

LANE EDUCATION SERVICE DISTRICT	BOARD MEETING
1200 Hwy 99 N	Tuesday, October 5, 2021
Eugene, Oregon 97402	Regular Meeting: 6:00 PM

**LANE ESD BOARD MEETING
AGENDA**

Tuesday, October 5, 2021

1. Call Regular Meeting To Order

Please click the link below to view the webinar:

<https://us02web.zoom.us/j/82844718221?pwd=akZEQzU3ekdPVzRDc3B6ZDgzUGJzdz09>

Passcode: LESDBRD

Board Chair

2. Welcome

Guests attending the meeting will be introduced.

Board Chair

3. Land Acknowledgement

Director Wilde

4. Public Participation

This is an opportunity for the audience to address the Board on topics either on, or not on, the agenda. Comments on non-agenda items may be presented at this time. Due to the emergency resulting from the COVID-19 pandemic, meetings are streamed virtually. Emails from community members who would like to comment on non-agenda items will be read into record at this time. Emails must contain the community member's name, address, and material that can be read within the three minute time limit.

Public comments can be emailed to the board secretary, Julie Simmonds at supt-office@lesd.k12.or.us and must be received by 6:00pm on October 5, 2021.

5. Agenda Review

Board Chair

6. Presentation: Migrant Education Program

Ana Quintero Arias

7. 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. Lane ESD Board Meeting Minutes of August 3, 2021
- 2. Lane ESD Board Meeting Minutes of September 14, 2021
- 2. Human Resource Report, dated October 1, 2021

Board Chair

September 14 2021 Board Minutes	14
August 3 2021 Board Minutes	21
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B. Accept Financial Report

BE IT RESOLVED that the Board of Directors of Lane ESD accepts the Financial Report for September 2021.

Board Chair

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C. Declare Budget Committee Vacancies

By law, the budget committee is charged with making recommendations concerning financial priorities. The budget committee will have the responsibility for reviewing the financial program of Lane ESD, reviewing the proposed ESD budget as presented by the superintendent and recommending an annual ESD budget in keeping with the provisions of applicable state laws.

Educational policy decisions, however, are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the committee may, in effect, delete programs because of a fund decrease in arriving at a levy figure, the committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, recommend an amount that changes the proposed budget and may request the administration make such changes in accordance with priorities set by the Board.

The budget committee consists of the elected Board members and eight members appointed by the Board from component school district boards or designees of component district Boards. The members appointed by the Board shall consist of five members selected by ESD zone and three members selected at large. To be eligible for appointment, the appointive member must:

1. Live and be registered to vote within the ESD and, if a zone representative, must live within the appropriate zone;
2. Not be an officer, agent or employee of the ESD. No budget committee member may receive any type of compensation from the ESD. Reimbursement of budget committee expenses shall be in accordance with Board policy and administrative rule BHD/BHD-AR.

In its August meeting the Board will identify vacant budget committee positions which must be filled by appointment of the Board. The Board will announce the vacancies and receive recommendations of interested members of component school district Boards or designees of component district boards. Candidates for vacant positions must reside in the vacated zone. At-large vacant positions will be filled from among members of component school district Boards or designees of component district boards.

The appointive budget committee members will be appointed for three-year terms in the September meeting. The terms will be staggered so that approximately one-third of the appointive members' terms end each year. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate. If any appointive member is unable to complete the term for which he/she was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

The following Budget Committee member terms expired June 30, 2021:

- Position 2: Judy Newman (Eugene School District Board)
- Position 3: Emilio Hernandez (Springfield Public School District Board)

- Position 4: Dwight Coon (Blachly School District Board)

In addition, Jim Torrey, serving in Position 1, expiring June 30, 2023 (Eugene School District Board), is no longer seated on the Eugene School District Board. Board Policy DBEA states "The budget committee consists of the elected Board members and eight members appointed by the Board from component school district boards or designees of component district Boards."

Board Chair

D. Approve Memorandum of Understanding with LCEA - Vaccine Mandates

The LANE EDUCATION SERVICE DISTRICT Board of Directors (hereinafter referred to as "District") and LANE COUNTY EDUCATION ASSOCIATION (hereinafter referred to as "Association") hereby agree to the following in relationship to implementation of vaccine mandate for teachers and school personnel during the 2021-22 fiscal year:

1. Effective August 19, 2021 employees will be provided paid time off staff to obtain COVID 19 vaccination.
- Time off for obtaining COVID 19 vaccination must be scheduled at a time that does not interrupt classroom instruction and subject to supervisor approval.
 - When necessary to avoid program disruption, supervisors may authorize additional work time for the purpose of obtaining vaccination.
2. In the event that an employee has gotten at least the first vaccination by the October 18th deadline, and is awaiting a scheduled second vaccine dose, or has received the second vaccination but has not achieved full vaccination status, the employee will be placed on temporary unpaid leave until such time as they have achieved full vaccination status but no later than December 3rd. If permitted under the rule employees may access applicable paid leave before moving to unpaid leave status.
 3. Employees who have not provided proof of full vaccination or received approval for a vaccine exception, or received their first vaccination as described in paragraph 2, will be placed on unpaid leave effective October 19, 2021.
 4. The ESD will establish a COVID19 leave pool with 2,500 hours for the 2021-2022 fiscal year. Such hours can be used for the following purposes: an employee's adverse reaction to first or second COVID 19 vaccination; illness due to COVID19, the requirement to quarantine due to COVID19 exposure; awaiting test results due to COVID19 symptoms; the need to care for a family member in the immediate household with COVID19, in quarantine or awaiting test results and who is unable to care for themselves.

- a. To access the pool the employee must have first used 5 days of from their own sick leave for COVID related absences or have exhausted their sick leave; access to the pool will be coordinated with Worker's Compensation benefits, PERS disability benefits and short or long term disability benefits.
 - b. Except as provided in 4.f., the maximum that an individual employee may draw from the pool is 10 days.
 - c. Employees are not required to repay the COVID19 leave pool.
 - d. Employees must provide a written request to access the COVID19 leave pool along with associated documentation (e.g. vaccination dates, instruction to quarantine, confirmation of COVID19 illness). The request may be made at any time during the year that the employee has used 5 days of from their own sick leave for COVID related absences or has exhausted their sick leave resulting in unpaid leave status.
 - e. Employees may submit a request access to the pool for COVID related absences not specifically anticipated above for consideration.
 - f. To minimize employee leave without pay, hours remaining in the pool will be allocated to employees who have applied to the pool and continue to have unpaid leave even after accessing the pool.
 - g. All requests to access the pool must be made by within 30 days of the employees last working day of the 2021-22 fiscal year.
5. In the event that an employee is directed to quarantine in a manner not consistent with the OHA/ODE or Lane County Public Health guidance, such leave will not be charged against the employee's paid leave.
 6. Employees with vaccine exceptions who are assigned remote work as a method to mitigate risk and maintain safety in the workplace, will be provided 30 day notice of placement on unpaid leave in the event that the District no longer has a remote work assignment and safety considerations continue to prevent an in person assignment.
 7. LCEA and the ESD agree to confer in June 2022 regarding conditions that might warrant extension of this agreement including a replenishment of the pool up to 2,500 hours or modifications based on implementation of this agreement.

EXCEPT as modified in this Memorandum of Understanding, the 2019-23 Collective Bargaining Agreement shall remain in full force and effect.

Board Chair, Superintendent

E. Approve Memorandum of Understanding with LCEA - Reassignment Bonuses

The LANE EDUCATION SERVICE DISTRICT Board of Directors (hereinafter referred to as "District") and LANE COUNTY EDUCATION ASSOCIATION (hereinafter referred to as "Association") hereby agree that the District is facing unprecedented challenges in organizing and operating K-12 Life Skills classrooms during the pandemic. The District has develop a staffing plan to provide a consistent level of services to students and greater predictability of IA assignments in responding to shifts in student and staff attendance which are affected by illness and quarantine. The Life Skills staffing plan necessitates the reassignment of classroom IA's assigned to local k-12 districts one day each week to an alternative assignment. The Association and the District agree that the District retains the right to assign staff and intends to acknowledge the extraordinary flexibility and commitment to students required in reporting routinely to alternate classroom locations. IA's who are reassigned to a classroom assignment in a different school building will receive a monetary bonus as described below:

1. A bonus of \$16.50 will be allocated for each day an IA reports to an alternate classroom location in a building other than the one where they are regularly assigned.
 2. The bonus will be allocated whether the alternate assignment is planned or unplanned.
- IAs will note their alternate assignment location on their timesheet.
 - Bonuses will be calculated based on timesheets and included in monthly payroll.
 - Bonuses will begin effective October 4, 2021 through the end of the 2021-22 school year so long as reassignments are needed for classroom operations.
 - No bonus will be applied on days an IA is on leave.

EXCEPT as modified in this Memorandum of Understanding, the 2019-23 Collective Bargaining Agreement shall remain in full force and effect.

Board Chair, Superintendent

MOU 2021-22 Reassignment Bonus TA

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F. Approve Memorandum of Understanding with LCEA - Recruitment Bonuses

The LANE EDUCATION SERVICE DISTRICT Board of Directors (hereinafter referred to as "District") and LANE COUNTY EDUCATION ASSOCIATION (hereinafter referred to

as “Association”) hereby agree that the District is facing unprecedented challenges in recruiting and hiring staff for vacant positions. The District and the Association agree that coordinated efforts involving employees actively sharing information about vacancies and encouraging individuals to apply for vacant positions is valuable to the District’s recruitment efforts and valuable to the Association members who are impacted by staffing shortages. To this end the follow recruitment/referral bonus will be implemented effective October 1, 2021 thru June 2023.

1. A current employee who has referred a successful applicant will receive a \$200 bonus when the applicant successful completes 3 months of employment. The employee will receive another \$300 if the applicant successfully completes 9 month months of employment and is being recommended for continued employment.
2. Referred applicants who are hired and successfully complete 9 months of employment and are being recommended for continued employment will receive \$500 at the end of that 9 month period.
3. Bonuses will be included in payroll in the month following the 3 or 9 month period.
4. The use of recruitment bonuses will be evaluated in April 2023 to determine effectiveness, and if the program should be continued or modified.

EXCEPT as modified in this Memorandum of Understanding, the 2019-23 Collective Bargaining Agreement shall remain in full force and effect.

Board Chair, Superintendent

MOU 2021-22 Recruitment Bonus TA

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G. Approve Superintendent Evaluation Process

The Board of Directors of Lane ESD reviewed the Evaluation Process for the Superintendent for the 2020-21 year at its September meeting. The Board consensus is to continue with the same evaluation tool for 2020-21 as was used in 2019-20, the old version of the OSBA Superintendent Evaluation tool. The Board will act to use the OSBA Superintendent Evaluation Workbook Version 1, and subsequently identify a timeline and groups to survey for feedback on the Superintendent's performance.

The board discussed targeting the audience for performance feedback. Superintendent Scurto will provide input on the targeted groups.

Board Chair

OSBA Superintendent Evaluation Workbook

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H. Nominate OAESD Legislative Committee Member

Every two years, OAESD forms a Legislative Committee for the upcoming long (odd year) session to study and address proposed or current legislation affecting the members, purpose, mission, or organization of OAESD. The OAESD Governance Council is asking for nominations for the 16 members of this Committee for the 2021 Legislative Session.

In accordance with the OAESD bylaws, the Committee is comprised of up to eight each of board member representatives and superintendent representatives including the Officers Council. The Officer Council representatives for the 2021 Legislative Session are as follows:

1. Mark Redmond, Superintendent, Malheur ESD (President)
2. Rose Wilde, Board Member, Lane ESD (Past Chair)
3. Paul Andrews, Superintendent, High Desert ESD (President-elect);
Legislative Committee Chair
4. Kelly Bissinger, Board Member, Intermountain ESD, (Chair-elect)
5. Tenneal Wetherell, Superintendent, South Coast ESD (Past-President)
6. Bob Moore, High Desert ESD (Past-Chair)

The Governance Council is requesting nominations by ESD Board or Self for the remaining 5 Board Positions and the remaining 5 Superintendent Positions.

Nominations for Board representatives should be submitted no later than October 16, 2020.

The time requirement for the Committee work is generally 2-3 hours per month beginning in December through the end of the session the first week of July in 2021.

Board Chair

Legislative Committee Memo - 9.18.20

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I. Adopt 2022-23 Budget Calendar

The Board will annually adopt a budget calendar which identifies dates and deadlines required for the legal presentation and adoption of the budget.

The superintendent will prepare and recommend a proposed calendar for Board approval. The calendar will identify dates and activities to include those needed to comply with state law.

Board Chair

J. Declaration of Indigenous Peoples Day 2021

Whereas Christopher Columbus, a man who is known to have “discovered” the Americas, came upon land that was already inhabited by Indigenous People, his historically cited contributions being either inaccurate or facially not worthy of celebrating; and

Whereas Columbus’ voyage to the Americas opened the door to heinous crimes against humanity, including but not limited to the introduction of transatlantic slavery and genocidal acts against Indigenous People; and

Whereas the Indigenous People were promised security and protection but instead were forcibly relocated and their land seized to allow for settlements; and

Whereas the State of Oregon recognizes and acknowledges the traditional homelands of Oregon’s nine federally recognized tribal nations; and

Whereas the State of Oregon recognizes and acknowledges the significant contributions to this state of Oregon’s nine federally recognized tribal nations, as well as those of many Native Americans from tribal nations across the country, and commits to ensuring greater access and opportunity for continued contribution by Indigenous People; and

Whereas the State of Oregon has the opportunity and means to cultivate a community that honors and respects the diverse history of this land; and

Whereas the State of Oregon does not formally recognize Columbus Day; and

Whereas it is appropriate to recognize the original inhabitants of the Americas: Indigenous People; and

Whereas the idea of Indigenous Peoples’ Day was first proposed in 1977 by a delegation of Native Nations to the United Nations; and

Whereas the State of Oregon, adopted this Act in May 2021 and became the 11th state in the United States to formally recognize Indigenous Peoples’ Day; now, therefore,

The Board of Directors of Lane Education Service District resolves to observe the second Monday in October of each year as Indigenous Peoples’ Day.

Board Chair

8. 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	
	Superintendent Tony Scurto	
C.	Grant Reports	
	Superintendent Scurto and Business Services Director Dave Standridge will discuss grant reports.	
	Superintendent Scurto, Dave Standridge	
	Grant Summary for Board	76
	DD - Funding Proposals and Applications	77
D.	EWEB Property Disposal	
	Superintendent Tony Scurto	
	Riverfront Property Overview-1	78
E.	First Read: Policy Updates	
	The Board will read and review policy updates.	
	<u>GCBAB: Salary Advancement</u>	
	Education credits shall be granted only for work done at an accredited institution of higher learning. Education credits shall be granted only for graduate credits earned subsequent to receipt of the baccalaureate or master's degree unless there is a waiver by the superintendent. Education credits shall be granted only for academic work relevant to the employee's responsibilities. The relevance to program must be established by the service area director and approved in advance.	
	<u>JGA: Corporal Punishment</u>	
	The revisions and proposed language included in this issue result from the changes made to the definitions and practices for the use of restraint and seclusion in schools. The prohibition of the use of corporal punishment is found in ORS 339.250.	
	Superintendent Tony Scurto	
	JGA G1	90
	gcbab d1 - Proposed October 2021	91
F.	Strategic Planning	

The Board will discuss the Strategic Planning process and provide feedback.

Board Chair, Superintendent

G. Community Advisor

The Board will discuss strategies for recruiting a Community Advisor. The Board may recruit one or more advisors from the community. The Board seeks advisors from different community perspectives, including the social services sector, equity and diversity, workforce, higher education or early childhood education. The Board will recruit based on identified need for perspective. In the event that the Board seeks a community advisor, the Board will prepare an invitation to apply for advisory position. The Board will review applications and select candidates for interview. Selection will be made by Board vote. The term of Community Advisor is two years, renewable based on the identified needs of the Board. The Community Advisor will bring an independent consumer voice, understand and communicate the community perspective, advocate for the community and share Lane ESD information with the community. The Community Advisor can represent Student Voice.

The Community Advisor is not a member of the Board. The Community Advisor is invited to all Board meetings and work sessions. The Community Advisor is expected to attend meetings on a regular basis. The Community Advisor will receive a Board Meeting Agenda packet. The Community Advisor is eligible for mileage reimbursement through Lane ESD.

Board Chair, Superintendent

9. 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.

Administrative Staff

Special Education Board Report 92

October 2021 Board Report Facilities-HR 94

10. 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
Sydney Kissinger

Vanessa Truett

Rose Wilde

Johnie Matthews, Superintendents' Council Advisor
Emilio Hernandez, Community Advisor
Mike Anderson, Liaison, Creswell School District
Mark Boren, Liaison, Fern Ridge School District

Board, Advisors, Liaisons

Board Report 10.5.2021 - Rose Wilde	95
Nora Kent Board Report October 2021	96

11. Announcements/Correspondence

Board Chair

A. Acknowledgements and Recognition

Superintendent Tony Scurto

B. Kudos

Thank you to those who took the time to acknowledge co-workers/staff with kudos. Employees and Board members can submit a "kudo" any time during the month. To submit a kudo visit:
www.lesd.k12.or.us/forms/kudos.html

Administrators

C. Announcements

Board Chair

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

- NSBA 2021 Pacific Region Winter Meeting, October 8-10, 2021
- OSBA Fall Regional Listening Sessions, October 2021
- OSBA Board Meeting, November 12-13, 2021
- American Education Week, November 15-19, 2021
- OSBA Board Meeting, December 3-4, 2021

2. **Component District Board Meeting Dates**

Component District Board Meeting Dates 97

12. Adjournment

- The next regular meeting is scheduled to be held Tuesday, November 2, 2021, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.



LANE EDUCATION SERVICE DISTRICT

1200 Highway 99 North
Eugene, OR 97402

541.461.8200
541.461.8298 [Fax]

www.lesd.k12.or.us

EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

LANE EDUCATION SERVICE DISTRICT
1200 Highway 99 North
Eugene, OR 94702

Office of the Superintendent
Tuesday • September 14, 2020
Minutes

LANE ESD BOARD OF DIRECTORS' MEETING
Tuesday – September 14, 2021

1. Call Work Session to Order

Chair Linda Hamilton called the Work Session to order at 5:00 p.m.

Board Members present: Chair Linda Hamilton, Vice-Chair Vanessa Truett, Sherry Duerst-Higgins, Leslie Harris, Nora Kent, Sydney Kissinger, and Rose Wilde.

Advisors and Liaisons present: Mark Boren (Fern Ridge School District board)

Administrators present: Superintendent Tony Scurto, Assistant Superintendent Carlos Sequeira, Business Services Director Dave Standridge, Human Resources Director Carol Knobbe, Special Education Director Sue Mathisen, Chief Information Officer Brandon Webb, recording secretary Julie Simmonds.

Guests: Cameron Yee (LCEA)

Nancy Golden and Carmen Gelman were introduced and began debriefing the recent Strategic Planning session.

1.A. Presentation of Process Booklet

Facilitators Nancy Golden and Carmen Gelman presented the draft Process Booklet.

1.B. Presentation of Equity Lens Document

Facilitators Nancy Golden and Carmen Gelman presented the draft Equity Lens document.

1.C. Receive Input on the Equity Lens

The Board provided comments on the Equity Lens.

1.D. Next Steps in the Strategic Planning Process

The Board and facilitators discussed expectations as they proceed through the Strategic Planning process.

1.E. Close of Work Session

Board Chair Linda Hamilton closed the work session at 5:58 p.m.

2. Oath of Office

Board Chair Linda Hamilton swore Director Sydney Kissinger into office of Position 1, Zone 1 of Lane ESD.

3. Call Regular Meeting To Order

Board Chair Linda Hamilton called the regular meeting of the Lane ESD Board of Directors to order at 6:02 p.m.

Board Members present: Chair Linda Hamilton, Vice-Chair Vanessa Truett, Sherry Duerst-Higgins, Leslie Harris, Nora Kent, Sydney Kissinger, and Rose Wilde.

Advisors and Liaisons present: Mark Boren (Fern Ridge School District board)

Administrators present: Superintendent Tony Scurto, Assistant Superintendent Carlos Sequeira, Business Services Director Dave Standridge, Human Resources Director Carol Knobbe, Special Education Director Sue Mathisen, Chief Information Officer Brandon Webb, recording secretary Julie Simmonds.

4. Welcome

Guests were welcomed.

Guests: Cameron Yee (LCEA), Jane McDonald (community member), Maddy Ahearn (program specialist), Justin Radabaugh (program supervisor) and Annie Whiddon (program supervisor)

5. Public Participation

This is an opportunity for the audience to address the Board on topics either on, or not on, the agenda. Comments on *non-agenda* items may be presented at this time. Due to the emergency resulting from the COVID-19 pandemic, meetings are streamed virtually. Emails from community members who would like to comment on non-agenda items will be read into record at this time. Emails must contain the community member's name, address, and material that can be read within the three minute time limit.

Public comments can be emailed to the board secretary, Julie Simmonds at supt-office@lesd.k12.or.us and must be received by 4:00pm on the Monday prior to the meeting.

The Board acknowledged receipt of public comment from staff member Maddy Ahearn. The written submission was read aloud by Board Chair Linda Hamilton. Superintendent Scurto will investigate the impact of Maddy's request and report back to the Board.

6. Agenda Review

The agenda was reviewed.

7. Presentation: Lane County Feeding and Swallowing Clinic (a pilot project)

Lane ESD Speech Language Pathologist Sara Mansfield, Eugene School District Occupational Therapists Molly Pierce and Carol Welch, and Developmental Pediatrician Amelia Roth presented on the Lane County Feeding and Swallowing Clinic, a pilot project.

This program is supported by funding from the Lane Education Foundation. It is a partnership between

Lane ESD, Eugene School District 4j, and two local Developmental Pediatricians.

8. Action Items

8.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.

Director Harris inquired about the Human Resource Report and what it means for a position to be "In Progress". The "In Progress" designation is for positions that are posted as a vacancy, but not filled.

Director Harris expressed concern regarding the context of the Grant Report attached to the consent agenda, and asked for information about what the role of the Board is with the Grant Report.

Director Wilde requested training or professional development on the Board's role and responsibility in terms of oversight and monitoring. Superintendent Scurto will follow up on this request.

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 September 1, 2021
2. August 2021 Grant Report

DIRECTOR HARRIS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD adopts the consent group as presented. Director Wilde seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER TRUETT, and WILDE VOTING YES. (ESD Resolution #22-007).**

8.B. Accept Financial Report

Dave Standridge provided comments on the financial report for August 2021.

DIRECTOR HARRIS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD accepts the August 2021 Financial Report as presented. Director Kent seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES. (ESD Resolution #22-008).**

8.C. Declaration of National Hispanic Heritage Month

Each year, Americans observe National Hispanic Heritage Month from September 15 to October 15, by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America.

The observation started in 1968 as Hispanic Heritage Week under President Lyndon Johnson and was expanded by President Ronald Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15. It was enacted into law on August 17, 1988, on the approval of Public Law 100-402.

The day of September 15 is significant because it is the anniversary of independence for Latin American countries Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16 and September 18, respectively.

The following resolution was read aloud by the Board Chair:

WHEREAS, each year, the United States observes National Hispanic Heritage Month by celebrating the culture, heritage and countless contributions of those whose ancestors were indigenous to North America as well as those who came from Spain, Mexico, the Caribbean, Central America and South America; and **WHEREAS**, what began in 1968 as Hispanic Heritage Week under President Johnson and was expanded by President Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15; and

WHEREAS, although too numerous to recognize individually by name, Hispanics and Latinos serve as civil rights leaders and community organizers, politicians, soldiers, educators, journalists, first responders, pioneers in art and science, healthcare professionals, athletes, inventors, entertainers and so much more; and **WHEREAS**, Hispanics and Latinos continue their rich history of significant and diverse contributions to the cultural, educational, economic and political vitality of our communities;

NOW, THEREFORE, BE IT RESOLVED, that the Lane Education Service District hereby proclaims September 15th – October 15th, 2021 as Hispanic & Latino Heritage Month and encourage all residents to honor the rich diversity of the Hispanic and Latino communities and celebrate the many ways they contribute to our nation and society.

(ESD Resolution #22-009)

8.D. Nominate Candidate for OSBA Board of Directors and Nominate Candidate for OSBA Legislative Policy Committee

Nominations are now open for the OSBA 2021 election. Candidates for the OSBA Board of Directors and Legislative Policy Committee (LPC) must be nominated by official action of a member board within their region.

In 2021, **all even-numbered board positions**, except Position 16, *plus* board **Position 1** (Gorge - to serve while Scott Rogers serves as OSBA President and Past President), board **Position 11** (Marion - one-year term) and board **Position 15** (Washington - one-year term) are up for election. **All** Legislative Policy Committee positions are up for election.

The Legislative Policy Committee consists of the voting members of the OSBA board of directors and 20 representatives from 14 regions throughout the state. Members are listed below by region with their school district and e-mail address if available. Judy Newman, Eugene School District 4j Board Member, is the 2020 Legislative Policy Committee member for Position 6. Director Wilde indicates the Eugene SD Board will nominate Judy Newman for LPC.

DIRECTOR KENT MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD nominate Linda Hamilton to the OSBA Board of Directors Position 6. Director Kissinger seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT,**

KISSINGER, TRUETT and WILDE VOTING YES. (ESD Resolution #22-010).

9. Discussion/Reports

9.A. Legislative Update

There was no legislative update.

9.B. Superintendent Report

Superintendent Scurto provided an update on the Life Skills/Transition Classes and the efforts to recruit staff for Instructional Assistant positions. The vaccination mandate may impact staffing levels. Schools in Lane County are committed to full-day, in-person instruction.

OAESD Dues will be increasing to support the OAESD Executive Director, Program Administrator, and staff positions.

9.C. Board and Superintendent Working Agreements

The Board and Superintendent Scurto reviewed their working agreements and renew the agreements for the 2021-22 school year.

DIRECTOR HARRIS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD renew the Board and Superintendent Working Agreements for 2021-22. Director Wilde seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES. (ESD Resolution #22-011).**

9.D. Lane ESD Board Member District and Committee Assignments

The Board of Directors of Lane ESD reviewed and discussed the 2020-21 Lane ESD Board Committee and District Assignments, discuss, and affirmed assignments for the 2021-22 school year. Director Wilde requested to join the Equity Committee.

DIRECTOR KENT MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD affirm Lane ESD Board Member District and Committee Assignments as presented and discussed. Director Wilde seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES. (ESD Resolution #22-011).**

9.E. 2021-22 Superintendent Evaluation Process

The Board of Directors of Lane ESD discussed the method of evaluation of the superintendent for the 2021-22 school year. In previous years, the Board has used the OSBA Superintendent Evaluation Tool, revised in 2017.

The Board discussed what groups they would like to gather input from for the purposes of evaluating Superintendent Scurto. The Board will receive input from the Superintendent, set a timeline and determine feedback groups, as well as act to formalize the process at its October meeting.

10. Information from Administrative Staff

Carol Knobbe: The agency is developing processes for documentation of vaccination and the exemptions. Human Resource is currently following up with staff who have not submitted their verification of vaccination, with a goal to be complete by October 4.

Sue Mathisen: Staffing shortages and vaccine mandates are impacting the Life Skills program. The department is maintaining the ability to carry out the rest of Special Education services at this point. Construction is coming to a close at the Westmoreland campus. A staggered start is planned for classes on the Westmoreland campus. The Special Education staff hope to host a Board meeting at the Westmoreland Campus this Fall. Director Wilde asked to hear from the Student Leadership.

Brandon Webb: Technology Services has started the school year shorthanded. The agency is due for a data-backup solution upgrade. A committee has come together to support the ESD website update.

11. Board Member Reports and Comments/Agenda Planning

11.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.

11.B. Board Member Reports

OSBA will provide a virtual Board Roles and Responsibilities seminar tomorrow, September 15, 2021.

Rose Wilde: Director Wilde shared that she has been attending OAESD meetings to discuss budget and staff transition.

Linda Hamilton: Vice-chair Hamilton discussed the upcoming Student and Parent Readiness meetings to help students and parents navigate student success, Manor House Campus, 89790 Game Farm Road.

12. Announcements/Correspondence

The Board received a letter from the Eugene-Springfield NAACP, encouraging the Board to continue its work in keeping students and staff safe from COVID-19. The letter also encouraged the Board to continue to focus on Diversity, Equity and Inclusion, ensuring all students know they are welcome in our schools.

Lane ESD Board Member Activities and Opportunities

The 2021 OSBA Fall Convention has been **canceled**.

- OSBA Webinar: Basic Roles and Responsibilities, 9/15/21
- OSBA Webinar: Virtual 2021 Fall Legislative Update, 9/15 and 9/16, 2021
- OSBA Board Retreat, September 17-19, 2021
- OSBA Finance Committee Meeting, 9/23/21
- NSBA 2021 Pacific Region Winter Meeting, 10/8-10/21
- OSBA Fall Regional Listening Sessions, October 2021
- OSBA Bonds, Ballots and Buildings Conference, 2/11/22

13. Adjournment

Chair Hamilton adjourned the meeting at 8:07 p.m.

The next regular meeting is scheduled to be held Tuesday, October 5, 2021, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

Minutes Approved:

jrs

Linda Hamilton, Chairperson

Tony Scurto, Superintendent



LANE EDUCATION SERVICE DISTRICT

Office of the Superintendent

1200 Highway 99 North

Tuesday • August 4, 2020

Eugene, OR 94702

Minutes

LANE ESD BOARD OF DIRECTORS' MEETING

Tuesday – August 4, 2021

1. Call Regular Meeting To Order

Chair Pro-tem Sherry Duerst-Higgins called the meeting to order at 6:00 p.m.

2. Oath of Office for Newly Elected Board Members

Chair Pro-tem Sherry Duerst-Higgins led the swearing in of re-elected Board Members Rose Wilde and Vanessa Truett.

3. Welcome

Board Members Present: Nora Kent, Leslie Harris, Sherry Duerst-Higgins, Linda Hamilton, Rose Wilde, Vanessa Truett (via Zoom), Sydney Kissinger (via Zoom)

Administrators Present: Tony Scurto, Carlos Sequeira, Dave Standridge, recording secretary Julie Simmonds

Advisors/Liaisons Present: Johnie Matthews, Mark Boren, Emilio Hernandez

Guests: Heidi Larwick (Connected Lane County), Cameron Yee (LCEA)

4. Public Participation

There was no public comment.

5. Agenda Review

The agenda was reviewed.

6. Organization of the Board for 2020-21

6.A. Election of Chairperson

Election of Chairperson

Chair pro-tem, Sherry Duerst-Higgins, declared nominations open for position of Board Chair. Director Harris nominated Director Linda Hamilton for the position of Chair. No other nominations were received. Chair pro-tem Sherry Duerst-Higgins declared nominations closed.

DIRECTOR DUERST-HIGGINS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD appoints Director Linda Hamilton as Chair for the 2021-22 year. The **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution # 22-001).**

Declaration of Election: Director Linda Hamilton was elected as Chairperson of the Lane ESD Board of Directors for 2021-22.

6.B. Election of Vice-Chair
Election of Vice-Chairperson

Chair Linda Hamilton declared nominations open for position of Board Vice-Chair. Director Duerst-Higgins nominated Director Vanessa Truett as Vice-Chair for 2021-22. There were no other nominations. Chair Linda Hamilton declared nominations closed.

DIRECTOR DUERST-HIGGINS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD appoints Director Vanessa Truett as Vice-Chair for the 2021-22 year. The **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES. (ESD Resolution # 22-002).**

7. Presentation: Invention Lab

Heidi Larwick, Director (Connected Lane County) presented on the Invention Lab activities held at Sparklab this summer.

8. Action Items

8.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.

1. Lane ESD Board Meeting Minutes of June 1, 2021

DIRECTOR DUERST-HIGGINS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD adopts the consent group as submitted and listed below. The **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES. (ESD Resolution # 22-003).**

8.B. Accept Financial Report

Business Services Director Dave Standridge provided comments on the August Financial Report.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD accepts the August Financial Report as presented. Director Duesrt-Higgins seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES. (ESD Resolution # 22-004).**

8.C. Approve Routine Designations for 2021-22

Superintendent Scurto provided an explanation of the 2021-22 routine designations.

BE IT RESOLVED that the Board of Directors of Lane ESD authorizes Superintendent Tony Scurto to act on the Board's behalf as District Election Authority. In that capacity, the Superintendent may canvass the abstract of votes cast in elections and certify the results of such elections to the Lane County Elections officer. The Board shall subsequently affirm the canvass so certified.

BE IT RESOLVED that the Board of Directors of Lane ESD authorizes the following individuals to transfer funds to and from the Local Government Investment Pool: Tony Scurto, David Standridge, and David Lanza.

BE IT RESOLVED that the Board of Directors of Lane ESD authorizes the use of a facsimile signature for the superintendents.

BE IT RESOLVED that the Board of Directors of Lane ESD will act as the local public contract review board of Lane Education Service District in accordance with Oregon Revised Statute 279A.060.

BE IT RESOLVED that the Board of Directors of Lane ESD approves the following official designations for the 2021-22 year, as presented:

- Legal Counsel: The Hungerford Law Firm; Luvaas Cobb Law Firm
- Auditors: Pauly, Rogers and Co., PC
- Newspaper: Register-Guard

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD approve the routine designations for 2021-22. Director Duerst-Higgins seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES. (ESD Resolution # 22-005).**

9. Discussion/Reports

9.A. Legislative Update

Regional Inclusive Services

Regional Programs are now Regional Inclusive Services. Lane ESD is receiving reduced funding to provide these services while other ESDs are receiving increased funding. However, the ESDs have agreed to distribute the funds equitably, resulting in a flat funding for Lane ESD plus 3% increase in roll-up costs.

DIRECTOR HARRIS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD send a Thank You to the members of OAESD for their work towards equitable distribution of funds. Director Duerst-Higgins seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES. (ESD Resolution # 22-006).**

Safety Protocols

Superintendent Scurto discussed safety protocols and the measures implemented to keep staff and students safe. In addition to masking, identified protocols include contact tracing, air flow management and social distancing. Some Oregon districts had decided masking would be recommended but not required or optional. The Governor's recently announced ruling states masks will be required. Districts expect to see protests to masking. Fern Ridge Board of Directors is masking at meetings.

9.B. Superintendent Report

Westmoreland Construction Project Update

Superintendent Scurto reported on the progress coming from seismic grant and ESSER funds. Insulation is currently being installed in the walls at the Westmoreland campus. Bottle fillers and hot water will be installed. New windows will be installed in some buildings, and all buildings will receive new HVAC. Superintendent Scurto commended Facilities Manager Brad Johnston for his work. The Board requested a tour of the completed work.

9.C. Strategic Planning

Nancy Golden has agreed to lead the Strategic Planning process. Her co-facilitator will be Carmen Gelman, Principal in North Clackamas School District, to assist. The first meeting will be held on August 31, 4:00-7:00 p.m. A team from Lane ESD staff will represent all aspects of the work of the ESD. Community and education partners will be invited to participate.

The Welcome Back event is scheduled for the morning following the first Strategic Planning session. The Welcome Back will feature a Thought Exchange process to collect data from staff, which will be forwarded to Ms. Golden and Ms. Gelman to inform the Strategic Planning process.

Ms. Golden and Ms. Gelman will conduct a work session prior to the September Board meeting. More information will be shared prior to the August 31 meeting. The Strategic Planning process was budgeted at \$20,000, but Ms. Golden and Ms. Gelman believe their cost will come in lower than that amount.

9.D. Lane ESD Issued Email Accounts

Lane ESD Board member email accounts were created in April 2020, based on the strong recommendation from OSBA. This would protect Board Member's private email from scrutiny, and it would allow Lane ESD to archive communication.

The Board email addresses are listed on the Lane ESD website. The Board was advised that some

email accounts have not been opened or emails responded to.

Superintendent Scurto proposed having emails copied to the Board Secretary. The Board agreed by consensus to have the Board Secretary copied on all emails sent to Board member ESD addresses. All Board members will begin using ESD email.

9.E. Board Advisors and Liaisons

Board Administrative Rule for Policy BBB: Board Advisor and Liaison states:

- The Board may recruit one or more advisors from the community. The Board seeks advisors from different community perspectives, including the social services sector, equity and diversity, workforce, higher education or early childhood education. The term of Community Advisor is two years, renewable based on the identified needs of the Board. The Community Advisor will bring an independent consumer voice, understand and communicate the community perspective, advocate for the community.
- The Board will invite one advisor from the Superintendents' Council annually. The Superintendents' Council Advisor is a permanent advisor position, that is not filled by an individual superintendent for more than a two-year appointment.
- The Board intends to have three Board Member Liaisons from component school district Boards. The Board will recruit Board member representatives from a small, medium and large district. The Superintendents will be asked to extend an invitation to their board members in August of each year. The Superintendents' Council will appoint three representative Liaisons to the Board.

Current advisors and liaisons are:

Emilio Hernandez, Community Advisor, appointed 2012
Johnie Matthews, Superintendents' Council, appointed September 2020
Mike Anderson, small district board liaison, appointed January 2017
Mark Boren, medium district board liaison, appointed 2019

The Board of Directors of Lane ESD, advisors and liaisons discussed how to move forward in the 2021-22 school year.

Large District Board Liaison Hernandez will serve as a large district representative, but not as the Community Advisor. Mark Boren would like to remain as Medium District Board Liaison. Superintendents' Council Advisor Johnie Matthew has one more year remaining in his term.

The Community Advisor position was acknowledged to be vacant. The Board may recruit one or more advisors from the community. The Board seeks advisors from different community perspectives, including the social services sector, equity and diversity, workforce, higher education or early childhood education. The Board will recruit based on identified need for perspective. In the event that the Board seeks a community advisor, the Board will prepare an invitation to apply for advisory position. The Board will review applications and select candidates for interview. Selection will be made by Board vote.

The term of Community Advisor is two years, renewable based on the identified needs of the Board. The Community Advisor will bring an independent consumer voice, understand and communicate the community perspective, advocate for the community and share Lane ESD information with the community. The Community Advisor is not a member of the Board. The Community Advisor is invited to all Board meetings and work sessions. The Community Advisor is expected to attend meetings on a regular basis. The Community Advisor will receive a Board Meeting Agenda packet. The Community Advisor is eligible for mileage reimbursement through Lane ESD.

Superintendent Scurto proposed that the Board Leadership discuss recruitment of a Community Advisor. If potential candidates are identified, Superintendent Scurto will reach out and conduct recruiting. The Board discussed inviting student voice to the panel to provide additional perspectives.

9.F. Equity Minded Leadership for K12 School Board Members

Directors Hamilton and Wilde learned of this training, scheduled for September 9, 2021. The flyer states: Ground-breaking training specifically focused on equity-minded skills for school board members. This virtual training focuses on how to apply an equity lens to policies, practices and programs. You'll learn how to close the gap and what you can do to ensure success for all students in your district.

The workshop runs from 11-1:00, cost is \$175.

10. 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.

Assistant Superintendent Carlos Sequeira provided an oral report on the following:
(Lane) AABSS Grant

A grant renewal application was submitted for the next biennium. An announcement is expected in the next few days regarding the outcome of our application. Kudos to Sue Wilson, our SIA administrator who brought together all of our Education and Community partners to collaborate on the next phase program design to be implemented this next biennium

\$115,000 Meyer Memorial Grant

This grant supports the Grow Your Own - Teacher Pathway Programs, and will provide funding to hire a coordinator to provide the technical and programmatic support to ensure long term sustainability of the program. The EAC will soon release the RFP for the next biennium. Last year Lane ESD received \$350,000.

11. Board Member Reports and Comments/Agenda Planning

11.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.

11.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, they are asked to 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?

12. Announcements/Correspondence

12.A. Acknowledgements and Recognition

12.B. Kudos

Director Wilde offered kudos to Spark Lab staff for their presentation to the Board.

12.C. Announcements

12.C.1. Lane ESD Board Member Activities and Opportunities

8/5/21 - United Way 75th Anniversary Kickoff in the Park, Alton Baker Park

8/7/21 - Representative Julie Fahey Zoom Town Hall, 2:00 p.m.

8/9/21 - OSBA Special Board of Directors Meeting

8/16-20/21 - SOESD Equity Summit (Lane ESD)

8/18/21 - OSBA Webinar: Board Chair Basics: How to Run An Effective Board

9/15/21 - OSBA Webinar: Basic Roles and Responsibilities

9/17-19/21 - OSBA Board Retreat

9/23/21 - COSA Statewide Educator Equity Summit

10/8-10/21 - NSBA 2021 Pacific Region Winter Meeting

11/11-13/21 - OSBA 75th Annual Convention

2/11/22 - OSBA Bonds, Ballots and Buildings Conference

13. Adjournment

Chair Linda Hamilton adjourned the meeting at 7:35 p.m.

The next regular meeting is scheduled to be held Tuesday, September 14, 2021, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

Minutes Approved:

jrs

Linda Hamilton, Chairperson

Tony Scurto, Superintendent

HUMAN RESOURCES REPORT TO LANE ESD BOARD

October 1, 2021

LICENSED STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>				
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Pasternak, Niels	Teacher, Life Skills	9/3/2021	Resignation
<i>Change of Status</i>				

PROFESSIONAL STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Golden, Janet	Coordinator, CTE Program of Study	8/23/2021	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Fields, Billy	Student Success Navigator, LAABSS	9/27/2021	Resignation
<i>Change of Status</i>				

CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Brown, Rhonda	Maintenance Technician	9/29/2021	
	Montoya de Guzman, Marta	Community Engagement, Migrant Ed	9/30/2021	
	Snider, Sonya	Instructional Assistant, Lane School	9/12/2021	
	Vance, Cheyenne	PEER Support Specialist, CLC	9/27/2021	
	Wilkinson, Sean	Youth Transition Facilitator (WIOA)	9/15/2021	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Crump, Cameron	Instructional Assistant, Life Skills	9/7/2021	Resignation
	Hartman, Hannah	Instructional Assistant, Life Skills	10/1/2021	Resignation
	Locke, Catalina	Instructional Assistant, Life Skills	10/1/2021	Resignation
	Lomax, Deshonte	Instructional Assistant, Life Skills	9/7/2021	Resignation
	Orenella-Ponce, Karen	MEP Program Assistant/Records Mgmt	9/30/2021	Resignation
	Wells, Cody	Instructional Assistant, Life Skills	10/15/2021	Resignation
<i>Change of Status</i>				

VACANCY NOTICES (Information)

Posting #	Position	Closing Date	Notes
300	Instructional Assistant, Life Skills	Until filled	In process
352	Community Engagement, MEP (Douglas County)	10/15/2021	In process
378	Early Childhood Parent Educator	10/15/2021	In process
391	Truancy Officer	9/10/2021	In process
414	MEP Program Assistant/Records Management	10/15/2021	In process
430	Instructional Assistant, Lane School	9/10/2021	Position filled
440	Sign Language Interpreter	9/27/2021	In process
441	Coordinator, Driver Education Initiative	Until filled	In process
451	Youth Transition Facilitator (WIOA)	8/5/2021	Position filled
455	Network Administrator	7/6/2021	In process
457	Instructional Assistant, Life Skills	Until filled	In process

VACANCY NOTICES (Information continued)

Posting #	Position	Closing Date	Notes
458	PEER Support Specialist, CLC	8/23/2021	Position filled
459	Instructional Assistant, Life Skills	Until filled	In process
466	Coordinator, CTE Program of Study	8/23/2021	Position filled
467	Instructional Assistant, Life Skills	Until filled	In process
468	Instructional Assistant, Life Skills	Until filled	In process
469	Instructional Assistant, Life Skills	Until filled	In process
470	Instructional Assistant, Life Skills	Until filled	In process
471	Instructional Assistant, Life Skills	Until filled	In process
472	Instructional Assistant, Life Skills	Until filled	In process
473	Instructional Assistant, Life Skills	Until filled	In process
474	Instructional Assistant, Life Skills	Until filled	In process
475	Instructional Assistant, Life Skills	Until filled	In process
476	Instructional Assistant, Life Skills	Until filled	In process
477	Maintenance Technician	8/31/2021	Position filled
478	Instructional Assistant, Life Skills	Until filled	In process
484	Instructional Assistant, Life Skills	Until filled	In process
485	Specialist, Science	10/15/2021	In process
486	Instructional Assistant, Life Skills	Until filled	In process
487	Specialist, Teacher Pathways Program	9/2/2021	In process
490	Projects Assistant, Connected Lane County	10/18/2021	In process
491	Community Engagement, Migrant Education	9/10/2021	Position filled
493	Instructional Assistant, Life Skills	Until filled	In process
495	Instructional Assistant, Life Skills	Until filled	In process
496	Instructional Assistant, Life Skills	Until filled	In process
497	Teacher, Life Skills	10/11/2021	In process
498	Student Success Navigator, LAABSS	9/22/2021	In process
500	Specialist, Continuous Improvement Design and Im	9/30/2021	In process
507	Instructional Assistant, Life Skills	Until filled	In process
508	Instructional Assistant, Life Skills	Until filled	In process
511	Student Success Navigator, LAABSS	9/23/2021	In process
513	Instructional Assistant, Life Skills	Until filled	In process
514	Instructional Assistant, Lane School	10/11/2021	In process
515	Instructional Assistant, Lane School	Until filled	In process
517	Instructional Assistant, At-Large	10/7/2021	In process
521	Instructional Assistant, Life Skills	Until filled	In process
523	Instructional Assistant, Life Skills	Until filled	In process

Lane Education Service District
2021-22 General Fund Financial Summary
 September 30, 2021

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

Resources

State School Fund	14,248,500	4,873,542	9,734,263	14,607,805	359,305	2.5%
Property Tax & Timber	8,100,500	17,232	8,082,050	8,099,282	(1,218)	0.0%
Services to Districts	1,158,400	-	1,048,081	1,048,081	(110,319)	-9.5%
Other Local Revenue	318,000	114,904	197,756	312,660	(5,340)	-1.7%
Indirect from Grants	330,000	18,688	311,312	330,000	-	0.0%
Total Revenues	24,155,400	5,024,366	19,373,462	24,397,828	242,428	1.0%
Beginning Fund Balance: Unreserved	3,087,000	3,293,000	-	3,293,000	206,000	6.7%
Beginning Fund Balance: District Reserves	718,000	863,577	-	863,577	145,577	20.3%
Total Resources	27,960,400	9,180,943	19,373,462	28,554,405	594,005	2.1%

Requirements

Salaries	8,306,689	1,064,518	6,842,984	7,907,502	(399,187)	-4.8%	(1)(2)
Benefits	5,703,455	716,203	4,745,573	5,461,776	(241,679)	-4.2%	(1)
Services	2,770,007	508,822	2,337,597	2,846,419	76,412	2.8%	(2)
Supplies	278,402	102,775	177,570	280,345	1,943	0.7%	
Other	167,400	171,760	11,700	183,460	16,060	9.6%	
Interfund Transfers	387,200	357,200	30,000	387,200	-	0.0%	
Transit Cash to Districts	6,745,364	-	7,162,878	7,162,878	417,514	6.2%	
Total Expenditures	24,358,517	2,921,278	21,308,302	24,229,580	(128,937)	-0.5%	
Ending Fund Balance: Unreserved	2,521,119	-	-	3,303,771	782,652	31.0%	
Ending Fund Balance: District Reserves	1,080,764	-	-	1,021,054	(59,710)	-5.5%	
Total Requirements	27,960,400	2,921,278	21,308,302	28,554,405	594,005	2.1%	

Change in Unreserved Fund Balance	(565,881)	10,771
Unreserved Ending Fund Balance	10.4%	13.5%

(1) Position vacancies.

(2) Contracting for School Psychologist services.



Memorandum of Understanding

The LANE EDUCATION SERVICE DISTRICT Board of Directors (hereinafter referred to as “District”) and LANE COUNTY EDUCATION ASSOCIATION (hereinafter referred to as “Association”) hereby agree to the following in relationship to implementation of vaccine mandate for teachers and school personnel during the 2021-22 fiscal year:

1. Effective August 19, 2021 employees will be provided paid time off staff to obtain COVID 19 vaccination.
 - a. Time off for obtaining COVID 19 vaccination must be scheduled at a time that does not interrupt classroom instruction and subject to supervisor approval.
 - b. When necessary to avoid program disruption, supervisors may authorize additional work time for the purpose of obtaining vaccination.
2. In the event that an employee has gotten at least the first vaccination by the October 18th deadline, and is awaiting a scheduled second vaccine dose, or has received the second vaccination but has not achieved full vaccination status, the employee will be placed on temporary unpaid leave until such time as they have achieved full vaccination status but no later than December 3rd. If permitted under the rule employees may access applicable paid leave before moving to unpaid leave status.
3. Employees who have not provided proof of full vaccination or received approval for a vaccine exception, or received their first vaccination as described in paragraph 2, will be placed on unpaid leave effective October 19, 2021.
4. The ESD will establish a COVID19 leave pool with 2,500 hours for the 2021-2022 fiscal year. Such hours can be used for the following purposes: an employee’s adverse reaction to first or second COVID 19 vaccination; illness due to COVID19, the requirement to quarantine due to COVID19 exposure; awaiting test results due to COVID19 symptoms; the need to care for a family member in the immediate household with COVID19, in quarantine or awaiting test results and who is unable to care for themselves.
 - a. To access the pool the employee must have first used 5 days of from their own sick leave for COVID related absences or have exhausted their sick leave; access to the pool will be coordinated with Worker’s Compensation benefits, PERS disability benefits and short or long term disability benefits.
 - b. Except as provided in 4.f., the maximum that an individual employee may draw from the pool is 10 days.
 - c. Employees are not required to repay the COVID19 leave pool.
 - d. Employees must provide a written request to access the COVID19 leave pool along with associated documentation (e.g. vaccination dates, instruction to quarantine, confirmation of COVID19 illness). The request may be made at any time during the year that the employee has

used 5 days of from their own sick leave for COVID related absences or has exhausted their sick leave resulting in unpaid leave status.

- e. Employees may submit a request access to the pool for COVID related absences not specifically anticipated above for consideration.
 - f. To minimize employee leave without pay, hours remaining in the pool will be allocated to employees who have applied to the pool and continue to have unpaid leave even after accessing the pool.
 - g. All requests to access the pool must be made by within 30 days of the employees last working day of the 2021-22 fiscal year.
5. In the event that an employee is directed to quarantine in a manner not consistent with the OHA/ODE or Lane County Public Health guidance, such leave will not be charged against the employee's paid leave.
6. Employees with vaccine exceptions who are assigned remote work as a method to mitigate risk and maintain safety in the workplace, will be provided 30 day notice of placement on unpaid leave in the event that the District no longer has a remote work assignment and safety considerations continue to prevent an in person assignment.
7. LCEA and the ESD agree to confer in June 2022 regarding conditions that might warrant extension of this agreement including a replenishment of the pool up to 2,500 hours or modifications based on implementation of this agreement.

EXCEPT as modified in this Memorandum of Understanding, the 2019-23 Collective Bargaining Agreement shall remain in full force and effect.

IN WITNESS WHEREOF the Association has this Memorandum of Understanding to be signed by its President and Negotiations Chair, and the District has caused this Memorandum of Understanding to be signed by its chairperson, on the dates indicated.

LANE COUNTY
EDUCATION ASSOCIATION

LANE EDUCATION SERVICE DISTRICT

BY: _____
Co-LCEA President

BY: _____
Lane ESD Chairperson

BY: _____
Co-LCEA President

DATE: _____

DATE: _____



LANE EDUCATION SERVICE DISTRICT

1200 Highway 99 North
Eugene, OR 97402

541.461.8200
541.461.8298 [Fax]

www.lesd.k12.or.us

EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

Memorandum of Understanding

The LANE EDUCATION SERVICE DISTRICT Board of Directors (hereinafter referred to as "District") and LANE COUNTY EDUCATION ASSOCIATION (hereinafter referred to as "Association") hereby agree that the District is facing unprecedented challenges in organizing and operating K-12 Life Skills classrooms during the pandemic. The District has develop a staffing plan to provide a consistent level of services to students and greater predictability of IA assignments in responding to shifts in student and staff attendance which are affected by illness and quarantine. The Life Skills staffing plan necessitates the reassignment of classroom IA's assigned to local k-12 districts one day each week to an alternative assignment. The Association and the District agree that the District retains the right to assign staff and intends to acknowledge the extraordinary flexibility and commitment to students required in reporting routinely to alternate classroom locations. IA's who are reassigned to a classroom assignment in a different school building will receive a monetary bonus as described below:

- 1. A bonus of \$16.50 will be allocated for each day an IA reports to an alternate classroom location in a building other than the one where they are regularly assigned.
2. The bonus will be allocated whether the alternate assignment is planned or unplanned.
3. IAs will note their alternate assignment location on their timesheet.
4. Bonuses will be calculated based on timesheets and included in monthly payroll.
5. Bonuses will begin effective October 4, 2021 through the end of the 2021-22 school year so long as reassignments are needed for classroom operations.
6. No bonus will be applied on days an IA is on leave.

EXCEPT as modified in this Memorandum of Understanding, the 2019-23 Collective Bargaining Agreement shall remain in full force and effect.

IN WITNESS WHEREOF the Association has this Memorandum of Understanding to be signed by its President and Negotiations Chair, and the District has caused this Memorandum of Understanding to be signed by its chairperson, on the dates indicated.

LANE COUNTY EDUCATION ASSOCIATION

LANE EDUCATION SERVICE DISTRICT

BY: _____
Co-LCEA President

BY: _____
Lane ESD Chairperson

BY: _____
Co-LCEA President

DATE: _____

DATE: _____



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EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

Memorandum of Understanding

The LANE EDUCATION SERVICE DISTRICT Board of Directors (hereinafter referred to as “District”) and LANE COUNTY EDUCATION ASSOCIATION (hereinafter referred to as “Association”) hereby agree that the District is facing unprecedented challenges in recruiting and hiring staff for vacant positions. The District and the Association agree that coordinated efforts involving employees actively sharing information about vacancies and encouraging individuals to apply for vacant positions is valuable to the District’s recruitment efforts and valuable to the Association members who are impacted by staffing shortages. To this end the follow recruitment/referral bonus will be implemented effective October 1, 2021 thru June 2023.

- 1. A current employee who has referred a successful applicant will receive a \$200 bonus when the applicant successful completes 3 months of employment. The employee will receive another \$300 if the applicant successfully completes 9 month months of employment and is being recommended for continued employment.
- 2. Referred applicants who are hired and successfully complete 9 months of employment and are being recommended for continued employment will receive \$500 at the end of that 9 month period.
- 3. Bonuses will be included in payroll in the month following the 3 or 9 month period.
- 4. The use of recruitment bonuses will be evaluated in April 2023 to determine effectiveness, and if the program should be continued or modified.

EXCEPT as modified in this Memorandum of Understanding, the 2019-23 Collective Bargaining Agreement shall remain in full force and effect.

IN WITNESS WHEREOF the Association has this Memorandum of Understanding to be signed by its President and Negotiations Chair, and the District has caused this Memorandum of Understanding to be signed by its chairperson, on the dates indicated.

LANE COUNTY
EDUCATION ASSOCIATION

LANE EDUCATION SERVICE DISTRICT

BY: _____
Co-LCEA President

BY: _____
Lane ESD Chairperson

BY: _____
Co-LCEA President

DATE: _____

DATE: _____



ESD
SUPERINTENDENT
EVALUATION
WORKBOOK

Revised June 2017

OREGON SCHOOL BOARDS ASSOCIATION
1201 Court St. NE, Suite 400, Salem, OR 97301
800-578-6722 / 503-588-2800
FAX 503-588-2813
www.osba.org

ESD Superintendent Evaluation Workbook

A Guide for Education Service District Boards

Oregon School Boards Association

Dear ESD board member:

Congratulations! Opening this workbook shows you're taking a most important job very seriously – evaluating your superintendent.

The information, research, tips and worksheets you'll find here represent a wealth of experience compiled by our Leadership Services experts that not only makes your job *easier*, but also ensures your education service district has the qualified, progressive leadership it *deserves*.

This guide will also help you establish and clarify the roles and responsibilities within the superintendent-board team.

OSBA's ESD Superintendent Evaluation program and workbook give you the tools to create and maintain a solid leadership team that focuses on ESD services to component districts and ultimately on student achievement. Because the public demands increased accountability for student achievement and community involvement, this job is more important than ever. OSBA's approach to evaluation is designed to enhance the mission of Oregon's education service districts.

We are here whenever you need assistance.

A handwritten signature in black ink, appearing to read 'Jim Green', with a long horizontal flourish extending to the right.

Jim Green, OSBA Executive Director

Mission Purpose Accountability of ESDs

“The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level.”

ORS 334.005

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OSBA ESD Superintendent Evaluation Overview

Selecting and evaluating the superintendent is one of the ESD board's most important jobs. A high-quality superintendent evaluation process helps develop good board/superintendent relationships, provides clarity of roles, creates mutual understanding of the leadership being provided and provides a mechanism for public accountability.

The evaluation process involves the four-core board governing roles:

VISION: What does success look like?

STRUCTURE: Developing a clear written evaluation plan and timeline.

ACCOUNTABILITY: Measuring the superintendent's performance.

ADVOCACY: Communicating progress among the board, superintendent and community.

Performance evaluations are most effective when they are designed and used for communicating future expectations, not simply for reviewing past performance. As many superintendents know, if you don't know what the board expects, it is difficult, if not impossible, to meet those expectations. On the other hand, if the board fails to monitor progress towards its goals, it will not know when they have been successfully completed.

Most boards find themselves asking questions such as these:

- What should we evaluate?
- How can we do it objectively and fairly?
- When should the superintendent's evaluation take place?

OSBA has developed an evaluation process and three-part evaluation tool that can help answer these questions and serve as the foundation upon which ESD boards can build their own evaluation process and documents.

WHAT SHOULD WE EVALUATE?

The superintendency is a professional position equivalent to the chief executive officer in the private sector. As such, the superintendent is charged with leading and administering the organization according to the policies adopted by the ESD board. The purpose of evaluating the superintendent is not to micromanage the organization, but to provide oversight and public assurance that the policies are being effectively implemented. Another critical purpose is to provide input and feedback to the superintendent to help him or her continually improve.

The evaluation process is also used to make critical decisions about contract extensions, non-extensions or terminations. The evaluation process keeps ESD boards informed about organizational activities and progress being made toward goals. The superintendent can use the feedback to engage in personal professional development. A quality superintendent evaluation process is a win/win for the board, the superintendent and the community. So where do we begin?

THREE-PART EVALUATION TOOL

OSBA has developed a three-part evaluation tool. Part 1 is based on Performance Standards established jointly by the American Association of School Administrators (AASA) and the National School Boards Association (NSBA). A group of Oregon ESD administrators met in August 2006, to modify those standards for ESD superintendents. Part 2 evaluates progress toward the goals established by the board and superintendent at the beginning of the evaluation cycle. Parts 1 and 2 are designed to be filled out by individual board members; their responses are compiled into a summary at an executive session meeting and a consensus report is prepared by the board for discussion with the superintendent. The superintendent may also fill out these parts as a self-evaluation and a basis for discussion with the board.

Part 3 consists of a 360-degree evaluation of the superintendent by members of the community, component districts and staff. It is designed to be used by the superintendent to receive feedback leading to professional development and an understanding of concerns that might not otherwise surface in Parts 1 or 2. Parts 1 and 2 are administered, compiled and reported by the board. Part 3, as it is presented here, is administered, compiled and reported by the superintendent. (Other options for the 360-degree evaluation include having a board designee or outside third-party administer and compile the information.)

Part 1: Performance Standards

Professional standards for the superintendency have been established by the AASA with NSBA. Eight standards describe the fundamental job requirements that superintendents must address. A group of ESD administrators and board members modified these standards to reflect the unique role of ESD superintendents. The result is seven standards which serve as the foundation of the performance standards section of the OSBA ESD Superintendent Evaluation Form.

For each professional standard, AASA has identified performance indicators that can help you discern whether the standard has been attained. OSBA has included many of the AASA indicators, in addition to others, in the evaluation form so that boards will have some basis from which to make judgments about the superintendent's performance. These performance indicators focus primarily on personal characteristics and management style of the superintendent.

Part 2: ESD Superintendent's Goals

Each year, the ESD board and superintendent team should meet to develop a clear set of goals for the organization for the coming year. The board's role is to set these end results that clarify the boards expectations of "what" the board expects to be achieved. The superintendent then prepares an action plan defining the means to be used to achieve the goals. These goals, and the action plans, serve as a basis for Part 2 of the evaluation process.

Part 3: 360-Degree Evaluation (*optional*)

A 360-degree evaluation allows the board and superintendent to request more subjective information from direct reports, union leadership, component districts and/or community stakeholders. Participants should be selected by the superintendent or by the superintendent and board together. The superintendent compiles that information received in the 360-degree evaluation to share with the board at the performance review, or the board may receive the information directly.

It is important that everyone understands the 360-degree evaluation provides additional information to the board but it is not “the” evaluation. The board is responsible for determining the final evaluation.

Superintendent Self-Evaluation

The superintendent responds to Parts 1 and 2 as a self-assessment to be presented to the board as part of the evaluation process. The results of the 360-degree evaluation (if used) and superintendent self-evaluation should be presented to the board before the board members fill out their individual worksheets.

This process, or any variation on it, needs to be agreed to by all parties at the beginning of the year.

COMPILING RESULTS

The board meets in executive session to discuss the results and agree on a consensus evaluation that will be presented in the meeting with the superintendent. The individual responses in Parts 1 and 2 are worksheets only. Compiling results is best done by discussion among all board members sitting together in executive session. It is important that the members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The superintendent works for the board as a whole, not individual board members. Evaluation responses from individual board members can be confusing, particularly when they are in opposition to one another. The board must make every effort to speak with a single voice in setting expectations and assessing success.

HOW CAN WE DO IT OBJECTIVELY AND FAIRLY?

It is the responsibility of the ESD board to evaluate the performance of the superintendent. No process or form is completely objective. There will always be some subjectivity and judgment on the board's part. Remember that board members are elected to make those judgments. The OSBA ESD Superintendent Evaluation Forms for Performance Standards (Part 1) and Goals (Part 2) are designed to reduce subjectivity and increase objectivity. Fair application of the evaluation process is best determined through collaboration and agreement by the board and superintendent about what, how and when the superintendent evaluation will be conducted. The 360-degree evaluation (Part 3) allows the superintendent or board to receive additional input from select individuals at the superintendent's or board's discretion, in what may be a more subjective manner.

Documentation

The OSBA ESD Superintendent Evaluation Form is more than a checklist. It requires the objective consideration of evidence or documentation of the degree to which each standard has been met. This can be provided orally, as written lists, or as specific documents. Some boards and superintendents may select a portfolio approach. Part 1 of the form includes a list of performance indicators for each standard. Board members should not rate indicators; instead they should consider indicators in determining the overall rating for that performance standard.

Written Comments

Written comments always help clarify the evaluation. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final summary evaluation form.

Public Meetings Law

A governing body such as a school board, ESD board or community college board may hold an *executive session* to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an *open session*. ORS 192.660(2)(i). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of an agency goal or give directives to personnel about agency goals. ORS 192.660(8). The governing body must give advance warning of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The requirement that the "standards, criteria and policy directives to be used in evaluating chief executive officers" must be adopted in a public meeting in which there was an opportunity for public comment was eliminated by the 2003 Legislature. (HB 2425, 2003)

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy and, therefore, disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA recommends that a narrative summary of the performance evaluation be released to the public with the consent of the superintendent after the evaluation is complete.

Evaluation Conferences

Face-to-face conversations between the board and superintendent are essential to an effective process. Meetings should occur to establish the superintendent's goals, the evaluation document and process to be used, the documentation of the superintendent's performance and a summative evaluation conference. It is recommended that the superintendent fill out a self-evaluation of Parts 1 and 2. When the board meets to discuss the results of its evaluation, it should hear the superintendent's report of his or her self-evaluation, as well as the 360-degree evaluation report.

WHEN SHOULD THE SUPERINTENDENT'S EVALUATION TAKE PLACE?

Pre-Evaluation

Prior to the beginning of the new school year, goals and expectations for the superintendent should be mutually established with the board. These goals are often established during a planning retreat or work session during the spring or summer. If possible, set goals before the budget process begins. The previous spring is ideal because it allows the incorporation of ESD goals into budget planning, staffing and professional development for the coming year. Agreement on the form, process and timeline for evaluation should also be in place.

Contract Extension Review

By March 15, superintendents must be notified about extension or non-extension of their current contract (ORS 342.513). Other timelines may also exist within the superintendent's contract itself. To make these decisions, a performance review should take place prior to these deadlines so that the board can make informed judgments about continuation of employment.

Review Results

The result of the review should be steps for professional development for the superintendent and a plan for informing the community about the results of the evaluation and status of the ESD's goals.

At Conclusion of the Evaluation

Before the beginning of the next school year, the board and administration should meet to begin the next cycle of goal setting and evaluation. This timeline allows the superintendent time to plan for the ensuing year. The goals should be publicized to keep the organization informed.

Communication with the Community

The superintendent evaluation process provides the board an opportunity to share the ESD's progress with the community. A summary of the board's conclusions should be prepared by the board from the worksheet data after the evaluation.

TIMELINE AND ACTION

March/April (prior to completion of the budget)

1. Superintendent and board set/review ESD goals for the upcoming year.
2. Superintendent and board update long-range plans for the district.
3. Board/superintendent review superintendent job description/standards/goals and the evaluation process, forms and timelines to be used next year.

Adoption should be done in a public meeting. *(If the board desires staff and community input to come directly to the board (i.e., 360-degree survey), it should be discussed and approved in the beginning of the evaluation cycle.)*

July/October/January

4. Superintendent reports interim progress on ESD and evaluation goals to the board. The July update deals with the previous school year while the October/January updates provide progress on the current school year.

(While the updates will be done in an open meeting, any conversation about the superintendent's performance should be done in executive session.)

January

5. *(Optional, if discussed in the beginning of the evaluation cycle.)* Depending on who will receive the feedback from the 360-degree survey, the board or the superintendent prepares questions, selects individuals to participate, distributes the forms, collects and collates the results.

6. Superintendent completes a self-assessment of the evaluation forms Parts 1 and 2.

7. Board members complete Parts 1 and 2 of the superintendent evaluation form.

February

8. Board members meet to discuss their individual evaluations and develop the board's official document that will be shared with the superintendent.

By March 15 (or date specified in contract)

9. Board and superintendent meet to discuss and clarify the results of the evaluation documents. *(Changes to the evaluation may be made as a result of the discussions.)* Evaluation meetings may be held in executive session (ORS 192.660(2)(i)) unless the superintendent requests an open meeting. **The final approval of the finished evaluation must be done in open session.**

10. A copy of the final written evaluation form is placed in the personnel folder.

As soon as evaluation is complete

11. The results of the evaluation are shared with the community.
12. Return to the beginning of the cycle.

ESD SUPERINTENDENT EVALUATION FORMS

Part 1: Performance Standards

Instructions

1. Attached are the forms to be completed by each board member rating each of the seven performance standards. A separate page is provided for each performance standard. Each board member should rate all seven of the performance standards.
2. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Each board member's forms should be used as his or her own notes for the board's executive session discussion.
5. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with the final summary report from the full board, not the individual board members' evaluation forms. **It is important that the board speak with one voice in evaluating the superintendent.**

Standard 1: VISIONARY LEADERSHIP

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

Performance Indicators:

(Do not rate individual indicators. These are only listed to help you think about the standard.)

The superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission;
- 1.2 Collects and uses data to identify goals, assess organizational effectiveness | and promote organizational learning;
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement;
- 1.5 Monitors and evaluates progress and revises plans.

Ineffective	Developing	Effective	Accomplished
<p>Little or no evidence exists of an organizational vision implemented in the work of the ESD programs.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the organization stands for.</p>	<p>References the organizational vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates innovative ideas to support the vision.</p>	<p>Articulates the vision of the organization in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the organization.</p> <p>The organizational vision is focused on student learning and service to component districts.</p>	<p>Articulates a clear and coherent vision for the organization through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the organization.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the organization.</p>

Summary Rating — Standard 1:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 2: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high-quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- 2.2 Establishes procedures for superintendent/board interpersonal and working relationships;
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

Ineffective	Developing	Effective	Accomplished
Not engaged in work related to policies.	Engages minimally in policy work.	Fully engaged in policy work.	Develops an exemplary system of policy consideration and revision.
Does not enforce organization policies.	Unevenly or inequitably enforces policies.	Appropriately and equitably enforces policies.	The organization takes pride in the equitable enforcement of organization policies.
Behavior indicates a lack of value in a healthy working relationship with the board.	Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.	Demonstrates reasonable value of a healthy working relationship with the board.	Proactively and effectively engages the board in the work of advancing organizational goals.
Does not engage the board in the work of advancing organizational goals.	Unevenly engages the board in the work of advancing organizational goals.	Effectively engages the board in the work of advancing organizational goals.	

Summary Rating — Standard 2:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications with districts, staff, other stakeholders and the community including, beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the agency among the constituent districts.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 3.1 Develops formal and informal techniques to gain external perceptions of the ESD;
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments);
- 3.3 Promotes involvement of all stakeholders to fully participate in the process of service provision;
- 3.4 Establishes effective relations with our component districts, business partners and stakeholders;
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media;
- 3.6 Effectively communicates the role of the ESD as a business serving component school districts.

Ineffective	Developing	Effective	Accomplished
<p>Ineffective in communication with component school districts, staff, parents and students.</p> <p>Component districts, staff and students feel undermined by the lack of leadership in the school.</p> <p>Not aware of the undercurrents with staff or the organizational environment.</p>	<p>Advocates for some component districts, staff, students and families.</p> <p>Stakeholders frequently feel out of the loop.</p> <p>Many staff members do not feel positive about organizational leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p>	<p>Keeps component districts, staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is clear and effective.</p> <p>Most staff and students identify positively with organizational leadership.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with ESD board in advance.</p> <p>Constituent groups report a positive relationship with organizational leadership.</p>

Summary Rating – Standard 3:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 4: EFFECTIVE MANAGEMENT

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 4.1 Monitors and evaluates the management of operational systems;
- 4.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 4.3 Promotes and protects the welfare and safety of students and staff;
- 4.4 Develops the capacity for adaptive leadership;
- 4.5 Ensures teacher and organizational time is focused to support quality instruction/student learning.

Ineffective	Developing	Effective	Accomplished
<p>Management of the organization's operations is poor or non-existent.</p> <p>The organization is disorderly, disorganized and there is a feeling that the agency is "out of control."</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the organization.</p>	<p>Expectations for staff and students are inconsistent and not well known.</p> <p>The daily operating procedures are occasionally followed but are frequently changed.</p> <p>The budget does not support the organization's priorities and budget category limits are not always followed.</p>	<p>Establishes a clear set of operating procedures for effective operation of the organization.</p> <p>Students and staff are held accountable for their performance and conduct.</p> <p>The annual budget is adhered to with only approved variances.</p>	<p>Establishes a clear set of standard operating procedures and routines that exemplify the organization's vision and values and maximize the opportunity for each student's learning.</p> <p>Students and staff can articulate expectations and are inspired to strive for excellence in conduct and performance.</p> <p>Students and staff hold each other accountable for high-quality performance.</p> <p>Develops and manages a budget that maximizes the learning goals of the ESD.</p>

Summary Rating — Standard 4:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 5: RESOURCE MANAGEMENT

The superintendent effectively organizes and manages operational aspects of the organization including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 5.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;
- 5.2 Identifies and applies appropriate polices, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;
- 5.3 Makes sound fiscal decisions, in line with the organization’s strategic goals, and establishes clear and transparent systems of fiscal control and accountability.

Ineffective	Developing	Effective	Accomplished
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students. Irresponsibly and imprudently manages the fiscal aspects of the organization.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students. Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe. Makes sound fiscal decisions in line with the organization’s strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems that create environments that inspire learning and that are highly reliably safe. Makes quality fiscal decisions in line with the organization’s strategic goals that are innovative and forward thinking. Clear and transparent systems of financial control and accountability are universally followed.

Summary Rating — Standard 5:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 6: LABOR RELATIONS

This performance standard requires the superintendent to provide technical advice to the board during labor negotiations, and/or to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 6.1 Develops bargaining strategies based upon collective bargaining laws and processes;
- 6.2 Identifies contract language issues and proposes modifications;
- 6.3 Participates in the collective bargaining processes as appropriate;
- 6.4 Establishes productive relationships with bargaining groups while managing contracts effectively.

Ineffective	Developing	Effective	Accomplished
Is antagonistic toward union leadership; doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

Summary Rating – Standard 6:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 7: ETHICAL LEADERSHIP

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 7.1 Ensures a system of accountability for every student’s academic and social success;
- 7.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior;
- 7.3 Safeguards the values of democracy, equity and diversity;
- 7.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

Ineffective	Developing	Effective	Accomplished
<p>Actions and intention are not always grounded in shared organizational values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by his/her word.</p> <p>Is not self-aware and does not reflect on his/her practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to stakeholders is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>Treats all stakeholders fairly and shows respect at all times.</p> <p>Is grounded in shared organizational values for how to do the work of leadership and learning.</p> <p>Acts to support all stakeholders to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Operates with an ethic of excellence and is grounded in shared organizational values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as all stakeholders experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high level of self-awareness and regularly reflects on practice to improve.</p>

Summary Rating — Standard 7:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

ESD SUPERINTENDENT EVALUATION FORMS

Part 2: Goals

Instructions

Part of the superintendent's job is to guide the ESD toward successful completion of goals as adopted by the board of directors and to report progress toward goal attainment on a regular, prescribed periodic basis.

1. Attached are forms to be completed by each board member rating the superintendent's performance in meeting the goals agreed to by the superintendent and the board at the beginning of the year. Each goal statement needs to be inserted into a separate form before the forms are distributed.
2. Each board member should rate the performance level for each goal.
3. Comments supporting the rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Board members should bring their forms to the executive session to use as their notes for discussion.
5. The board will meet in executive session to discuss the results and prepare a summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with one final summary report from the full board, not the individual evaluations. **It is important that the board speak with one voice in evaluating the superintendent.**

Goal Statement 1:

The superintendent's performance:

Summary Rating – Goal 1: *(check one)*

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Goal Statement 2:

The superintendent's performance:

Summary Rating — Goal 2: *(check one)*

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Goal Statement 3:

The superintendent's performance:

Summary Rating — Goal 3: *(check one)*

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

BOARD RATINGS SUMMARY FORMS

Part 1 & 2: Performance Standards and Goals

Instructions

This summary section is to be used to compile individual board member responses. The board members should meet in executive session to discuss their individual input and prepare composite results. Once board members have met and agreed on the ratings and comments to be presented to the superintendent, the same forms can be used as the final evaluation document for Part 1. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.

Sample Computation

	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Average Rating
Part 1 Standards						
Visionary Leadership	3	4	4	3	4	3.6
Policy and Governance	3	4	3	3	4	3.4
Communications and Community Relations	4	4	4	4	4	4.0
Effective Management	4	3	4	3	4	3.6
Resource Management	4	4	4	4	4	4.0
Labor Relations	2	3	3	3	3	2.8
Ethical Leadership	3	3	4	3	4	3.4

Part 2 Goals

Goal 1	3	3	3	4	4	3.4
Goal 2	3	4	4	3	4	3.6
Goal 3	4	4	4	4	4	4.0

Recommended grading:

SCORES BETWEEN:	GRADE
3.5 - 4.0	Accomplished
2.5 - 3.4	Effective
1.5 - 2.4	Developing
0.0 - 1.4	Ineffective

EVALUATION FORMS

Part 3: 360-Degree Evaluation

Instructions for Board and Superintendent

The 360-degree evaluation is a superintendent- or board-led part of the evaluation process that asks constituents for input leading to appropriate professional development and changes in interpersonal and administrative methods. The superintendent and/or board should design the questions and collate and summarize responses. The purpose of the 360-degree evaluation is to give the superintendent/board additional information to be considered in the evaluation process.

Suggested evaluators are: teachers, administrators, component district staff/administrators, parents, support staff and other community members with whom the superintendent regularly interacts. Multiple evaluators reflect the collective wisdom of groups who work for or with the superintendent. The evaluation provides a variety of stakeholders an opportunity to voice their understanding of how the top educational leader is performing.

Use appropriate Standards and Goals for component districts, administration and staff.

STEPS FOR THE SUPERINTENDENT AND/OR BOARD:

Step 1:

Identify the questions to be asked of evaluators or the goals/competencies to be evaluated.

Suggested questions:

1. Goal #__ for the superintendent and agency is (fill in goal). How has the superintendent done in leading the organization toward reaching this goal?
2. What is working well with regard to the superintendent's role in our organization? Please list specific examples.
3. What areas offer room for improvement? Please list specific examples.
4. Has the superintendent effectively communicated with members of the organization and/or component districts this year?
5. Are stakeholder expectations of the superintendent being met?

Step 2:

Select the evaluation respondents. The evaluators should represent all constituent groups: Administrators, teachers, staff members, component school districts, parents and community members. The number of respondents should be high enough to give fair representation to all groups. Responses should be anonymous.

Step 3:

Distribute the 360-degree survey to the respondents with instructions and a date for return of the materials.

Step 4:

Analyze the data from the respondents and create the final report to be shared by the superintendent with the school board or from the board to the superintendent.

Step 5:

Develop an action plan to improve on successes and address concerns raised from the 360-degree survey responses.

EVALUATION FORMS

Part 3: 360-Degree Evaluation

You have been selected to participate in a “360-degree evaluation” of the superintendent of schools. This evaluation will be read and tabulated by the superintendent. It is intended to help the superintendent assess his or her own performance, strengths and weakness, and topics for professional development. The questions and participants in the evaluation were selected by the superintendent.

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 1:

The superintendent's performance:

- 1 INEFFECTIVE
 - 2 DEVELOPING
 - 3 EFFECTIVE
 - 4 ACCOMPLISHED
-

Explanation of your rating, examples:

EVALUATION FORMS

Part 3: 360-Degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 2:

The superintendent's performance:

- 1 INEFFECTIVE
 - 2 DEVELOPING
 - 3 EFFECTIVE
 - 4 ACCOMPLISHED
-

Explanation of your rating, examples:

EVALUATION FORMS

Part 3: 360-Degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 3:

The superintendent's performance:

- 1 INEFFECTIVE
 - 2 DEVELOPING
 - 3 EFFECTIVE
 - 4 ACCOMPLISHED
-

Explanation of your rating, examples:

SAMPLE: EVALUATION SUMMARY

Below is a sample Summary of Superintendent's Annual Evaluation by the Education Service District Board summary of a board's evaluation of its superintendent.

The board of directors of the ESD has completed the annual evaluation of Superintendent Sample for 200_. The past year has been a positive one (or a challenging one) for education in our ESD. All five school board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on: 1) professional standards 2) the goals for the organization set by the board and superintendent last year and 3) a 360-degree review of the superintendent's performance by a representative group of the component districts and community.

In the areas of the professional standards, we have determined that Superintendent Sample's performance was excellent in the areas of leadership, communications and community relations, and organizational management. The board felt his performance was outstanding in the areas of policy and governance and labor relations. Human resources management and values and ethics of leadership all received a rating of good.

The board determined that Superintendent Sample has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the agency's policies. His success at achieving the goal of improving staff morale and retaining professional staff was rated good. The achievement of success in meeting the third goal, to improve staff and community communications, was also rated good.

Superintendent Sample chose to distribute a 360-degree evaluation to members of the component district's administration, staff and community for feedback on his performance. He has shared with us the results of that feedback, which reflects that staff morale has improved and that significant policy updates have been well received. He also shared with us his desire to further improve staff morale and focus on bringing the community together in support of the schools and ESD.

We will be working with Superintendent Sample over the next several weeks to develop goals for our organization and look forward to working together to make our ESD successful.

GOAL-SETTING WORKSHEET

Goal Statement:

Action Steps	Timeline	Estimated Resources	Who is responsible?
1.			

2.

3

4.

Evaluation Plan: Communication Plan:

PERTINENT OREGON REVISED STATUTES (ORS)

ORS 192.660 Executive sessions permitted on certain matters

ORS 192.610 (Definitions for ORS 192.610 to 192.690) to 192.690 (Exceptions to ORS 192.610 to 192.690) do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 (Definitions for ORS 192.610 to 192.690) to 192.690 (Exceptions to ORS 192.610 to 192.690) for holding the executive session.

(2) The governing body of a public body may hold an executive session: ...

(i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. ...

(8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs. ...

ORS 334.175 Core Services

(1) An education service district shall provide regionalized core services to component school districts. The goals of these services are to:

(a) Assist component school districts in meeting the requirements of state and federal law;

(b) Improve student learning;

(c) Enhance the quality of instruction provided to students;

(d) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and

(e) Maximize operational and fiscal efficiencies for component school districts.

(2) The services provided by an education service district shall be provided according to a local service plan developed by the education service district and component school districts. The education service district and component school districts shall develop the local service plan to meet the goals specified in subsection (1) of this section. The local service plan must include services in at least the following areas:

(a) Programs for children with special needs, including but not limited to special education services and services for at-risk students.

(b) Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services and distance learning.

(c) School improvement services for component school districts, including but not limited to:

(A) Services designed to support component school districts in meeting the requirements of state and federal law;

(B) Services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts;

(C) Services designed to support and facilitate continuous school improvement planning;

(D) Services designed to address schoolwide behavior and climate issues; and

(E) Services designed to support career and technical education.

(d) Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to [ORS 339.035 \(Teaching by private teacher, parent or guardian\)](#).

(e) Other services that an education service district is required to provide by state or federal law, including but not limited to services required under [ORS 339.005 \(Definition for ORS 339.040 and 339.125\)](#) to [339.090 \(Determination of compliance\)](#).

(3) In addition to the services specified in subsection (2) of this section, a local service plan may include other services that are designed to meet regional needs.

(4) A local service plan shall also contain annual performance measures for the education service district.

(5) A local service plan must:

(a) Be adopted by the board of the education service district.

(b) After being adopted by the board of the education service district, be approved on or before March 1 by resolution of two-thirds of the component school districts that are a part of the education service district and that have at least a majority of the pupils included in the average daily membership of the education service district, as determined by the reports of such school districts for the preceding year, enrolled in the schools of the school districts.

(6) Notwithstanding the process for approval and adoption required by subsection (5) of this section, if the component school districts approve an amendment to a local service

plan pursuant to subsection (5)(b) of this section, the board of an education service district may amend a local service plan that has been previously adopted by the board and approved by the component school districts. An amendment to a local service plan may be done at any time.

(7) If a component school district determines that a local service plan, or the provision of services under a local service plan, does not meet the service needs of the component school district, the component school district may contract with a public entity for the provision of services.

(8) An education service district may provide the services required by the local service plan directly through the staff of the district. In addition, an education service district may provide services required by the local service plan through the operation of a public school, a public charter school pursuant to [ORS chapter 338](#), an alternative school or a preschool.

(9) An education service district may provide the services required by the local service plan in cooperation with another education service district or with a school district. In addition, an education service district may contract with a public or private entity for the provision of services.

ORS 334.005 Mission

The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.

(2) An education service district plays a key role in:

- (a) Ensuring an equitable and excellent education for all children in the state;
- (b) Implementing the Oregon Educational Act for the 21st Century;
- (c) Fostering the attainment of high standards of performance by all students in Oregon's public schools; and
- (d) Facilitating interorganizational coordination and cooperation among educational, social service, health care and employment training agencies.

(3) An education service district's role is one of leadership and service. Education service districts shall maintain the distinction between their role as service organizations and the regulatory role of the Department of Education and other state agencies.

(4) To ensure that an education service district is locally responsive, an education service district shall provide:

- (a) Opportunities for component school districts to participate in decisions about the services that are offered by the education service district; and
- (b) A variety of flexible service delivery models.

(5) An education service district shall remain accountable to:

- (a) The public at large;
- (b) The component school districts; and
- (c) The State Board of Education.

ORS 342.513 Renewal or nonrenewal of contracts for following year

(1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in [ORS 342.815 \(Definitions for ORS 342.805 to 342.937\)](#). In case the district school board does not renew the contract, the material reason therefor shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator. If any district school board fails to give such notice by March 15, the contract shall be considered renewed for the following school year at a salary not less than that being received at the time of renewal. The teacher or administrator may bring an action of mandamus to compel the district school board to issue such a contract for the following school year.

(2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1)

"Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

Oregon School Boards Association Selected ESD Sample Policy

Code: **CBG**

Adopted:

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public Board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and his/her performance will be conducted in executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any ESD goal, objective or operation. Results of the superintendent's evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)

[ORS 332.107](#)

[ORS 332.505](#)

[ORS 342.513](#)

[ORS 342.815](#)

[OAR 581-022-1720](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

CONTACT

OREGON SCHOOL BOARDS ASSOCIATION

1201 Court Street NE, Suite 400 | Salem, OR 97301

503-588-2800 | 1-800-578-OSBA

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OSBA.ORG



September 18, 2020

To: Oregon Association of Education Service Districts (OAESD) Superintendents and Board Members

From: Gary Peterson, Executive Director

Re: 2021 Legislative Committee

Every two years, OAESD forms a Legislative Committee for the upcoming long (odd year) session to study and address proposed or current legislation affecting the members, purpose, mission, or organization of OAESD. The OAESD Governance Council is asking for nominations for the 16 members of this Committee for the 2021 Legislative Session.

In accordance with the OAESD bylaws, the Committee is comprised of up to eight each of board member representatives and superintendent representatives including the Officers Council. The Officer Council representatives for the 2021 Legislative Session are as follows:

1. Mark Redmond, Superintendent, Malheur ESD (President)
2. Rose Wilde, Board Member, Lane ESD (Chair)
3. Paul Andrews, Superintendent, High Desert ESD (President-elect); Legislative Committee Chair
4. Kelly Bissinger, Board Member, Intermountain ESD, (Chair-elect)
5. Tenneal Wetherell, Superintendent, South Coast ESD (Past-President)
6. Bob Moore, High Desert ESD (Past-Chair)

The Governance Council is requesting nominations by ESD Board or Self for the remaining 5 Board Positions and the remaining 5 Superintendent Positions.

Nominations for Board representatives should be submitted to Charissa Geib no later than October 16, 2020.

Nominations for Superintendent representatives should be submitted to Charissa Geib no later than October 2, 2020.

The time requirement for the Committee work is generally 2-3 hours per month beginning in December through the end of the session the first week of July in 2021.

LANE EDUCATION SERVICE DISTRICT

Tony Scurto, Superintendent
David Standridge, Budget Officer
1200 Highway 99 North
Eugene, OR 97402

ADOPTED: October 5, 2021
BUDGET CALENDAR
BUDGET YEAR: 2022-23

- October 5, 2021 Lane ESD Board meeting. Adopt 2022-23 budget calendar.
- April 5, 2022 Lane ESD Board work session with Budget Committee. Preview 2022-23 budget.
- April 19, 2022 Publish first notice of Budget Committee meeting. *ORS 294.401*
- April 26, 2022 Publish notice of Budget Committee meeting a second time. *ORS 294.401(4)*
- May 4, 2022 Earliest date that a proposed budget document may be released to the budget committee members and, therefore, the general public. *ORS 294.401*
- May 10, 2022 First meeting of the Budget Committee. Presentation of the budget message by the executive officer and the budget document by the budget officer.
- May 17, 2022 Second meeting of the Budget Committee, if necessary.
- May 31, 2022 Publish notice of Budget Hearing (ED-1), (not more than 25 days or less than 5 days prior to hearing). *ORS 294.421*
- June 7, 2022 Public hearing on the budget as approved by the budget committee. This meeting shall be conducted by no less than a quorum of the board.
- June 7, 2022 School Board meeting. Enact resolutions adopting the budget, making the appropriations, and categorizing and declaring the tax levy. At the time the budget is adopted, the total expenditures in any fund may be increased up to ten (10) percent or \$5,000, whichever is greater, provided that the tax levy approved by the budget committee is not increased. *ORS 294.435 and OAR 150-294.435.*
- July 15, 2022 Deadline to certify the tax levy to the county assessor.

Lane Education Service District
Grants and Contracts Summary 2021-22

Program Title	Funding Entity	Award Amount	Performance Period		LESD Service Area	Frequency
			Begins	Ends		
English Language Acquisition-Title III 19-20	Oregon Dept of Education	55,651.00	07/01/19	09/30/21	School Improvement	Ongoing
English Language Acquisition-Title III 20-21	Oregon Dept of Education	67,187.00	07/01/20	09/30/21	School Improvement	Ongoing
English Language Acquisition-Title III 21-22	Oregon Dept of Education	62,994.00	07/01/21	09/30/22	School Improvement	Ongoing
Perkins Basic 20-21	Oregon Dept of Education	604,571.00	07/01/20	09/30/21	School Improvement	Ongoing
Perkins Basic 21-22	Oregon Dept of Education	477,144.00	07/01/21	09/30/22	School Improvement	Ongoing
Perkins Reserve 20-21	Oregon Dept of Education	101,294.00	07/01/20	09/30/21	School Improvement	Ongoing
Perkins Reserve 21-22	Oregon Dept of Education	163,224.00	07/01/21	09/30/22	School Improvement	Ongoing
Perkins Contracts 21-22	Lane Community College	43,000.00	07/01/21	06/30/22	School Improvement	Ongoing
Migrant Education Program Regular School 20-21	Oregon Dept of Education	766,196.00	07/01/20	09/30/21	School Improvement	Ongoing
Migrant Education Program Regular School 21-22	Oregon Dept of Education	849,832.00	07/01/21	09/30/22	School Improvement	Ongoing
Migrant Education Program Summer School 20-21	Oregon Dept of Education	254,794.00	07/01/20	09/30/21	School Improvement	Ongoing
Migrant Education Program Summer School 21-22	Oregon Dept of Education	TBD	03/14/22	09/30/22	School Improvement	Ongoing
Migrant Education Program Preschool 20-21	Oregon Dept of Education	42,794.00	07/01/20	09/30/21	School Improvement	Ongoing
Migrant Education Program Preschool 21-22	Oregon Dept of Education	53,668.00	07/01/21	09/30/22	School Improvement	Ongoing
Migrant Education Program Supplement 20-21	Oregon Dept of Education	6,000.00	07/01/20	09/30/21	School Improvement	One-time
Student Investment Account (SIA)	Oregon Dept of Education	TBD	07/01/21	06/30/23	School Improvement	Ongoing
Lane African American/Black Student Success (LAABSS)	Oregon Dept of Education	1,652,096.56	07/01/21	06/30/23	School Improvement	Ongoing
Regional Educator Network Capacity 21-23 (REN)	Oregon Dept of Education	TBD	07/01/21	06/30/23	School Improvement	Ongoing
Regional Educator Network Formula 21-23 (REN)	Oregon Dept of Education	TBD	07/01/21	06/30/23	School Improvement	Ongoing
Grow Your Own	Meyer Memorial Trust	105,000.00	07/01/21	08/31/22	School Improvement	One-time
OrPACS Tech Apprenticeships	Oregon Dept of Education	88,818.50	10/01/18	09/30/21	Connected Lane County	One-time
Workforce Innovation & Opportunity Act (WIOA)	Lane Workforce Partnership	890,000.00	07/01/21	06/30/22	Connected Lane County	Ongoing
Elevate Lane County	Oregon Community Foundation	210,000.00	01/01/21	-	Connected Lane County	One-time
STEM Hub	Oregon Dept of Education	482,205.00	07/01/21	06/30/23	Connected Lane County	Ongoing
STEM Innovation	Oregon Dept of Education	TBD	07/01/21	06/30/23	Connected Lane County	Ongoing
Youth Transition Program (YTP)	Oregon DHS	1,294,464.63	07/01/21	06/30/23	Special Education	Ongoing
Youth Transition Program - Westmoreland	Oregon DHS	97,806.54	07/01/21	06/30/23	Special Education	Ongoing
Early Intervention/Early Childhood Special Ed (EI/ECSE)	Oregon Dept of Education	35,046,037.63	07/01/21	06/30/23	Special Education	Ongoing
Juvenile Detention Education Program (JDEP)	Oregon Dept of Education	TBD	07/01/21	06/30/23	Special Education	Ongoing
State Hospital	Oregon Dept of Education	TBD	07/01/21	06/30/23	Special Education	Ongoing
Regional Inclusive Services	Oregon Dept of Education	TBD	07/01/21	06/30/23	Special Education	Ongoing
ESSER I	Oregon Dept of Education	451,993.69	03/13/20	09/30/22	Administration	One-time
ESSER II	Oregon Dept of Education	1,373,672.61	03/13/20	11/14/23	Administration	One-time
ESSER II - State Hospital	Oregon Dept of Education	40,000.00	03/13/21	09/30/23	Administration	One-time
ESSER II - Juvenile Detention Education Program	Oregon Dept of Education	40,000.00	03/13/21	09/30/23	Administration	One-time
Seismic Grant - Westmoreland Campus	OR Business Development Dept	2,378,365.00	10/19/20	09/30/22	Admin/Facilities	One-time

Lane Education Service District Policy

Code: **DD**
Adopted: 2/22/94
Revised/Readopted: 12/11/01
Orig. Code(s): DD

Funding Proposals and Applications

Lane ESD shall pursue federal, state or private grants or other such funds that will assist the ESD in meeting adopted Board and ESD goals.

Proposals for external funds will be submitted to the Board for evaluation and approval.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the Board, the superintendent is authorized to use his/her judgment in approving it for submission. The superintendent will review the proposal with the Board at its next regular meeting. The Board reserves the right to reject funds associated with any grant which has been approved.

The Board shall, before an acceptance of such funds, consider the district's obligations, expectations or encumbrances when the grant ceases.

END OF POLICY

Legal Reference(s):

[ORS 294.100](#)

[ORS 294.305 - 294.565](#)

[ORS 334.125 \(7\)](#)



Eugene Water & Electric Board

4200 Roosevelt Boulevard
Eugene, OR 97402
541-685-7000
www.eweb.org

September 10, 2021

Dear Public and Community Partners,

The Eugene Water & Electric Board (EWEB) is preparing to make surplus property along the Willamette River available for sale or lease. Please see the attached figure depicting the property available. The Utility will vacate its two riverfront headquarters buildings and the administrative functions currently residing therein will relocate to EWEB's operations facility in west Eugene. This property has been a community asset since 1988, and the Board of Commissioners favor the prospect of utilizing this property in ways that continue to benefit and enhance the community that we serve.

We are reaching out to government and community service-oriented organizations to gauge the interest in purchasing or leasing the property before we list this unique downtown riverfront property for sale to the broader real estate market. EWEB invites potential buyers or lessees to participate in individual meetings and site tours, and to provide us with information that may be used to guide our future property disposition decisions.

Located in the heart of Eugene, the property consists of three separate developable parcels totaling 4.44 acres, including over one third acre zoned as park and open space. It is situated on the edge of the downtown financial/retail area, and in the only part of Eugene downtown that touches the Willamette River. Adjacent to everything that Eugene Downtown has to offer; the new Riverfront Park and Multi Modal Path, the DeFazio Bridge, Skinners Butte Park, Alton Baker Park, the new Riverfront Development, 5th Street Market and of course Downtown Eugene. The location is connected to the University as well as the popular commercial/retail hubs at 5th Street Public Market and Oakway Center.

In partnership with the Eugene community, EWEB completed an extensive master plan for the parcels that once held its operations. The adjacent [Downtown Riverfront](#) development is currently undergoing a complete transformation to fulfill the vision of the plan. This area will soon become a vibrant riverfront district and community destination with areas set aside as public open space along the river.

The City of Eugene is constructing a world-class riverfront park set to cost around \$18M in total. The three-acre [Downtown Riverfront Park](#), with adjacent one-acre public plaza, will border the EWEB property. The area's future development is expected to have a positive impact on the property's real estate value. Additionally, this special property is located in an Opportunity Zone which may provide eligibility for preferential tax treatment.



Eugene Water & Electric Board

4200 Roosevelt Boulevard
Eugene, OR 97402
541-685-7000
www.eweb.org

We invite you to complete our brief survey of interest and schedule a personalized meeting with General Manager Frank Lawson and our Property Team to discover more about the property and tour the facilities. If you wish to learn more, please complete our survey by October 5.

Sincerely,

Anne Kah
Administrative Services Manager
Eugene Water & Electric Board
Anne.Kah@EWEB.org | 541-685-7191

Riverfront Property

500 East 4th Avenue, Eugene OR

Approximately
100,000 SF of Office,
Mixed Use, Special
Purpose Space Available



PROPERTY OVERVIEW

This property is in the heart of Eugene, on the edge of the downtown financial/retail area and the only part of Eugene downtown that touches the Willamette River. The neighboring Downtown Riverfront development is under transformation to become a vibrant riverfront district and community destination. The area's future development will certainly add to the appeal and value of the property going forward.

This special property is in a defined HUD Opportunity Zone which may provide eligibility for preferential tax treatment. The City of Eugene is constructing an extraordinary \$18M park project; the three-acre Downtown Riverfront Park with adjacent one-acre public plaza will trace the edge of the EWEB property.

PARKING AND AMENITIES

High speed fiber connectivity is available; currently XS Media and Light Speed Networks have active circuits in the building.

The North and South buildings are connected by an enclosed second-floor breezeway.

A fountain is in the central courtyard between the buildings.

The property includes an adjacent parking area that can accommodate 244 vehicles.

SOUTH BUILDING

Building Type	Office
Building Size	86,300 SF
Year Built	1988
Building Class	B
Building Height	4 Story
Typical Floor Size	25,000 SF

The first three floors of the South Building are configured for general office use. The fourth floor is configured for IT use.

NORTH BUILDING

Building Type	Office
Building Size	14,712 SF
Year Built	1988
Building Class	B
Building Height	2 Story

The ground floor of the North Building is predominantly configured with large meeting rooms. The second floor was developed as a commercial kitchen and those systems are still intact. The second floor terrace offers stunning views of the city parks and Willamette River.

BUILDING SIZE BY FLOOR

South Building	86,300 SF
First Floor	25,687 SF
Second Floor	25,997 SF
Third Floor	22,766 SF
Fourth Floor	11,850 SF
North Building	14,712 SF
First Floor	7,754 SF
Second Floor	6,958 SF

DOWNTOWN RIVERFRONT PARK



Floor plans and tax lot maps attached.

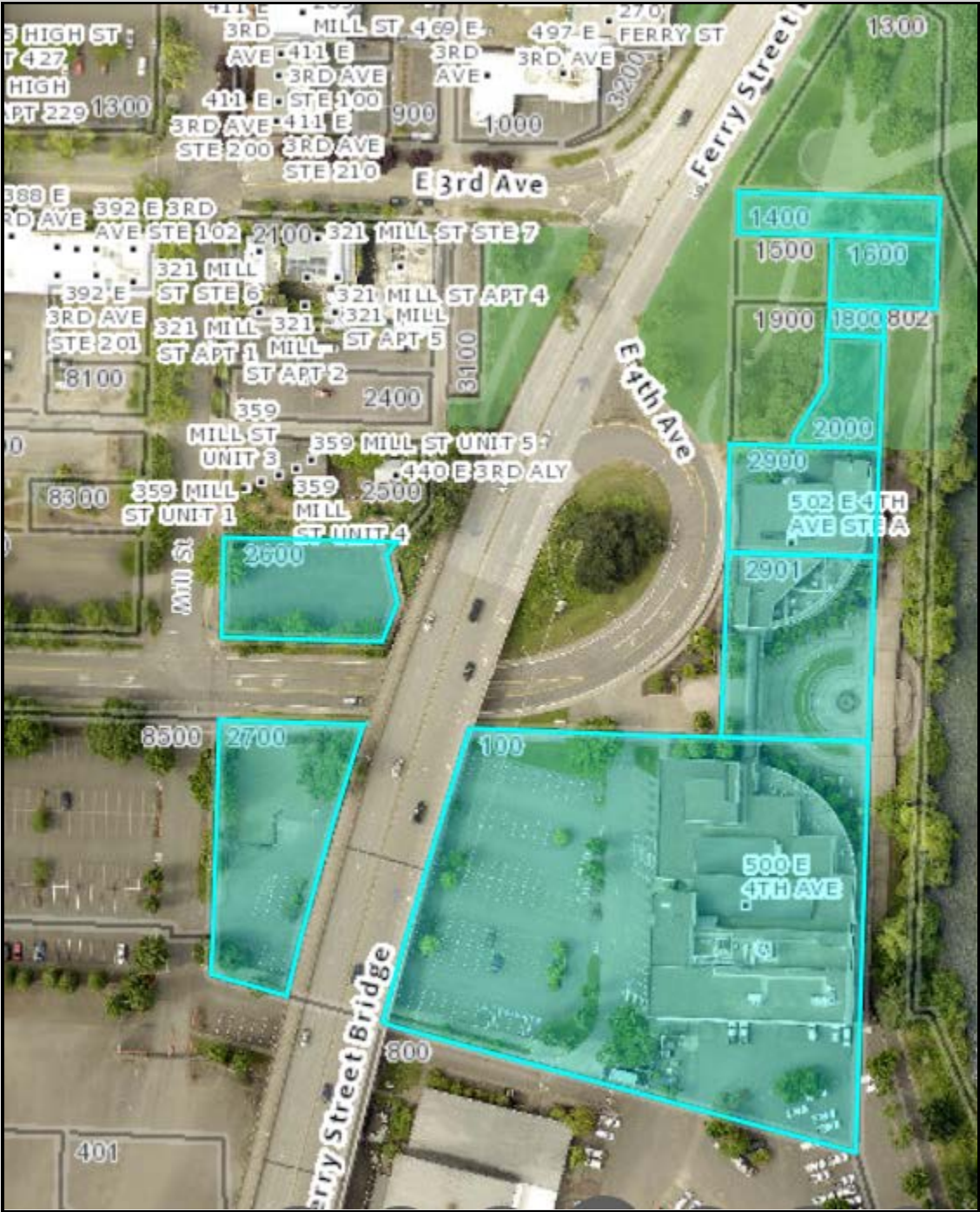
Visit <https://www.eugene-or.gov/3506/Downtown-Riverfront> for information on redevelopment of Eugene's downtown riverfront.



Riverfront Property

Tax Map

500 East 4th Avenue, Eugene OR



Riverfront Property

500 East 4th Avenue, Eugene OR

EWEB Headquarters HVAC and Building Renovations

Construction of the EWEB buildings was completed in 1988 and all systems have been impeccably maintained by qualified EWEB Facilities staff and expert contractors ever since. A new roof was installed in 2011 and most of the heating and cooling mechanical equipment is less than 10 years old. All three elevators were completely renovated in 2017. For more detail of the building systems, and foremost maintenance and upgrades see the information below.

Chronology of significant renovations and upgrades:

2008 – Chiller 1; new 36.5-ton Motivaire chiller, water cooled scroll with heat recovery

2008 – Re-caulking of entire building envelope (Pre-cast Panels, Windows, Doors, etc.)

2008 – Sealant applied to entirety of building exterior (concrete sealant applied to pre-cast concrete panels)

2009 – Generator and Uninterrupted Power Supply (UPS); (1) new Cummins 750 kW generator and (2) new Eaton 275 kVA UPS systems (including new Automatic Transfer Switch (ATS), Power Distribution Units (PDU's), and Static Transfer Switch (STS))

2009 – Full Electrical System Arc Flash Analysis (including Short Circuit/Overcurrent Device Condition Analysis)

2009 – Chiller 2; full rebuild of 280-ton Trane chiller, water cooled centrifugal

2010 – Chiller 3; new 75-ton York chiller, air cooled scroll

2010 – CRAC 3; new 30-ton Liebert Computer Room Air Conditioning (CRAC) unit installed at 4th floor Data Center

2010 – Fire Alarm/Monitoring System; upgrade to Siemens Fire Panels at critical facilities located on 4th Floor (Clean Agent systems at Telco and UPS rooms)

2011 – Roof; new Firestone Thermoplastic Polyolefin (TPO) roof and metal flashing

2012 – High Efficiency Boilers; (1) new Aerco “Benchmark 2.0” and (1) new Aerco “Benchmark 3.0” (Heating Water System)

2012 – High Efficiency Water Heaters; (2) new A.O. Smith “Cyclone” 100-gallon units (Domestic Water System)

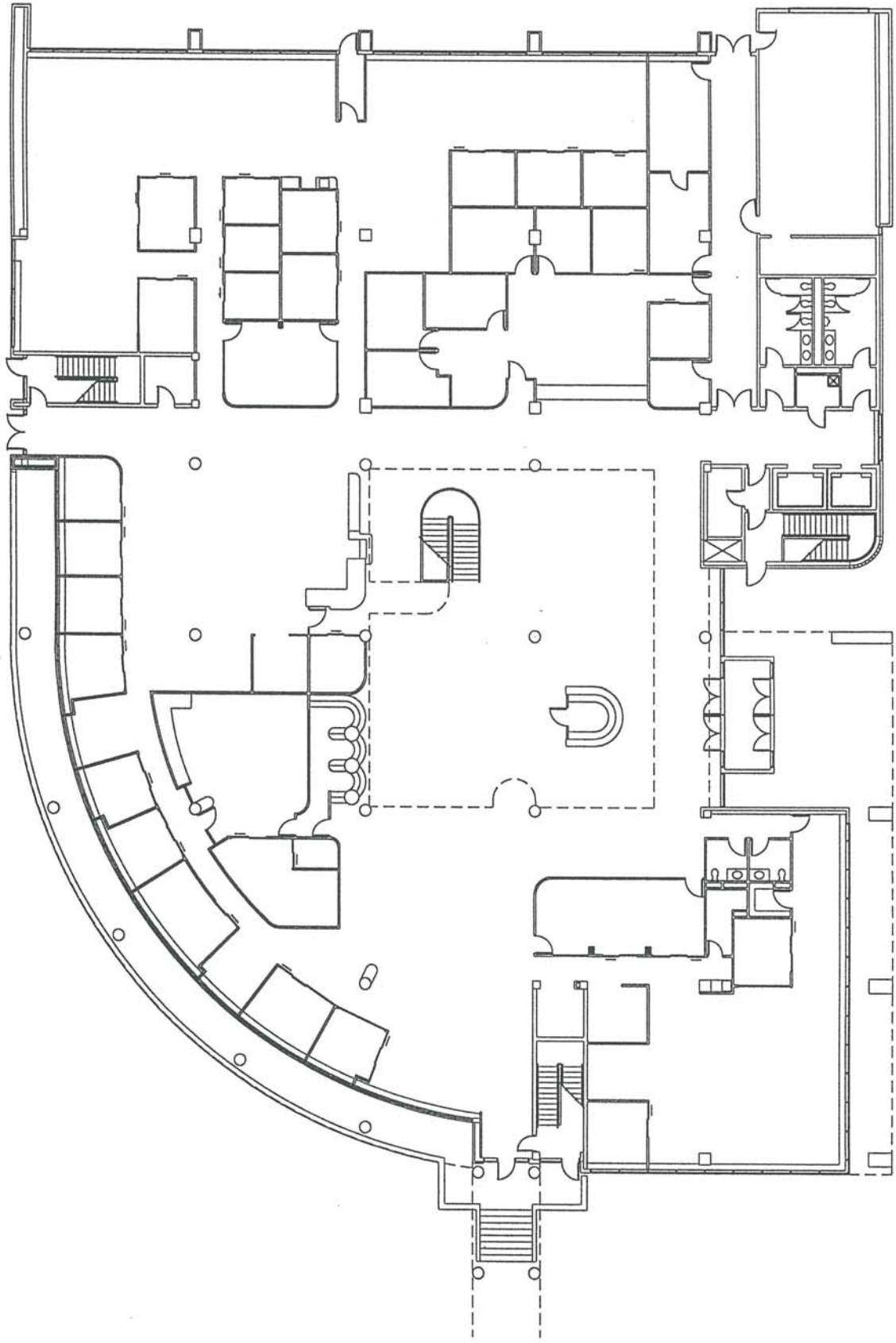
2013 – Air Handling Units; new high efficiency motors and frequency drives at all Air Handling Units (AHUs)

2016 – Main Plant Mechanical System Upgrades; (1) new Marley “SPX” Cooling Tower, multiple pump and VFD upgrades

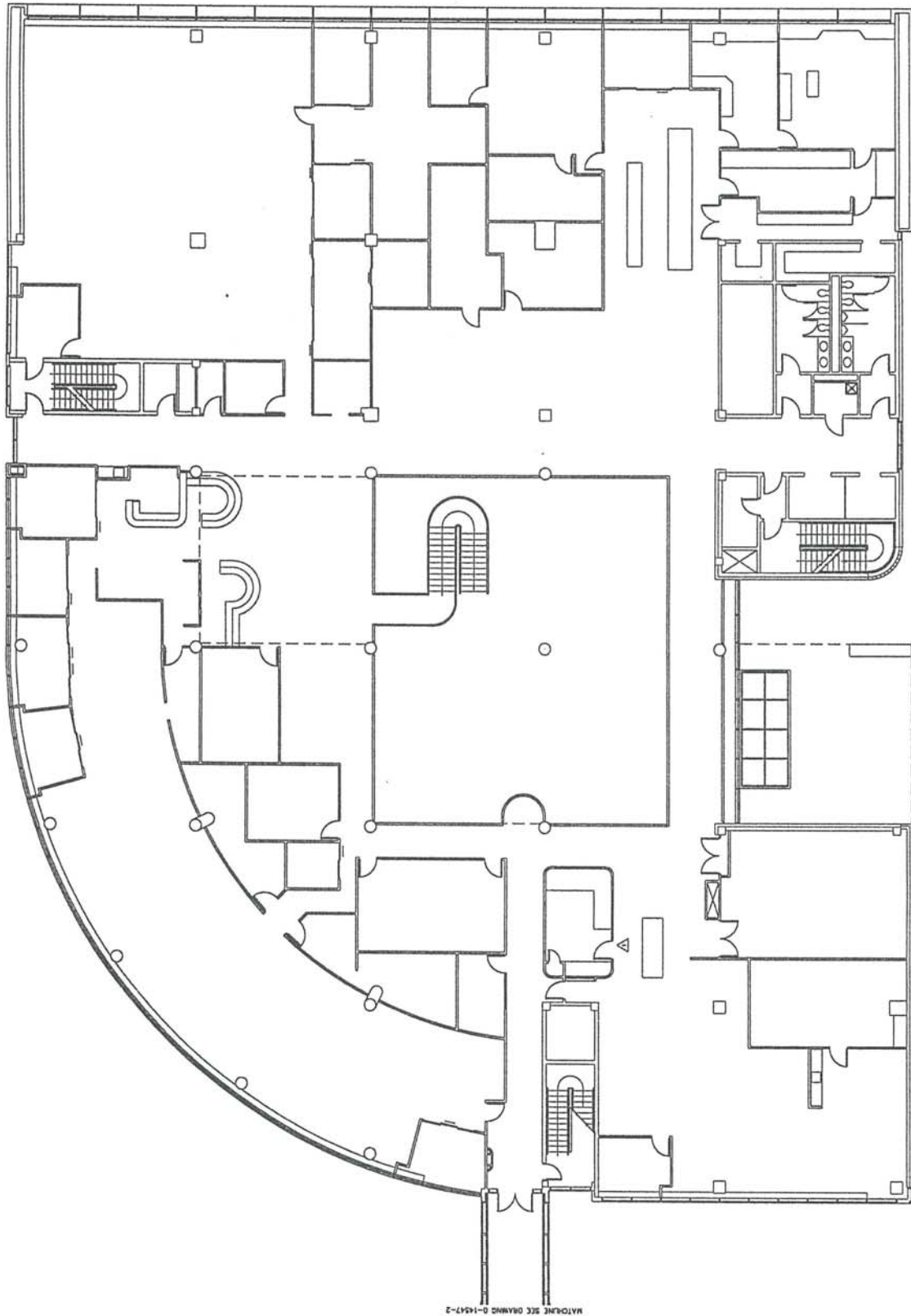
2017 – Elevators; new cab controls and safeties, new hoistway rails and guides, new power/hydraulic units, and new machine room electric controls

Additional Building Amenities:

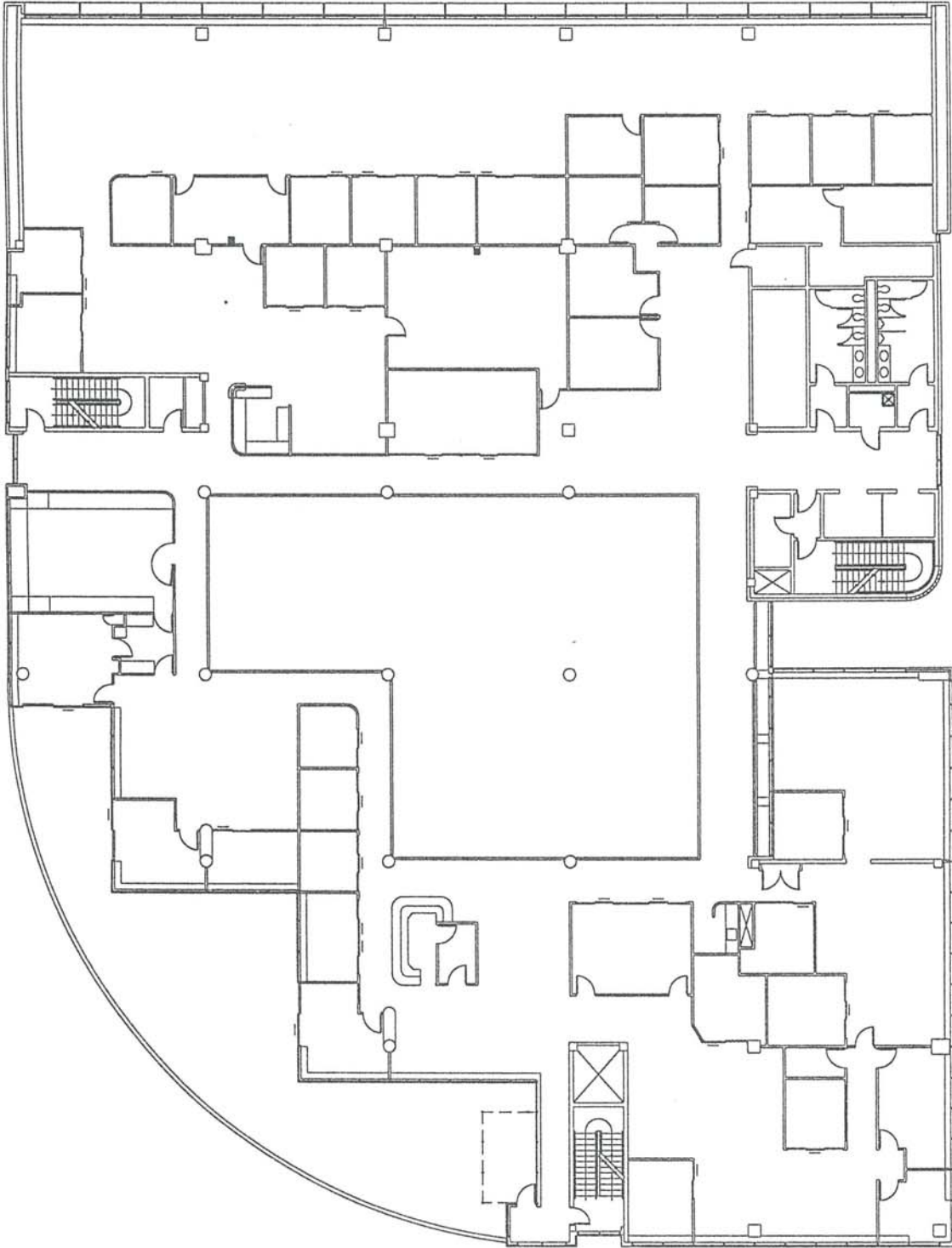
- Second floor of North Building; infrastructure is in place for a commercial kitchen
- Integrated building access control system
- IDF closets with chilled water server/network cabinets located at first, second, and third floors
- Integrated Building Management System (BMS) for HVAC systems



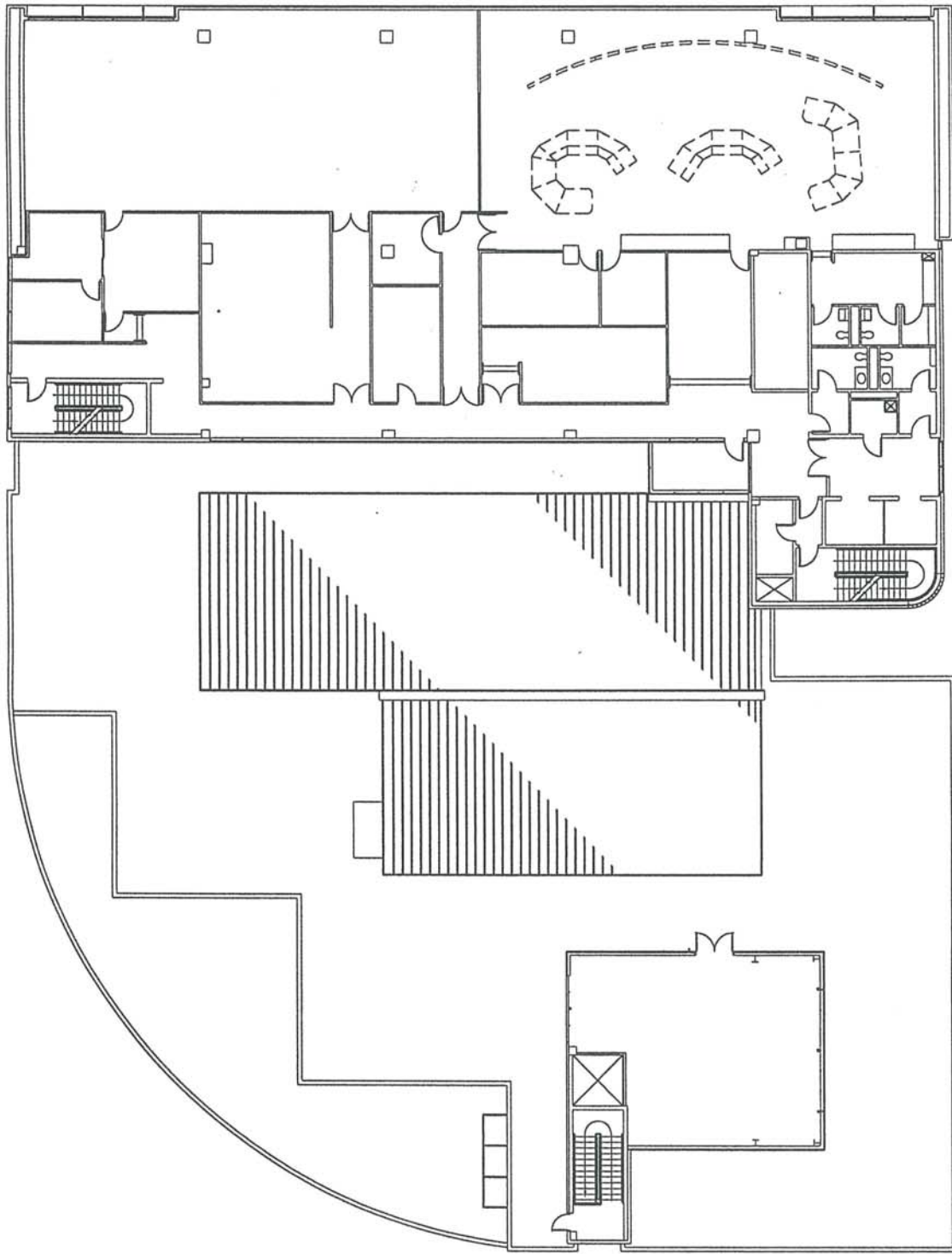
HEADQUARTERS BLDG.
1ST FLOOR SOUTH



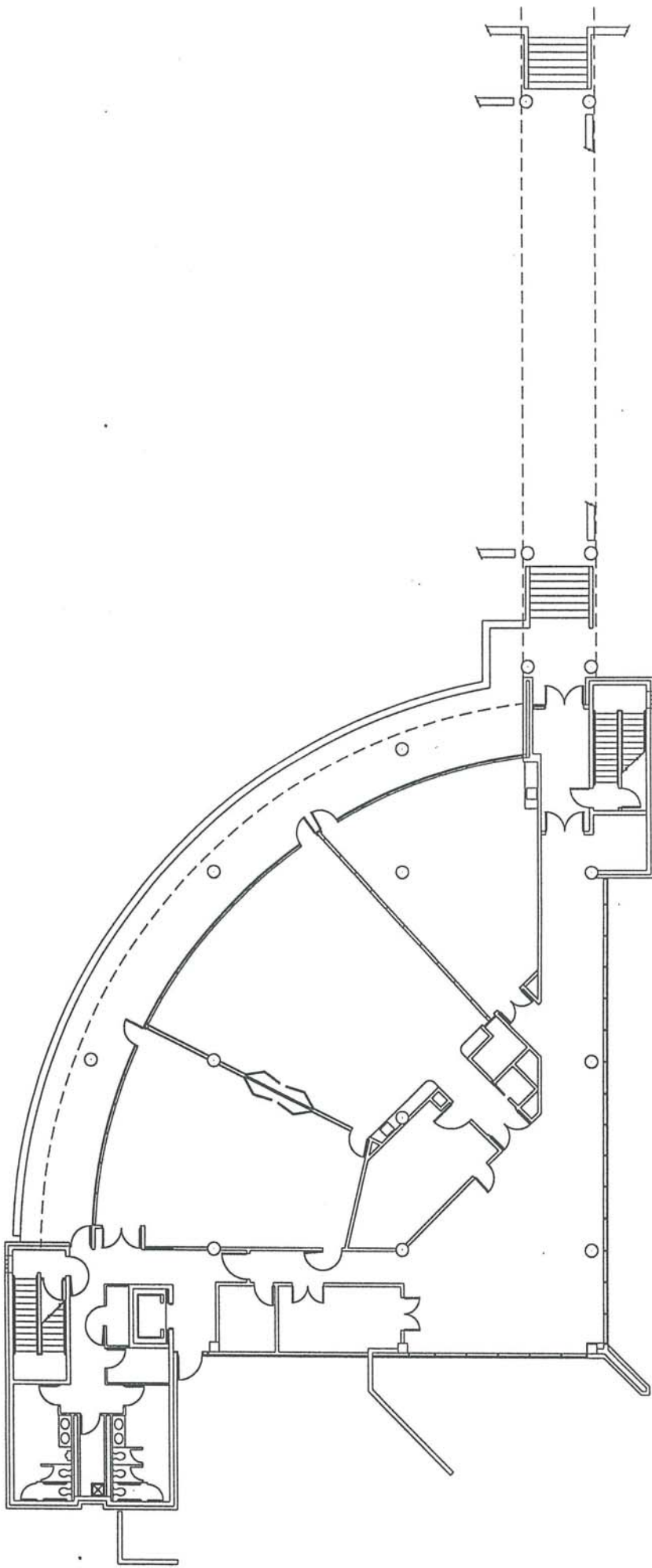
HEADQUARTERS BUILDING
2ND FLOOR SOUTH



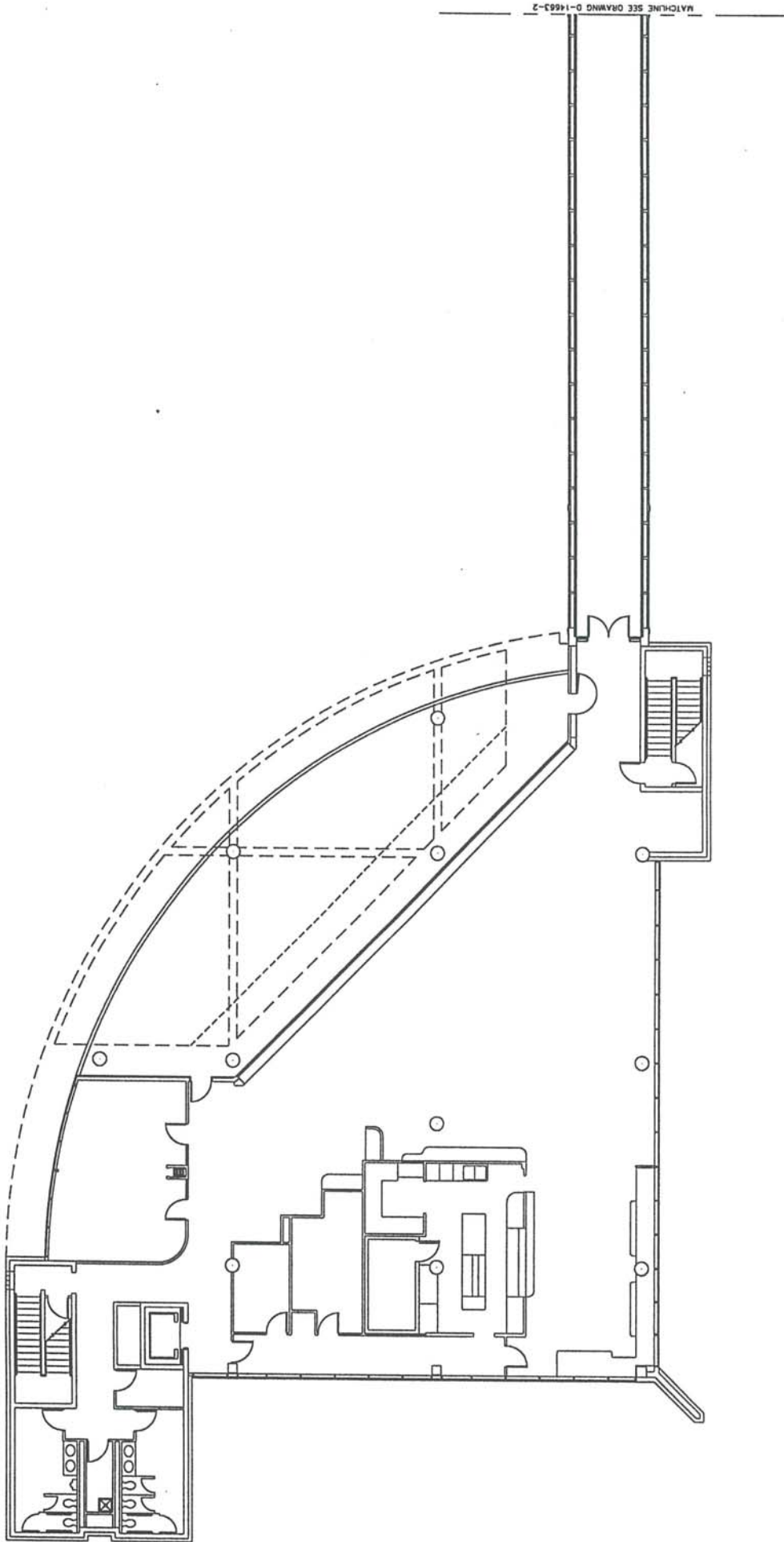
HEADQUARTERS BLDG.
9th FLOOR SOUTH



HEADQUARTERS BLDG.
4TH FLOOR SOUTH



HEADQUARTERS BLDG.
NORTH BUILDING --- FIRST LEVEL FLOOR PLAN
1/4" = 1'-0"



HEADQUARTERS BLDG.
NORTH BUILDING --- SECOND LEVEL FLOOR PLAN
1/8" = 1'-0"

OSBA Model ESD Sample Policy

Code: JGA
Adopted:

Corporal Punishment**

The use of corporal punishment in any form is strictly prohibited in the ESD. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain.

No teacher, administrator, other ESD personnel or ESD volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under their supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent.

A staff member is authorized to employ reasonable physical force upon a student when, ~~in their professional judgment, the physical force is necessary to prevent a student from harming self, others or doing harm to ESD property~~ and to the extent the application of physical force is consistent with ORS 339.285-339.303. Physical force shall not be used to discipline or punish a student. A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the ESD.

The superintendent shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 334.125](#)
[ORS 339.240](#)

[ORS 339.250](#)

[OAR 584-020-0040](#)

[OAR 581-021-0050 - 0075](#)

Lane Education Service District Policy

Code: GCBAB
Adopted: 1/25/94
Revised/Readopted: 9/25/01
Orig. Code(s): GCBAB

Education Advancement on Licensed Salary Schedule

Education credits shall be granted only for work done at an accredited institution of higher learning. Education credits shall be granted only for graduate credits earned subsequent to receipt of the baccalaureate or master's degree unless there is a waiver by the superintendent. **Education credits for undergraduate credits earned subsequent to receipt of the a baccalaureate degree may be granted by waiver by the superintendent if such credits were earned during employment with the ESD and are part of a program approved by the service area director.**

Education credits shall be granted only for academic work relevant to the employee's responsibilities. The relevance to program must be established by the service area director and approved in advance.

Salary advances based on education credit ~~shall occur only at the beginning of the employment year~~ are effective the month following receipt of the following.

~~As a licensed employee completes credit hours to qualify for placement on an advanced column on the salary schedule, that person is responsible for providing appropriate notice and documentation of additional hours to the human resources office as follows:~~

1. A written ~~memorandum~~ letter, not later than ~~the February 15th of the month~~, requesting salary ~~change for the coming year and change and stating all pertinent facts: nature of change, projected date of completion, etc.;~~ describing the nature of the change and relevancy of degree or credits acquired to employee responsibilities.
2. Copy of official transcripts presented at the time of request for salary change, ~~if hours have been achieved. If spring term and/or summer school classes are involved, transcripts must be received no later than September 15 of the school year in which the change is to be made.~~

The responsibility for appropriate and timely placement submission of the request rests with the employee.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 334.125 \(4\)](#)

[OAR 581-024-0245](#)

(continued)

Special Education Report to the Board

October 2021

Youth Development Division Reengagement Grant

Lane ESD was awarded a Youth Development Division Reengagement Grant. This grant will support partnership between Lane ESD, Lane County Youth Services, and Connected Lane County to provide year round academic and employment support for high-risk juvenile offenders. We are committed to engaging youth who are in the opportunity gap with vocational and educational opportunities throughout Lane County. The vocational programming supports our goal to increase engagement through job growth, career planning, and environmental educational opportunities. Kudos to Special Education Program Supervisor, Annie Whiddon and Director of Connected Lane County, Heidi Larwick, for their work in securing this grant!

Life Skills Program Shift to 4-day In Person Instruction

Lane ESD continues to face challenges related to staffing our Life Skills classrooms. As we approach the October 18 vaccination deadline, we may have fewer in-person teachers and instructional assistants than we do now. In consultation with the Life Skills Consortium administrators we determined that it is necessary to shift all of our K-12 classrooms to a 4-day schedule. This will allow the staffing from classrooms that are off to help staff other classrooms. Obviously, anything less than five days of in person instruction per week is not optimal. It is our goal to operate full time instruction for all of our students as soon as our staffing levels will support this. We continue to enhance our recruiting efforts.

Lane ESD Facilities and Lane County Youth Services Partnership

MLK, Jr. Education Center has partnered with Lane ESD Facilities to create one of the largest native plantings in the area on the Westmoreland campus. We are very proud of the work these students are doing and for the partnership with Lane County Youth Services.

From Alan Butler, Senior Juvenile Justice Specialist:

Phase two of our big native plant landscaping job for Lane ESD began this week. Low eco-value lawn filled with islands of native plantings! Tree canopy's and natural areas in our urban zones have evidence based data showing reduced crime and violent behavior where such plantings are prevalent...making the plantings native, astronomically increases ecological value....wow, two great benefits rolled into one!



A special thanks to Lane ESD staff who had the vision and follow through to make this happen!

Facilities

The work on the Westmoreland Campus had a variety of twists and turns, however, Facilities Supervisor, Brad Johnston is very pleased with the outcome. On your next visit you will note a wide variety of improvements both inside the building and to the grounds.

We do plan on submitting another grant application to continue remaining seismic work on the campus.

This month we will be implementing a new accident reporting process using PublicSchoolWorks (PSW). This the system we use for providing required safety trainings. Subscribing to this new module will allow for more efficient processing of accidents, allow the ESD Safety Committee the information they need to fulfill their responsibilities, and support the OSHA reporting that HR is responsible for submitting.

Courier Service

We have a new courier driver who started at the end of August and as with any transition, this has given us an opportunity to see where we have gaps in our reference documents. Our new driver jumped right in and will over time assist with some of the updating that is needed.

Human Resources

September was a very different month than what we expected earlier in the summer! We've been deep in collecting documents related to the vaccine requirement. This gave us an opportunity to use Frontline Central to collect and store this information.

We launched Frontline Central earlier this year for our "intent to return forms" and this fall began sending new employee packets out using the system. In addition to new employee paperwork we now have a variety of routine forms available for electronic submission.

We have been working with LCEA on an MOU related to the impact of the vaccine mandate and anticipate having this completed within the week.

Board Report - Rose Wilde

September 15 - OAESD Officer's Council Meeting - in response to the cancellation of the OSBA Conference, OAESD decided to reschedule the summit into 2-3 shorter training sessions over the winter and to allow for the observance of Veteran's Day. We continue to work on adjusting the budget to meet the staffing needs of the organization, and our fiscal agent, Linn-Benton-Lincoln ESD continues to provide flexibility and support to keep the cash flowing. Also our letter of gratitude was appreciatively accepted and the Officer's Council noted that these actions help build our relationships across the state for greater student success.

September 21 - OAESD webinar on Oregon's ESDs hosted by Gary Peterson. This was an interesting dive into Oregon educational history. One takeaway was that LESD and ESDs in general are also impacted by the decennial census and must review their districts to assure an equal representation.

September 28th - LESD Strategic Planning

Last month: working on a project to help change the narrative about equity work - particularly responding to anti-Critical Race Theory in schools through Showing Up for Racial Justice and Narrative Initiative. Participants are sending letters to the editor and commenting in public meetings to support the efforts of districts to address historic and current inequities in education. We found this resource to be very useful: <https://crehub.org/crt-toolkit>

Upcoming Training/action hour Thursday Oct 7, 12-1pm (free on Zoom): Responding to attacks on CRT Action Hour with Showing Up for Racial Justice and the Narrative Initiative. Learn about how to understand and navigate attacks on critical race theory, craft a compelling letter to the editor, and take action to protect our public schools. Register: <https://bit.ly/ActionHour902>
(note that this is not a Lane ESD event, but an event hosted by a private 501c4 organization)

A Florence advocate for education, Dr David Moursund, recently passed away. He was a U of O professor and founder of the International Society for Technology in Education. He leaves behind a legacy of tremendous impact on countless students and educators .

I want to share his loving words "A hundred years from now, it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove.... But the world may be different because I was important in the life of a child."

Lane County Component District Board Meeting Dates 2021-22

	August	September	October	November	December	January	February
Bethel	8/30/2021	9/13/2021 9/27/2021	10/11/2021 10/25/2021	11/8/2021	12/13/2021	1/10/2022 1/24/2022	2/14/2022 2/28/2022
Blachly	8/4/2021	9/15/2021	10/20/2021	11/17/2021	12/15/2021	1/19/2022	2/16/2022
Creswell	8/11/2021	9/8/2021	10/13/2021	11/10/2021	12/8/2021	1/12/2022	2/9/2022
CAL	8/19/2021	9/16/2021	10/21/2021	11/18/2021	12/16/2021	1/20/2022	2/17/2022
Eugene	8/4/2021 8/18/2021	9/1/2021 9/22/2021	10/6/2021 10/20/2021	11/3/2021 11/17/2021	12/1/2021 12/15/2021	1/12/2022	2/2/2022 2/16/2022
Fern Ridge	8/12/2021	9/20/2021	10/18/2021	11/15/2021	12/20/2021	1/24/2022	2/28/2022
Junction City	8/23/2021	9/27/2021	10/25/2021	11/22/2021	skip	1/24/2022	2/28/2022
Lowell	8/23/2021	9/27/2021	10/25/2021	11/22/2021	12/13/2021	1/24/2022	2/14/2022
Mapleton	8/18/2021	9/15/2021	10/20/2021	11/17/2021	12/15/2021	1/19/2022	2/16/2022
Marcola	8/9/2021	9/13/2021	10/11/2021	11/8/2021	12/13/2021	1/10/2022	2/14/2022
McKenzie	8/18/2021	9/15/2021	10/20/2021	11/17/2021	12/15/2021	1/19/2022	2/16/2022
Oakridge	8/9/2021	9/13/2021	10/11/2021	11/8/2021	12/13/2021	1/10/2022	2/14/2022
Pleasant Hill	8/23/2021	9/13/2021	10/4/2021 10/18/2021	11/1/2021 11/15/2021	12/6/2021	1/3/2022	2/14/2022 2/28/2022
Siuslaw	8/11/2021	9/8/2021	10/13/2021	11/10/2021	12/8/2021	1/12/2022	2/9/2022
South Lane	8/9/2021	9/13/2021	10/4/2021	11/1/2021	12/6/2021	1/10/2022	2/7/2022
Springfield	8/9/2021 8/23/2021	9/13/2021 9/27/2021	10/11/2021 10/25/2021	11/8/2021	12/13/2021	1/10/2022 1/24/2022	2/14/2022 2/28/2022

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March	April	May	June
3/14/2022	4/11/2022	5/9/2022	6/13/2022
	4/25/2022		6/27/2022
3/16/2022	4/20/2022	5/18/2022	6/15/2022
3/9/2022	4/13/2022	5/11/2022	6/8/2022
3/17/2022	4/21/2022	5/19/2022	6/16/2022
3/2/2022	4/20/2022	5/4/2022	6/1/2022
3/16/2022		5/18/2022	6/22/2022
3/14/2022	4/18/2022	5/16/2022	6/20/2022
3/21/2022			
3/28/2022	4/25/2022	5/23/2022	skip
3/28/2022	4/25/2022	5/23/2022	6/27/2022
3/16/2022	4/20/2022	5/18/2022	6/15/2022
3/14/2022	4/11/2022	5/9/2022	6/13/2022
3/16/2022	4/20/2022	5/18/2022	6/15/2022
3/14/2022	4/11/2022	5/9/2022	6/13/2022
3/14/2022	4/4/2022	5/2/2022	6/6/2022
	4/18/2022	5/16/2022	6/27/2022
3/9/2022	4/13/2022	5/11/2022	6/8/2022
3/7/2022	4/4/2022	5/2/2022	6/6/2022
3/14/2022	4/11/2022	5/9/2022	6/13/2022
	4/25/2022		6/27/2022

