development of high-quality language instruction and educational programs; development and enhancement of capacity building; promotion of parental and community participation.	Sequeira	7/01/20	9/30/21	\$67,187.00
271	Title I-C Regular	The purpose of the program is to provide supplementary instructional and social service support for migrant children whose education and lives are interrupted by frequent moves	Sequeira	7/01/20	9/30/21	\$766,196.00
271	Title I-C Preschool	Funds used by ESD's to implement a preschool MEP program.	Sequeira	7/01/20	9/30/21	\$42,794.00
276	Regional Promise		Larwick	7/01/19	6/30/21	\$300,000.00
291	Extended Assessment	Supports training and assessment of students with disabilities	Mathisen	07/01/20	6/30/21	\$6,044.17
					<b>TOTAL</b>	<b>\$1,888,716.17</b>



Lane Education Service District  
**2020-21 General Fund Financial Summary**  
 October 31, 2020

	Budget	Actual: Jul-Oct	Projected: Nov-Jun	Projected Total	Projected vs Budget	
					\$	%

**Resources**

1	State School Fund	14,844,500	6,143,635	8,582,877	14,726,512	(117,988)	-0.8%
2	Property Tax & Timber	7,797,500	73,227	7,754,346	7,827,573	30,073	0.4%
3	Services to Districts	817,325	-	890,028	890,028	72,703	8.9%
4	Other Local Revenue	257,000	100,504	156,100	256,604	(396)	-0.2%
5	Indirect from Grants	220,000	23,906	196,094	220,000	-	0.0%
6	Interest	99,000	22,279	40,013	62,292	(36,708)	-37.1%
8	<b>Total Revenues</b>	<b>24,035,325</b>	<b>6,363,551</b>	<b>17,619,458</b>	<b>23,983,009</b>	<b>(52,316)</b>	<b>-0.2%</b>
9	Begin Fund Bal: Unreserved	2,066,000	2,556,189	-	2,556,189	490,189	23.7%
10	Begin Fund Bal: Flex Funds	186,000	255,779	-	255,779	69,779	37.5%
11	Begin Fund Bal: Projects	-	15,346	-	15,346	15,346	-
12	Begin Fund Bal: Behavior	-	110,000	-	110,000	110,000	-
13	Begin Fund Bal: PD Funds	208,000	315,969	-	315,969	107,969	51.9%
14	<b>Total Resources</b>	<b>26,495,325</b>	<b>9,616,834</b>	<b>17,619,458</b>	<b>27,236,292</b>	<b>740,967</b>	<b>2.8%</b>

**Requirements**

15	Salaries	8,477,761	1,631,415	6,264,072	7,895,488	(582,273)	-6.9%	(1)
16	Benefits	6,203,666	1,164,173	4,567,537	5,731,710	(471,956)	-7.6%	(1)
17	Services	2,658,731	532,869	2,200,170	2,733,039	74,308	2.8%	
18	Supplies	227,575	146,046	108,345	254,391	26,816	11.8%	(2)
19	Other	141,400	148,245	12,000	160,245	18,845	13.3%	(3)
20	Interfund Transfers	378,200	348,200	15,000	363,200	(15,000)	-4.0%	
21	Transit Cash to Districts	6,295,421	-	6,397,469	6,397,469	102,048	1.6%	
22	<b>Total Expenditures</b>	<b>24,382,754</b>	<b>3,970,948</b>	<b>19,564,594</b>	<b>23,535,542</b>	<b>(847,212)</b>	<b>-3.5%</b>	
23	Ending Fund Bal: Unreserved	1,683,201	-	-	2,929,559	1,246,358	74.0%	
24	Ending Fund Bal: Flex Funds	221,506	-	-	455,222	233,716	105.5%	
25	Ending Fund Bal: Projects	-	-	-	-	-	-	
26	Ending Fund Bal: Behavior	-	-	-	-	-	-	
27	Ending Fund Bal: PD Funds	207,864	-	-	315,969	108,105	52.0%	
28	<b>Total Requirements</b>	<b>26,495,325</b>	<b>3,970,948</b>	<b>19,564,594</b>	<b>27,236,292</b>	<b>740,967</b>	<b>2.8%</b>	

29	Change in Unreserved Fund Bal	(382,799)			373,370		
30	Unreserved Ending Fund Balance		7.0%			12.2%	

(1) Includes delay in hiring for vacant classroom positions, budgeted management position and a reduction in anticipated substitute costs.

(2) Increase in equipment purchases to support distance learning.

(3) The increase in property and liability insurance was more than anticipated.

**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2021-22**

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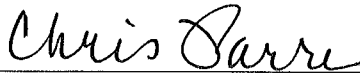
*The ORS requires that the component school district Board submit the request to the Lane Education Service District Board **no later than November 1, 2020**. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.*

The following school district requests the amount of funds identified below for fiscal year 2021-22.

Name of District: Bethel School District

Date of Board Action: 10/12/2020

District Representative: Chris Parra

Signature: 

Date Submitted: 10.12.2020

Select One

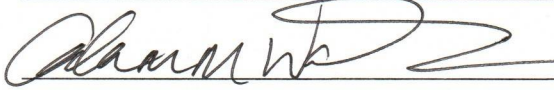
<b>X</b>	<p><b>Not to Exceed 50%</b> <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
	<p><b>More than 50% to 75%</b> <i>The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
	<p><b>More than 75% to 85%</b> <i>The school district may request up to 85% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. The percentage requested that exceeds 75% must be used to purchase services from one or more ESDs, not including Lane ESD.</i></p>

**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2021-22**

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The following school district requests the amount of funds identified below for fiscal year 2020-21.

Name of District: Blachy SD 90  
 Date of Board Action: 10-20-2020  
 District Representative: Adam Watkins  
 Signature:   
 Date Submitted: 10-26-2020

Select One

<input checked="" type="checkbox"/>	<p><b>Not to Exceed 50%</b>  <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
<input type="checkbox"/>	<p><b>More than 50% to 75%</b>  <i>The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
<input type="checkbox"/>	<p><b>More than 75% to 85%</b>  <i>The school district may request up to 85% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. The percentage requested that exceeds 75% must be used to purchase services from one or more ESDs, not including Lane ESD.</i></p>

**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2021-22**

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The following school district requests the amount of funds identified below for fiscal year 2021-22.

Name of District: Crow-Applegate-Lorane SD 66  
 Date of Board Action: 10-22-2020  
 District Representative: Board Chair Dean Livelybrooks  
 Signature: Dean Livelybrooks  
 Date Submitted: 10/23/2020 M. McP...

Select One

<input checked="" type="checkbox"/>	<p><b>Not to Exceed 50%</b>  <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
<input type="checkbox"/>	<p><b>More than 50% to 75%</b>  <i>The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
<input type="checkbox"/>	<p><b>More than 75% to 85%</b>  <i>The school district may request up to 85% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. The percentage requested that exceeds 75% must be used to purchase services from one or more ESDs, not including Lane ESD.</i></p>

**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2021-22**

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*The ORS requires that the component school district Board submit the request to the Lane Education Service District Board **no later than November 1, 2020**. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.*

The following school district requests the amount of funds identified below for fiscal year 2021-22.

Name of District: Eugene School District 4J

Date of Board Action: October 21, 2020

District Representative: Cydney Vandercar, Interim Superintendent

Signature: 

Date Submitted: October 28, 2020

Select One

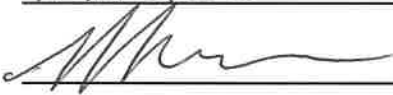
<b>X</b>	<p><b>Not to Exceed 50%</b> The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</p>
	<p><b>More than 50% to 75%</b> The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</p>
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**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2021-22**

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The following school district requests the amount of funds identified below for fiscal year 2021-22.

Name of District: Fern Ridge School District  
 Date of Board Action: 10/19/2020  
 District Representative: Mark Boren  
 Signature:   
 Date Submitted: 10/20/2020

Select One

<input checked="" type="checkbox"/>	<p><b>Not to Exceed 50%</b>  <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
<input type="checkbox"/>	<p><b>More than 50% to 75%</b>  <i>The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
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**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2021-22**

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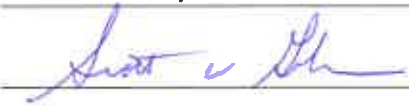
*The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2020. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.*

The following school district requests the amount of funds identified below for fiscal year 2021-22.

Name of District: Junction City School District #69

Date of Board Action: October 26, 2020

District Representative: Scott Gibson, Board Chair

Signature: 

Date Submitted: October 26, 2020

**Select One**

<b>X</b>	<p><b>Not to Exceed 50%</b> The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</p>
	<p><b>More than 50% to 75%</b> The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</p>
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**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2021-22**

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The following school district requests the amount of funds identified below for fiscal year 2021-22.

Name of District: Lowell School District 71

Date of Board Action: September 28, 2020

District Representative: Johnie Matthews-Superintendent

Signature:  \_\_\_\_\_

Date Submitted: September 29, 2020

*Select One*

<b>X</b>	<p><b>Not to Exceed 50%</b> <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
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**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2021-22**

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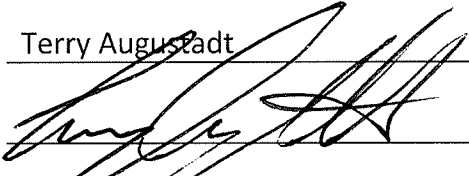
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The following school district requests the amount of funds identified below for fiscal year 2021-22.

Name of District: Marcola School District 79J

Date of Board Action: 10/12/2020

District Representative: Terry Augustadt

Signature: 

Date Submitted: 10/13/2020

Select One


<b>X</b>	<p><b>Not to Exceed 50%</b> <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
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**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2021-22**

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The following school district requests the amount of funds identified below for fiscal year 2020-21.

Name of District: McKenzie  
 Date of Board Action: 10/21/2020  
 District Representative: Lane Tompkins, Superintendent  
 Signature:   
 Date Submitted: \_\_\_\_\_

Select One

<input checked="" type="checkbox"/>	<p><b>Not to Exceed 50%</b>  <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
<input type="checkbox"/>	<p><b>More than 50% to 75%</b>  <i>The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
<input type="checkbox"/>	<p><b>More than 75% to 85%</b>  <i>The school district may request up to 85% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. The percentage requested that exceeds 75% must be used to purchase services from one or more ESDs, not including Lane ESD.</i></p>

**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2021-22**

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The following school district requests the amount of funds identified below for fiscal year 2021-22.

Name of District: Oakridge School District #76

Date of Board Action: 10/12/2020

District Representative: Reta Doland

Signature: 

Date Submitted: 10/14/2020

Select One

<b>X</b>	<p><b>Not to Exceed 50%</b> <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
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	<p><b>More than 75% to 85%</b> <i>The school district may request up to 85% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. The percentage requested that exceeds 75% must be used to purchase services from one or more ESDs, not including Lane ESD.</i></p>

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School District Transit Dollar Request for Fiscal Year 2021-22**

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The following school district requests the amount of funds identified below for fiscal year 2020-21.

Name of District: Pleasant Hill

Date of Board Action: 5 OCT 2020

District Representative: J.A. Lijenberg

Signature: *[Signature]*

Date Submitted: 6 OCT 2020

Select One

✓	<p><b>Not to Exceed 50%</b>  <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
	<p><b>More than 50% to 75%</b>  <i>The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
	<p><b>More than 75% to 85%</b>  <i>The school district may request up to 85% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. The percentage requested that exceeds 75% must be used to purchase services from one or more ESDs, not including Lane ESD.</i></p>

**Lane Education Service District  
School District Transit Dollar Request for Fiscal Year 2021-22**

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The following school district requests the amount of funds identified below for fiscal year 2020-21.

Name of District: Springfield School District #19

Date of Board Action: October 12, 2020

District Representative: Zach Bessett, Board Chair

Signature: 

Date Submitted: 10/23/20

Select One

<b>X</b>	<p><b>Not to Exceed 50%</b> The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</p>
	<p><b>More than 50% to 75%</b> The school district may request up to 75% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</p>
	<p><b>More than 75% to 85%</b> The school district may request up to 85% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. The percentage requested that exceeds 75% must be used to purchase services from one or more ESDs, not including Lane ESD.</p>



# Local Service Plan 2019-21 Year Two



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



*Purpose*

*Shaping the Future -  
Supporting Excellence in  
Education*

*Values*

*Equity* – We support a respectful work environment and access to educational service to all students

*Commitment* – To districts, student and employee success

*Leadership* – that is informed, responsive, visionary, proactive and planful

*Collaboration* – actively engaged with our partners to achieve success

*Integrity*—approach our work with ethical actions, making and keeping commitments, courage and humility

*Strategic Plan  
5 Bold Steps*

*Creating and Implementing Innovative Initiatives that Directly Impact or Influence Student Success*

*Supporting Best Instructional Practices*

*Modeling and Promoting Equitable Practice for All*

*Leadership – Leveraging Education and Community Partners*

*Strong Student Centered Advocacy*



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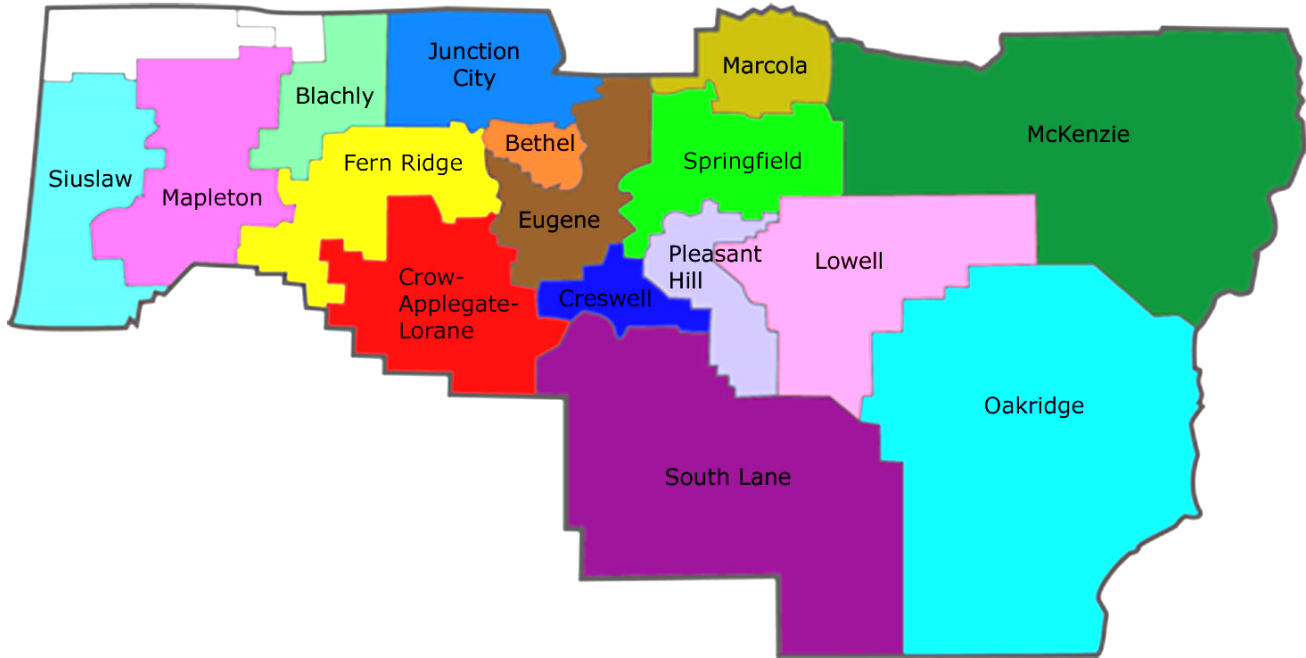
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## Component Districts



**Bethel, #52**

Superintendent – Chris Parra

**Blachly, #90**

Superintendent – Adam Watkins

**Creswell, #40**

Superintendent – Mike Johnson

**Crow-Applegate-Lorane, # 66**

Superintendent – Malcom McCrae

**Eugene, #4J**

Superintendent – Cydney Vandercar

**Fern Ridge, #28J**

Superintendent – Gary Carpenter

**Junction City, #69**

Superintendent – Kathleen Rodden-Nord

**Lowell, #71**

Superintendent – Johnie Matthews

**Mapleton, #32**

Superintendent – Jodi O'Mara

**Marcola, #79J**

Superintendent – Terry Augustadt

**McKenzie, #68**

Superintendent – Lane Tompkins

**Oakridge, #76**

Superintendent – Reta Doland

**Pleasant Hill, #1**

Superintendent – Scott Linenberger

**Siuslaw, #97J**

Superintendent – Andy Grzeskowiak

**South Lane, #45J**

Superintendent – Yvonne Curtis

**Springfield, #19**

Superintendent – Todd Hamilton



### Core Services and Funding Formula/Allocation Model

Lane ESD's Core Services and Funding Formula/Allocation Model provides the basis for allocating Lane ESD's resolution funds for Core Services and distribution of funds to districts. ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be spent on administrative services.

The concept of Flex Funds was introduced at the beginning of the 2004-05 fiscal year, allowing a portion of resolution funds to be allocated to each district to "spend" on Local Service Plan menu and custom services. In 2011-12 the model was revised to provide districts with greater flexibility to select ESD services. In previous years, roughly 84% of the funding was allocated to Core Services. Starting with 2011-12, only 15% was allocated to Core Services and the balance was allocated to Districts as Flex Funds. The 2013-14 Local Service Plan introduced the option for "transit" dollars which allowed districts to receive up to 50% of their Flex Funds in the form of cash.

Also introduced in 2013-14 Local Service Plan was the Life Skills Consortium Services model and changes to Core Services, including the addition of funds for Innovation/Programs.

Beginning in 2015-16, \$250,000 was set aside from Flex Funds specifically for professional development and allocated to districts based on ADM. Any unused professional development funds are carried over into the district's Flex Funds the following year.

#### 2019-21 (Year Two) Local Service Plan

As provided for in ORS 334.177 districts notified the ESD of the intention to withdraw funds by November 1, 2019, as well as the percentage of funds to be withdrawn. Lane County districts have been asked to select a percentage range rather than identifying an exact percentage. No district requested more than 50% of available transit funds.

Because current ADMw numbers are not available during the development or implementation of the 2019-21 (Year One) Local Service Plan, the most recent ADM figures, as provided by ODE, are used for the Core Services and Funding Formula/Allocation Model.

#### Withdrawal of Transit Funds

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

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



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**The 2019-21 Local Service Plan provides three categories of service:**

**Core Services**

Core Services are funded prior to the allocation of district Flex Funds and do not require districts to use their Flex Funds. Technology, General Education, Connected Lane County support, Innovation Project Funds and the Life Skills Cost Pool are currently designated Core Services.

Core Services are designed so that essential services are available to all districts. Core Services will not necessarily meet all of any individual district's needs. Districts are strongly encouraged to take advantage of Core Services. Core Services provide stability and flexibility in meeting county-wide needs where the level of supports may vary from district to district and from year-to-year; generally the true value of the service is realized over time.

**Menu Services**

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

**Custom Services**

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

Changes for 2019-21 (Year Two) Local Service Plan include the following:

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

1. Addition of a Security Systems Administrator in Technology Services to help districts with prevention of and response to cyber threats and systems security.

**2019-21 Local Service Plan**

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



**Withdrawal from Lane ESD**

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

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

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

**Potential Changes in Funding**

The 2019-21 Local Service Plan continues to provide districts with the flexibility to access Core Services and annually select the amount of services needed to meet individual districts needs and the option to develop unique services where feasible. Should there be reductions to Lane ESD's revenue as a result of legislative action which reduces the funding ratio for ESD's or the overall K-12 budget allocation, there will be a proportionate reduction in Flex Funds available to districts. The ESD will use the March estimate from ODE as the basis for the Flex Fund Allocation.

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

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

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

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

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



**Core Service - Decision Making**

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

**District Feedback**

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

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

**Changing Services Included in Core Services**

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

**Timelines**

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

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

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

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



### **Innovation/Projects**

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

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

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

For 2019-21, the Superintendents' Council approved the use of Innovation/Projects Funds available from the Local Service Plan to fund Research for Better Teaching (RBT) licensing and trainer of trainer licensing. Funding was also set aside for targeted professional development as determined by the Superintendents' Council which includes specific criteria and application process.

### **Student Behavior Assistance Fund**

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

### **High Cost Pool**

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

### **Connected Lane County**

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

### **Promise Programs**

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



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**Menu Services – Decision Making**

**Adding Services to the Menu**

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

**Timelines**

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

Proposals that come forward later in the planning process and that do not require complex program development and are supported by the Superintendents' Council will be placed on the menu if there is feasible interest to cover the costs of the service.

In some cases, proposals may be implemented as a pilot as described below.

**Elimination of Service**

There may be instances where specific services are discontinued if component districts' orders and associated fiscal support are not adequate to continue the service. The decision to eliminate a service will be made by Lane ESD in consultation with component district superintendents, taking into consideration the implications for the impacted districts and the ESD's fiscal and personnel constraints.

**Establishing Pilot/Custom Services**

There may be instances where services are added if there is sufficient district interest and associated fiscal resources to cover start up and implementation costs. Districts that have an identified need not currently available on the service menu may request that the ESD develop a custom service to meet the district's unique need. The district and the ESD will identify the nature and scope of the service need. This information is used to estimate costs of providing the service. If the district and ESD agree that it is feasible and cost effective to establish the service, it will be implemented either as a pilot or on-going service.

If implemented as a pilot, the ESD and district will establish criteria for assessing the results of the pilot. All Lane County superintendents will be informed regarding new custom services offerings and options for participating, as well as information gleaned from the pilot(s). Previous custom/pilot services included: Network Engineer service, Technology Technician. Twelve custom/pilot services proposals for 2019-21 are being explored to determine feasibility and will be reviewed by the Superintendents' Council.

**Service Flexibility**

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



**Service Implications**

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

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

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

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



### Menu of Services

**Current Menu**

Below is the Menu of Services for 2019-21. The Menu of Services includes Core Services provided to all districts without the need to order and services that are offered based on district selection. Core Services are indicated by an asterisk (\*).

The Menu of Services below does not include services provided via grants or services ESD's are mandated to provide.

2019-21 Menu of Services
<b>Services to Students with Special Needs</b> Life Skills ESD and Consortium Placements Lane School (Special School) Behavior Disorder Placements Behavior/Autism Spectrum Disorder Consortium Placements Behavior Disorders – Teacher or Consultant MLK Jr. Education Center School Psychologist Services Speech & Language Pathologist Augmentative Communication Direction Service Custom Services
<b>School Improvement Services</b> General Education* Career & Technical Education Connected Lane County Tragedy Response Custom Services
<b>Technology Services</b> Infrastructural Technology Services* Learn 360 Custom Services
<b>Administrative Services</b> Attendance Truancy Business Services Courier Services Librarian Services Substitute Teacher List Subscription Custom Services



### **Funding Sources**

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

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

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

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

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

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

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

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

#### **Other Services**

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

#### **Grants**

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



**Programs Included in 10% Administrative Revenue**

**Home Schooling**

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

Lane ESD is responsible for:

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

**Grant Development**

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



## Federal & State Mandates for Oregon ESDs

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

### Services to Children with Special Needs

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

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

### School Improvement Services

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

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

### Technology Services

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

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

### Administrative Support Services

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

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

### Other Services

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

- Compulsory Attendance required under ORS 339.005 to 339.090.

### Performance Measures

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

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

## Services to Children with Special Needs

### Life Skills Consortium Services

#### Service Description

Lane ESD's and district-operated Life Skills programs form a consortium to serve students with moderate, severe, and profound intellectual disabilities as part of a continuum of services. Classrooms for students in kindergarten through grade 12 are located in a number of elementary, middle and high schools throughout Lane County. Students ages 19-21 are served in "Transition Classrooms".

The Life Skills Consortium includes all sixteen districts, with Bethel, Eugene, Junction City, Springfield and Lane ESD as service providers. The Life Skills Consortium Agreement describes the common unit cost determined annually, resident and serving district responsibilities, the process for resolution of concerns, and Lane ESD's responsibility for the coordination of placements.



#### Kindergarten to Grade 12

- Highly individualized instruction in functional academics, daily living skills, and social/communication skills
- Inclusion support
- Secondary students also receive instruction in vocational skills and community accessibility.

#### Transition Classes

- Students learn independent living skills to help transition to adulthood.
- Students explore community options such as public transportation, leisure and recreation, and employment opportunities.

#### Goals

- Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.
- Implement evidence-based practices in the education of students with moderate, severe and profound intellectual disabilities to improve student learning.
- Enable component districts and the students they serve to have equitable access to resources in Special Education.
- Maximize operational and fiscal efficiencies for component districts in the area of Special Education.

#### Budget

The annual budget allocation for this service is based on the districts' annual service orders for the service.

## Services to Children with Special Needs

### Behavior Disorder Services

#### Service Description

Lane ESD assists districts in meeting the federal requirement to provide a continuum of services for students with the most challenging behaviors.

#### Lane School

Lane School is a structured behavior and academic program designed for students in kindergarten through grade 8 who experience significant behavioral, social, and academic difficulties.

Lane School is located at the Lane ESD Westmoreland Campus. Services are designed to help students gain the skills needed to be successful in their home school. Students are referred by their resident district and typically attend Lane School for approximately 18 months before transitioning back to their home school.

#### Goals

- Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.
- Implement evidence-based practices in the education of students with behavioral/emotional disabilities to improve student learning.
- Assist districts with targeted interventions addressing the needs of students with behavioral/emotional disabilities.
- Enable component districts and the students they serve to have equitable access to resources in Special Education.
- Maximize operational and fiscal efficiencies for component districts in the area of Special Education.



#### Budget

- The annual budget allocation for this service is based on the districts' annual service orders for the service.



## Services to Children with Special Needs

### Behavior Disorder –Consultants

**Service Description** Behavior Disorder Consultants provide in-service training/consultation to districts for behavior/classroom management, and strategies for working with students identified as having emotional/behavioral disabilities.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.
  - Improve student learning in special education and in at-risk youth by providing consultation to district personnel and provide professional development to component district employees in the area of special education services to at-risk youth.
  - Enable component school districts and the students they serve to have equitable access to resources in special education.
  - Maximize operational and fiscal efficiencies for component school districts in the area of special education and services to at-risk youth.

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.

## Services to Children with Special Needs

### Martin Luther King, Jr. Education Center

**Service Description** Martin Luther King, Jr. Education Center is a collaboration between Lane ESD and the Department of Youth Services (DYS) to provide educational services to adjudicated youth in middle and high school. The program is located at the Serbu Juvenile Justice Center. The program is funded by district-paid tuition for students enrolled in Credit Recovery and GED services and is augmented by DYS Juvenile Crime Prevention funds, Juvenile Accountability Block Grant funds and Video Lottery which funds Job Skills/Life Skills services.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.
  - Enable component school districts and the students they serve to have equitable access to resources targeting at risk youth.
  - Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.

**Budget** The annual budget allocation for this service is based on anticipated student enrollment.



## Services to Children with Special Needs

### School Psychology Services

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



## Services to Children with Special Needs

### Speech Services

**Service Description** Speech Services are offered to support districts in assessing and providing Individualized Education Plan (IEP) related services to identified students.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education.
  - Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education.
  - Enable component school districts and the students they serve to have equitable access to resources in special education.
  - Maximize operational and fiscal efficiencies for component school districts in the area of special education.

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.

### Augmentative Communication

**Service Description** Augmentative Communication Services are designed to work in partnership with school speech and language therapists and other team members. Augmentative Communication Specialists assist in identifying, evaluating and providing intervention for students with severe communication disorders who would benefit from augmentative communication. Augmentative communication includes all forms of communication, other than oral speech, that are used to express needs, wants and ideas.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education.
  - Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education.
  - Enable component school districts and the students they serve to have equitable access to resources in special education.
  - Maximize operational and fiscal efficiencies for component school districts in the area of special education.

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.



## *Services to Children with Special Needs*

### **Direction Service**

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



2019-21 Grant and Contract Services

**Early Intervention/Early Childhood Special Education**

Lane ESD sub-contracts with the University of Oregon (EC Cares) to provide administration and coordination of services to all eligible preschool children with disabilities and their families in the service area.

**Lane Regional Program**

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

**State Hospital**

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

**Juvenile Detention Education Program**

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

**Phoenix Treatment Program**

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

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

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

**Extended Assessment**

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

**IDEA Enhancement**

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

**Employment Support Facilitator**

The position supports the implementation of Youth Transition Programs (YTP) designed to meet the needs of students enrolled in the Life Skills Transition program. The Employment Support Facilitator coordinates with the Vocational Rehabilitation (VR) office, Oregon Developmental Disability Services (ODDS), and local County Service Coordinators to provide services to eligible students.

**State Farm Grant**

Grant provides instructional supports and materials for a variety of special education programs.



## Services in School Improvement

Service Description

### Instruction

General Education/Instruction Services include leadership and professional development to assist districts in implementing research-based instructional practices that address content standards to ensure a quality education for all students. Component districts have prioritized supporting and improving instruction. Since 2014 Lane ESD and component districts have invested in implementing a strong instructional framework that is supported by 1) the Research for Better Teaching/Studying Skillful Teacher trainings for classroom teachers and administrators and 2) content and standards-based professional development. In addition for 2016-18, the Superintendents' Council has identified a priority for integrating culturally sustaining instructional practices in all content areas, including supporting districts in developing awareness and basic understanding of the continuum of equitable education practices in schools.

Content specialists provide professional development, consultation, and coaching to teachers in curriculum, instruction, and assessment. Lane ESD has content specialists in the areas of English Language Arts, Math, Science, and Career Technical Education.

Services support the implementation of evidence-based practices within all programs to eliminate opportunity and achievement gaps for all underserved or historically underserved students and build upon the assets of each student and family.

### Professional Development

Content specialists coordinate and provide professional development for district staff county-wide at Lane ESD or at the district or classroom level. Professional development is intended to improve high quality instruction, and includes the alignment of content standards and instructional strategies, student data analysis and the use of performance based assessments.

### Consultation/Coaching

Content specialists and staff work with districts to review and adopt curriculum materials, analyze achievement and discipline/attendance data, review evidence-based practices, model and plan implementation strategies.

### Learning Resources

Lane ESD provides an array of materials for Lane County public school educators, including over 200 hands-on educational models and kits and textbooks for review. Support is provided for textbook review and curriculum adoption.

### Equity

While Lane ESD is focused on identifying and addressing barriers to equity and access for all students, many equity issues exist in our schools, community, and college/university. Lane ESD and component districts are committed to improving educational outcomes for culturally and linguistically diverse students, students navigating poverty, and student with disabilities. This requires strong collaborative efforts and determination from the ESD and partner organizations to develop and invest in initiatives across Lane County which will systemically eliminate opportunity gaps, improve and expand access to services and supports, and build upon the assets of each student and family.

Lane ESD is a member organization of the Oregon Leadership Network (OLN). Lane OLN team membership includes Lane ESD staff, superintendents from OLN district members in Lane County, representatives from the Superintendents' Council, and community members. Lane ESD is a member of the Equity and Community Consortium (representatives from 13 Eugene/Springfield area public agencies collaborating on equity and human rights issues). Lane ESD collaborates



with equity and community organizations such as NAACP, Blacks In Government (BIG), Centro Latino Americano and Connected Lane County member organizations to strengthen, expand and integrate our efforts to address equity issues in our community. Collaborative efforts may include active participation in grants, initiatives, and community-based activities.

Current priorities are using culturally sustaining instructional practices for the implementation of professional development and supporting the development and enhancement of teacher pathways programs for diverse students interested in the field of education.

**Partnerships**

Lane ESD is active in state-wide, regional and community partnership to further the identified instructional improvement goals of component districts. Lane ESD is a member of the ODE-OAESD Program Cabinet whose goal is to support effective communication and implementation of ODE initiatives. In addition Lane ESD serves as the backbone organization for the Regional Achievement Collaborative (Connected Lane County) and the STEM Hub (Lane STEM).

The ESD regularly submits grants on behalf of a consortium of districts, including community and business partners.

**Lane ESD Student Investment Act Plan**

The 2020 Lane ESD Student Investment Act (SIA) Plan is designed to support districts in meeting students' mental or behavioral health needs, and increasing academic achievement for students, including reducing academic disparities for students navigating poverty, homelessness, and/or foster care, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, and students who are English language learners.

Lane ESD will engage districts in quarterly continuous improvement self-monitoring routines, helping to align the outcomes, strategies, and activities of the Student Investment Account, Continuous Improvement Plan, High School Success Plan, and Career Technical Education. Additionally, Lane ESD will host programming that empowers youth, families, and community members representative of the four focal groups to inform county and district initiatives; establish and support networked learning communities to support academic success, social emotional well-being, community engagement, district capacity, and overall school and community climate; and partner with districts to provide educators and administrators high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.

**Goals**

The goals of the Instruction, Equity, and Partnerships service area align with Lane ESD's Strategic Plan, specifically:

- Create and implement innovative initiatives that directly influence student success
- Supporting best instructional practices
- Modeling and promoting equitable practice for all

**Budget**

For 2019-21 General Education Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.

## Services in School Improvement

### Career & Technical Education

**Service Description** Career and Technical Education (CTE) staff provides leadership and services to districts for students to enhance 21<sup>st</sup> century technical skills, career exploration, and successful transition to work or extended schooling.

LES D Specialists and staff provides technical assistance to instructors, counselors, and administrators on:

- innovative curriculum;
- employment preparation;
- alignment with secondary graduation requirements;
- services to reduce duplication given limited resources.



### Partnerships with Colleges & Districts

CTE Specialists and staff facilitate partnerships between area colleges and districts to address alternative learning options for students to obtain college and/or high school credit.

### Career Counseling and Guidance

Staff works to enhance community and college partnerships for career exploration, workplace readiness, and technical skill development.

### Goals

- Provide professional development to instructors on Career and Technical Education program design, curriculum and assessment.
- Facilitate high school and post-secondary partnerships to support student transitions to college and career opportunities.
- Develop business and community partnerships at local, regional and national levels to enhance learning opportunities for students.
- Connect Career and Technical Education programs with businesses through sponsoring and coordinating regional events that provide students with career-related experiences.

### Budget

The annual budget allocation for this service is based on the districts' annual service orders for the service.



**Connected Lane County**

**Service Description**

Connected Lane County (RAC) is the evolution of an early collaborative called the Education Partnership established in 2010. The Education Partnership was an outcome of a long-held goal of Lane Community College President Mary Spilde and was initially based on the Mid-Valley Partnership sponsored by Oregon State University. This Lane County K-16 coalition was made up of the superintendents and presidents of local school districts, Lane CC, and UO. The initial purpose of the coalition was to share information increase cooperation and support Lane County students in their education transition by: identifying shared strengths, issues, and concerns across education institutions; addressing barriers to equity and accessibility for all students; exploring opportunities for cooperation; discovering resources to benefit partners; and utilizing the resources and inspiration of Lane CC and the UO to support aspirations for higher education for all Lane County students.

Connected Lane County partners share information, increase cooperation, and aid students in their education transitions by identifying shared strengths, issues and concerns; identifying and addressing systemic barriers that harm equity and accessibility for all students; exploring opportunities for cooperation; and identifying resources that can benefit partners such as grants, donations, knowledge and experience.

**Goals**

- Increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community, and business partner organizations.
- Create pathways for all students to enter kindergarten ready to learn and be prepared for higher education or careers.
- Build programs and work utilizing an equity lens that ensures cultural appropriateness.

**Budget**

For 2019-21 funding to support CLC includes partner dues, Oregon Department of Education/Chief Education Office Regional Achievement Collaboratives grants, and Superintendents' Council Core Services funding.

**Tragedy Response**

**Service Description**

Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts.

**Goals**

- Provide districts with cost effective training.
- Maximize operational efficiencies for component school districts in maintaining a county-wide Tragedy Responses Network.

**Budget**

The annual budget allocation for this service is based on the districts' annual service orders for the service.



2019-21 Grant and Contract Services

**Carl Perkins Consortium Services**

Lane ESD manages and supports quality Career Technical Education programs and services. Programs of Study articulate with Lane Community College Career Pathways and are based on industry needs. All districts with CTE Programs of Study are included.

**Advanced Manufacturing and Construction**

This grant provides support for a regional advisory committee and industry connections to strengthen the quality of CTE Programs of Study. This grant also sponsors the Construction Utility Career Day.

**Apprenticeship Trades Academy**

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

**Connected Lane County/Regional Achievement Collaborative**

Lane ESD serves as the fiscal agent on behalf of Connected Lane County/Regional Achievement Collaborative, which was selected as one of 11 regional partnerships across the state of Oregon to receive Regional Achievement Collaborative grants. Connected Lane County was chosen based on the depth of its partnerships, commitment to the success of students from pre-natal to age 22 (P-22), and the potential for implementing innovating and effective projects. Because of the depth and breadth of partnerships already developed since educational partners in Lane County partners first came together to work on K-12/higher education outcomes in 2010. Previously, Connected Lane County/RAC was chosen by the OEIB to serve as a mentor and leader to other Regional Achievement Collaboratives.

**Driver Education**

The Driver Education initiative is designed to increase availability and accessibility of ODOT approved driver education programming throughout Lane County.

**Educator Career Pathways Support**

The Educator Pathway program is designed to grow the education workforce as well as to understand the education industry and create pathways for students, counselors and advisors.

**Lane African American Black Student Success**

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

**Lane Regional Promise**

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

**Lane STEM (Hub)**

Lane County education, business and community partners submitted a STEM Hub grant proposal to the Oregon Department of Education in December 2015. Lane STEM (Hub) received a 16-month planning grant award in February 2016 and in December 2016 received a program grant award.



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

**Math in Real Life**

Math in Real Life (MiRL) is a project to help create an environment of innovation in math teaching and learning through regional networks focusing on culturally sustaining strategies and applied mathematics.

**Migrant Education – Title IC**

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

**Multi-Tiered System of Supports (MTSS) Regional Coaching**

The focus of the Oregon Multi-Tiered System of Supports (MTSS) project is the implementation of a cohesive evidence-based professional development and coaching network to support the implementation of MTSS for academics and behavior. Through integrated supports, Oregon has a statewide network of high quality coaches, and is increasing the number of districts implementing MTSS with fidelity, ultimately increasing student outcomes for students with disabilities.

**English Language Learners – Title III**

ELL services include technical assistance and training on ESL curriculum alignment and integrating English Language Proficiency standards into the regular curriculum.

**The Pod**

The Pod: Youth Navigation Center and Homeless Shelter is designed to divert youth ages 12-17 who are at-risk, runaway and/or homeless from the criminal justice system, achieve stable housing, access community services, and receive support to succeed with their education. This will be accomplished by providing a low-barrier shelter and a reception center linking youth to services.

**Rural School Network**

The Rural School Network provides support for small or rural districts that have schools that have been identified as in need of Comprehensive or Targeted Support. This differs from approaches to larger, urban districts due to the unique nature of these schools and districts. A major component of this work is creating differentiated ways for districts to collaborate with each other and share resources and best practices. This work is based on the Oregon Equity Lens.

**Youth Transition Program**

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

## Technology Services

### Infrastructural Technology

#### Service Description

Lane ESD offers component districts a variety of technology services to support student learning and staff productivity. In small districts technology supports focus on escalated response needs and interaction with contracted service providers; in large districts services are project-based with a specified allocation of service hours, augmenting district technology expertise. Lane ESD technology offerings include:

- Managed network connectivity, including CIPA compliant filtering, and intrusion protection;
- Coordination and engineering support to district initiatives, including securing new implementations;
- Hosted services, e.g. email, web, and library services;
- Professional development to district technology support staff;
- Network engineering and support in the design of districts' infrastructures, with an emphasis on securing infrastructure;
- Assistance in the writing, coordination, and implementation of grant activities related to technology infrastructures, including assistance with the filing of eRate;
- Internship hiring and placement for college students into an education technology environment;

#### Goals

- Enhance the current network infrastructure to support scalable instructional needs of the component districts, including systems for the effective utilization of network resources in a secure manner.
- Develop internal component district technology infrastructures to support robust long-range instructional needs, and to ensure staff and student usability, and security.

#### Budget

2019- 21 Technology Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.





Technology Services

2019-21 Grant and Contract Services

**LCC Contract**

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

- Network core upgrade purchases (e.g. costly core routing systems, firewall)
- Common wide area network across 14 districts and all LCC sites simplifying instructional access
- Funding for development and "proof of concept" endeavors in direct support to districts

**Monroe Contract**

Lane ESD Technology provides Internet Services and filtering through an intergovernmental agreement with Monroe School District.



## Administrative Services

### Business Services

**Service** Lane ESD's Business Office can provide services to districts on either a short term or annual basis.  
**Description** Services include:

- Payroll
- Accounts Payable
- Budget Preparation
- Audit preparation
- Financial reporting and management for grants
- Monthly financial reports to Boards
- Financial reporting to the Oregon Department of Education

**Goals**

- Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding local budget law and investments, IRS payroll and accounts payable regulations and Generally Accepted Accounting Principles.
- Improve student learning and enhancing quality education by providing accurate budget information to allow the districts to maximize the use of available funds for instructional services.
- Provide professional development opportunities at the bi-monthly meeting of the Lane County Business Officials.
- Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.



## Administrative Services

### Courier Services

**Service Description** Lane ESD's courier services provides an efficient and secure method of moving materials between the ESD, districts and other public agencies.

- Weekly delivery services to subscribing districts, supporting both inter- and intra-district mail and instructional materials delivery for component districts
- Secure and confidential delivery of Student Records, including Special Education records
- Pick-up and delivery of instructional materials provided by Lane ESD to component districts including Media Materials (science kits, models, etc.), and audience response systems
- Movement of specialized equipment for special education classrooms
- Customized services to Eugene and Springfield Schools Districts to interface with district courier.

**Goals** • Provide cost-effective, timely, accurate and courteous courier services to all component school districts.

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.

### Librarian Services

**Service Description**

**Goals**

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.

### Substitute Teacher List Subscription

**Service Description** Lane ESD's Substitute Teacher Registration subscription provides an efficient method of ensuring that substitute teachers have completed required background checks and annual training requirements.

- Goals**
- Provision of annual application process to register new teacher substitutes
  - Provision and monitoring of annual training requirements
  - Completion of annual "intent to return" and usual and customary break periods notice
  - Verification of valid teacher licensure

**Budget** The annual budget allocation for this service is based on the districts' annual service orders for the service.



## Administrative Services

### Attendance/Truancy Services

**Service Description** Lane ESD provides truancy officers to assist districts in returning truant students to the classroom. Assistance is also provided in referring persistent truancy cases to Lane County Juvenile Court, Services to Children and Families, or citations for failure to maintain a child in school.

This is a state mandated service to districts with less than 1,000 students.

Lane ESD also coordinates the work of Conference Officers on behalf of local districts.

- Goals**
- Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding mandatory school attendance.
  - Improve student learning and enhancing quality education by supporting district efforts to maintain student attendance and recapture ADM funding.
  - Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.

**Budget** Attendance/Truancy Services are fee-based.

2019-21 Grant and Contract Services	
<b>Inter-Library Courier</b>	Lane ESD provides pick-up and delivery of inter-library loan materials to the Lane County Libraries consortium.
<b>Substitute Teacher List Subscription</b>	Lane ESD Substitute Teacher List subscription services to private and alternative schools.
<b>ODOT Teens Driving Safely Grant</b>	Supports increasing the number of trained driver education instructors and increasing course offerings in Lane County.
<b>State Farm Grant</b>	Supports access to ODOT approved Driver Education courses.

# OSBA Model ESD Sample Policy

Code:                   ACB

Adopted:

## All Students Belong

[ESD statement on equity.]

All students are entitled to a high quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment [based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin]<sup>{1}</sup>.

All visitors are entitled to participate in an environment that is free from discrimination or harassment [based on perceived race, color, religion, gender identity, sexual orientation, disability or national origin]<sup>{2}</sup>.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups.

“Symbol of hate” means a symbol, image, or object that expresses animus on the basis of race, color, religion, gender identity, sexual orientation, disability or national origin including, the noose, swastika, or confederate flag<sup>3</sup>,<sup>{4}</sup> and whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

The ESD prohibits the use or display of any symbols of hate<sup>{5}</sup> on [ESD] [school]<sup>{6}</sup> grounds or in any ESD- or school-sponsored program, service, school or activity that is funded in whole or in part by monies

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<sup>1</sup> {OAR 581-022-2312 does not include this list of classes for employees (only for students), but it can be added.}

<sup>2</sup> {OAR 581-022-2312 does not include this list of classes for visitors (only for students), but it can be added.}

<sup>3</sup> While commonly referred to as the “confederate flag,” the official name of the prohibited flag is the Battle Flag of the Armies of Northern Virginia.

<sup>4</sup> {We strongly advise that an ESD not add to these symbols of hate without first consulting with legal counsel.}

<sup>5</sup> {Prior to adopting the symbols of hate prohibition, or adding other symbols to the list, we recommend that the ESD document why the ESD feels that the presence of these symbols will cause a “material and substantial interference with schoolwork or discipline” or collide “with the rights of other students to be secure and be let alone.” These reasons may include previous incidents, current conditions in the schools and other factors.}

<sup>6</sup> {Oregon Administrative Rule uses “school.”}

appropriated by the Oregon Legislative Assembly, except where used in teaching curriculum that is aligned to the Oregon State Standards.

In responding to the use of any symbols of hate, the ESD will use non-disciplinary remedial action whenever appropriate.

The ESD prohibits retaliation against an individual because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing; and further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising any rights guaranteed under state and federal law.

Nothing in this policy is intended to interfere with the lawful use of ESD facilities pursuant to a lease or license.

The ESD will use administrative regulation ACB-AR - Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

END OF POLICY

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**Legal Reference(s):**

[ORS 659.850](#)  
[ORS 659.852](#)

[OAR 581-002-0005](#)  
[OAR 581-022-2312](#)

[OAR 581-022-2370](#)

*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503 (1969).  
*Dariano v. Morgan Hill Unified Sch. Dist.*, 767 F.3d 764 (9th Cir. 2014).  
*State v. Robertson*, 293 Or. 402 (1982).

# OSBA Model ESD Sample Policy

Code:                   ACB-AR  
Adopted:

## Bias Incident Complaint Procedure

The term “bias incident” is defined in policy. Persons impacted by a bias incident shall be defined broadly to include individuals at whom an incident was directed as well as students in the larger school community likely to be impacted by the incident.<sup>1</sup>

Step 1 {<sup>2</sup>}: When a staff member learns of a potential bias incident, the staff member will prioritize the safety and well-being of all persons impacted and [immediately] [promptly] [without unreasonable delay] report the incident to the [building or program administrator].

Step 2: The [administrator or designee] shall acknowledge receipt of the complaint, [reduce the complaint to writing,] and investigate any complaint of a bias incident. [Responding staff] will recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm against those persons impacted from taking place. Redirection procedures, if any, will include:

- Educational components that address the history and impact of hate;
- Procedural components to ensure the safety, healing, and agency of those impacted by hate;
- Accountability and transformation for people who cause harm; and
- Transformation of the conditions that perpetuated the harm. {<sup>3</sup>}

The [administrator or designee] must consider whether the behavior implicates other ESD policies or civil rights laws, and if so, respond accordingly.

The [administrator or designee] will [make a decision] [determine responsibility] within [10] days of receiving the complaint.

All persons impacted will be provided with information relating to the investigation and the outcome of the investigation. At a minimum, the information provided must include:

- That an investigation has been initiated;
- When the investigation has been completed;
- The findings of the investigation and the final determination based on those findings; and

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<sup>1</sup> The term “complainant” in this administrative regulation includes persons filing formal complaints and persons reporting bias incidents, regardless of whether the complainant is a victim. Similarly, the term “complaint” includes any report, information or complaint.

<sup>2</sup> {These specific procedures are not required. The procedures must include all of the requirements listed in OAR 581-022-2312(6)(e). If making changes, we recommend working closely with legal counsel.}

<sup>3</sup> {ODE will be releasing additional guidance to support administrators in these situations.}

- Actions taken with the person or persons who committed the harassing behavior to remedy the behavior and prevent reoccurrence when the actions relate directly to a person impacted by the event.

If any of the above information cannot be shared, a citation to the law prohibiting release and an explanation of how that law applies to the current situation will be provided.<sup>4</sup>

Step 3: If complainant or a respondent wishes to appeal the decision of the [administrator or designee], the complainant or respondent may submit a written appeal to the [superintendent] within [five] school days after receipt of the [administrator or designee]’s response to the complaint.

The [superintendent or designee] shall acknowledge receipt of the appeal and may meet with all parties involved. The [superintendent or designee] will review the merits of the complaint and the [administrator or designee]’s decision. The [superintendent or designee] will respond in writing to the complainant within [10] school days.

The [superintendent or designee] will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 3, as appropriate.

Step 4: If the complainant or respondent is not satisfied with the decision of the [superintendent or designee], a written appeal may be filed with the Board within [five] school days of receipt of the [superintendent or designee]’s response to Step 3. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may use an executive session if the subject matter qualifies under Oregon law. If the Board decides to hear the appeal, the Board may meet with the concerned parties and their representative [at the next regular or special Board meeting] [at a Board meeting]. The Board’s decision will be final and will address each allegation in the complaint and contain reasons for the Board’s decision. A copy of the Board’s final decision shall be sent to the complainant in writing within [10] days of this meeting.

The [Board] will ensure that the requirements in Steps 1 and 2 (redirection procedures, notice, etc.) are continued to be met through Step 4, as appropriate.

Complaints can be filed with or communicated directly to the [administrator or designee], in which case Step 1 will be skipped. Complaints against the [administrator] can be directed to the [superintendent or designee] and will begin at Step 3. Complaints against the superintendent or a Board member(s) can be directed to the Board and will begin at Step 4. If complaints begin later than Step 1, the individuals reviewing the complaint will ensure that all requirements are met.

The complainant, if a person who resides in the ESD[, ] [or] a parent or guardian of a student who attends school in the ESD[ or a student,] is not satisfied after exhausting local complaint procedures, the ESD fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days of the initial filing of the complaint, may appeal<sup>5</sup> the ESD’s final decision to

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<sup>4</sup> Refer to policies GBL - Personnel Records, JOA - Directory Information and JOB - Personally Identifiable Information and ESD legal counsel for guidance in these situations. Possible laws include, but are not limited to, Title 34 C.F.R. § 99.31 and ORS 342.850.

<sup>5</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Complaints may also be filed directly with the U.S. Department of Education Office for Civil Rights.<sup>6</sup>

[Building administrators][ESD administration] will develop and implement instructional materials to ensure that all school employees and staff are made aware of this procedure and related practices. The materials will include reporting procedures, educational processes, and possible consequences.

[When necessary, timelines may be adjusted by the ESD by communicating to all parties in writing. This communication must include a new timeline and an explanation of why the timeline must be adjusted.]

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<sup>6</sup> Complaints must meet criteria as established by law. For more information, visit <http://www.ed.gov/about/offices/list/ocr/complaintintro.html>

# Lane Education Service District Administrative Rule

Code:  
Adopted:  
Readopted:  
Orig. Code(s): GCBE/GDBE-AR

## Footwear

Lane Education Service District is committed to providing a safe and healthy work environment. As part of that commitment and due to the risk of slips, trips and falls resulting in personal injury, certain footwear is prohibited in the work environment. All footwear must be appropriate for the environment and the employee's job requirements. For example, open-toe shoes or "flip-flops" are inappropriate for agency work environments and create safety hazards for the wearer. Therefore, Lane Education Service District reserves the right to determine whether a particular style of footwear is appropriate for the workplace and/or job requirements.

### Footwear Safety Best Practices

To ensure safety, footwear should be free of defects or contamination. Employees should:

- Decontaminate work shoes or boots that come in contact with hazardous substances.
- Keep footwear clean, particularly treads on soles.
- Check footwear periodically to make sure there are no rips, holes or other defects and for adequate tread remaining.

### All Staff

Bare feet are not allowed. Footwear with laces must remain tied at all times.

Footwear worn in classrooms must be sturdy, provide a firm base and good support as well as have slip-resistant soles. Footwear worn in classroom settings should be closed-toe, regardless of the wearer's responsibilities or purpose for being there.

The following shoes will NOT be allowed to be worn while in a classroom, as they are considered a risk factor for trips and falls:

- Rubber shoes– Both with and without perforations in the shoe.
- Flip-flops or similar sandals with or without elevated heels.
- Any shoe with an open heel and no strap to secure the foot.
- Shoes with a heel in excess of 2 inches.
- Footwear that does not provide stability or where the foot raises out of the foot bed of the shoe with walking.

The following shoes are allowed in classrooms, with good professional taste expected.

Tennis shoes

- Nursing or other healthcare shoes
- Loafers with non-slip soles
- Shoes with closed toe and/or strap heel

**Facilities Staff**

Facilities Department staff are required to wear close-toed footwear that provide a firm base and good support as well as having slip-resistant soles. Facilities Department staff are required to wear studded “traction footwear” over-shoe devices when working outdoors in icy winter season conditions, such as when performing manual snow removal, exterior facility maintenance, etc. Approved traction footwear devices will be provided to affected employees at no cost.

Non-specialty footwear worn by those walking or working outdoors while in the scope of their job responsibilities must be appropriate for the conditions. For example, to help prevent slips and falls, boots or other appropriate footwear must be worn outdoors during inclement weather and/or while navigating snowy or slippery surfaces and must have an aggressive sole tread.

Staff who report to work in footwear that is considered unsafe may be sent home. Repeat issues with unsafe footwear may result in disciplinary action.