

<b>LANE EDUCATION SERVICE DISTRICT</b>	<b>BOARD MEETING</b>
1200 Hwy 99 N	Tuesday, November 1, 2022
Eugene, Oregon 97402	Regular Meeting: 6:00 PM

**LANE ESD BOARD MEETING  
AGENDA**  
Tuesday, November 1, 2022

1. Call Regular Meeting To Order

The meeting is streamed live at <https://us02web.zoom.us/j/82246099036>

Board Chair

2. Welcome

Guests attending the meeting will be introduced.

Board Chair

3. Public Participation

This is an opportunity for the audience to address the Board on topics either on, or not on, the agenda. There will also be opportunities for the audience to comment on specific agenda items as the Board addresses them.

The Board will acknowledge receipt of public comment from staff person, Lake, related to policy or agency guidance.

Note regarding public comment:

Due to the COVID-19 pandemic, Lane ESD Board of Directors meetings are streamed electronically. All members of the public are allowed an opportunity to address the Board on topics either on, or not on, the agenda. Emails from community members who would like to comment on non-agenda items will be read into record at the designated time during the meeting. Emails must contain the community member's name, address, and material that can be read within the three minute time limit. Public Comment ***received by 9:00 a.m.*** on the day of the meeting will be entered into the agenda. Emails should be addressed to [supt-office@lesd.k12.or.us](mailto:supt-office@lesd.k12.or.us).

4. Agenda Review

Board Chair

5. Action Items

Board Chair

A. Consent Agenda

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

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

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

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

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

1. Human Resource Report

Board Chair

Hrrpt 11-1-2022 12

B. Accept Financial Report

**BE IT RESOLVED** that the Board of Directors of Lane ESD accepts the Financial Report for September 2022.

Board Chair

10-31-22 Board report - ESD 14

C. Grants

Superintendent Scurto will discuss grants and the nature of new grants versus Title grants or grants that automatically renew. Superintendent Scurto will discuss grants that are already in progress at Lane ESD. The Board of Directors of Lane ESD will be asked to approve the following recently awarded or submitted grants:

- **Wellness Grant:** Lane ESD is submitting an "Employee Well-Being" grant proposal to OEA Choice Trust. The overall theme is "Wellness in Beloved Community". It centers on bridging the gap between the ideal of Beloved Community and the actual experience of many of our staff. We want Beloved Community to be a lived experience for all Lane ESD staff. Through employee

feedback, we have found that many desire changes to workplace culture and opportunities to connect socially outside of the workplace. The grant offers \$100,000 over five years of work to sustain systemic wellness initiatives. This year we will request approximately \$20,000 to fund equity work, staff social connection, and wellness visioning for the rest of the duration of the grant. The On-Site Wellness Coordinator will provide leadership for a comprehensive wellness program that centers Equity and Staff Well-Being. Grants will be awarded in the winter of 2023 to begin its implementation in the Spring.

- **COPS Grant:** Lane Education Service District's The Lane School Safe Place project goal is to provide the physical infrastructure needed to fully implement standard response protocols. The Lane School serves students with social, emotional, and/or behavioral needs from all 16 (13 rural and three (3) urban) school districts in Lane County. The school is in Eugene, a metropolitan statistical area. The Lane School uses evidence-based practices and a school-wide systems approach to support student needs through strategies such as: Positive Behavior Intervention and Supports systems, Trauma Informed Care, and Collaborative Problem Solving. Our mission is "together we learn, we care, we succeed". We strive to understand and support the whole student by meeting them where they are at and building on strengths. Early Childhood (EC) Cares also operates on campus. EC Cares provides early intervention and early childhood special education to infants, toddlers, and preschool age children including parent-toddler groups. Funding was requested for deterrent measures, monitoring and technology to expedite notification of law enforcement and other first responders during an emergency.
- **Lane PACT (Pre-Apprenticeship Certificate) Expansion BOLI Grant:** BOLI's mission is to bridge the gap between business, workers, and education partners to support opportunities for family wage careers and a diverse, dependable, qualified workforce through excellent registered apprenticeship programs. The Oregon Apprenticeship and Training Council has approved Lane ESD's award in the amount of **\$264,000.00**.
- **2022-2023 Reengagement Professional Development Grant:** The Oregon Reengagement fund brings youth who are disconnected from education back to school with the goal of high school completion and securing a career/educational pathway. Reengagement Professional Development Grant funds may be used for professional development opportunities to strengthen Oregon's Reengagement System to improve secondary and post-secondary career/educational outcomes for reengaged youth. Reengagement Professional Development Grant funds are limited to current 2021-2023 Reengagement Opportunity Grant Awardees and current 2022-2023 Reengagement

Collaborative Grant applicants who have either a signed Grant Agreement or an Intent to Award.

- **Seismic Grant:** \$2,478,136 Grant would provide funding for seismic strengthening to the remainder of the Westmoreland Campus that was not completed in Phase 1.

Per Board Policy DD:

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 strategic plan, obligations, expectations or encumbrances when the grant ceases.

Superintendent Scurto

Level Two Grant Report Form for BOLI Future Ready grant	15
Level Two Grant Report Form - SRGP 11-18	18
Lane ESD 2022 EEW Grant Application.docx	20

#### D. Accept Donation

A few weeks ago, the Board of Directors learned that the \$25,000 donation from the Roundhouse Foundation was going to the Lane Education Foundation (LEF). This information was incorrect, and the donation came directly to Lane ESD. Therefore, the Board of Directors will need to formally accept this contribution that supports the Constructing a Brighter Future project by funding construction materials schools are using to build transitional shelters. Thanks to Shareen Vogel for this valuable project!

The Board of Directors of Lane ESD will accept this donation from the Roundhouse Foundation to support CTE programming.

Superintendent Scurto

6. Discussion/Reports

A. Legislative Update

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

Superintendent Tony Scurto

B. Superintendent Report

Superintendent Tony Scurto

C. OAESD Summit and OSBA Convention

The Board will discuss attendance at the OSBA Annual Convention and the OAESD Summit.

Superintendent Scurto, Board Chair

2022 Summit-Draft Agenda (1)

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D. OSBA Annual Convention: Regional Roundtable Discussion

The Board of Directors of Lane ESD will discuss potential topics and planning for the time set aside for a Regional Roundtable meeting during the OSBA Annual Convention.

Superintendent Scurto, Board Chair

E. Lane ESD Updated Website

Lane ESD will be launching its updated website on Friday, November 4, 2022.

The updates to the Lane ESD website have taken longer than expected due to efforts towards accuracy and equity. There are many moving parts with all of the individual program websites, main site, intranet site, and a mobile app (that will become available once we go live). Individual departments have been reviewing information relevant to their programs to ensure as much accuracy as possible. Systems are in place to provide continuous improvement and growth of the website over time.

Main site address:

**<https://staff.lesd.k12.or.us/forms/general/>**

Intranet site address:

**<https://staff.lesd.k12.or.us/>**

Superintendent Scurto

F. Debrief OSBA Roadshow

The Board of Directors will discuss the October 27, 2022 OSBA Roadshow event held at Lane ESD.

Superintendent Scurto, Board Chair

G. Strategic Plan Update

Superintendent Scurto and Assistant Superintendent Sequeira will provide an update on the Strategic Plan, the response to the August 31st Welcome Back event, Affinity Groups, and public comment on policy suggestions.

Superintendent Tony Scurto, Assistant Superintendent Carlos Sequeira

7. Information from Administrative Staff

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

School Improvement: On December 14, upwards of 150 people gathered at Lane Community College to engage in a facilitated conversation and supported planning session about community health and wellness. This event was the first of two community engagement events planned by the SI team that are being held to support the 16 school districts in Lane County as they embark on the Integrated Planning process. This group comprised Integrated Planning teams from nearly all of our region's districts, representatives from over 40 community partner groups, and members of LCC's Student Support Services. A robust discussion was sparked through prompts related to advancing equity, strengthening systems and capacity, and promoting a well-rounded education through the centering of historically and currently marginalized students and families.

The School Improvement team continues to build community and operationalize our commitments to educational equity through the shared development of agreements around communication and the alignment between our activities and strategies to the goals of the agency's strategic plan.

Administrative Staff

November HR Update

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8. Board Member Reports and Comments/Agenda Planning

Lane ESD Board, Liaisons, Advisors

A. Agenda Planning

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

Board Chair

B. Board Member Reports

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

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

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

**Sherry Duerst-Higgins**

**Linda Hamilton**

**Leslie Harris**

**Nora Kent**

**Sydney Kissinger**

**Vanessa Truett:**

Lane Education Foundation Annual Meeting

- Next up: 1/3/5 year Planning Session
- Gave fund balances from old campaign to MLK programming- approx. \$5,000
- Working on Annual Report for 2023
- IA staff Lucia Rodriguez has volunteered her time to participate in planning efforts.

- Carlos will set up a meeting with Superintendent and finance to discuss ESD/Foundation Relationship

OSBA Fall Regional Meeting

Senior Appreciation and Marching Band Night at Springfield High School  
Fall Theater Student Performance of the 35th annual (longest student run performance of 35 years) Springfield High School. Kids are back participating and their adults are thrilled to be part of it!

**Rose Wilde**

**Johnie Matthews**, Superintendents' Council Advisor  
**Emilio Hernandez**, Liaison, Springfield Public Schools  
**Mike Anderson**, Liaison, Creswell School District  
**Mark Boren**, Liaison, Fern Ridge School District  
**Erin Zygaitis**, Community Advisor

Board, Advisors, Liaisons

Rose Wilde November 1, 2022 LESD Board Member  
Report

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9. Announcements/Correspondence

Board Chair

A. Acknowledgements and Recognition

Kudos to: Yacht Club Staff Gathering Team

Reported by: Andrea Parker

Reason: Thank you to the team who organized, planned and ran the Eugene Yacht Club Staff gathering! It was a lovely event with the food trucks, games, drawings, and space to visit with coworkers, friends, and families! I really enjoyed myself! And thank you to LESD for creating a feeling of appreciation by supporting such an event!

Kudos to: Shelly Ellis

Reported by: Rachel Moore

Reason: Shelly is an amazing team player and so flexible with the ongoing changes at the start of the school year. She has many new staff and students, challenging student needs/protocols, and she has handled it all with grace. Thank you Shelly for your great communication and persistent kindness for your students.

Kudos to: Mckinnley Smith  
Reported by: Ally Richardson  
Reason: Kinn is an asset to our classroom and works to meet every kid where they are.

Kudos to: Ana Quintero Arias  
Reported by: Tony Scurto  
Reason: Thanks for an enthusiastic, passionate presentation about our Migrant Ed Program to the Lane ESD Board last night!

Kudos to: Leah Dunbar  
Reported by: Chemika Bolden  
Reason: I am so thankful to be working with Leah. She is a great colleague, collaborator and thought partner. I enjoy the energy she brings into Lane ESD. Thank you Leah for making my experience here at work amazing because of the light, laughter and genuine relationships you build.

Kudos to: Kate Klein  
Reported by: Chemika Bolden  
Reason: Kate is such a brilliant, authentic and genuine person. I appreciate the level of care she fosters in relationship building. She is always available to listen and provide encouragement. Kate is an amazing colleague and I am thankful to be working with her!

Kudos to: Cortney Harrington  
Reported by: Megan Postelwait  
Reason: Cortney is always prepared for class, dedicated to their students and taking this first year-teacher task by the horns and doing an AMAZING job. Cortney was out recently and had sub plans, slides, schedules, and student information readily available for staff covering their classroom.

Kudos to: Lucas Cahill  
Reported by: Rachel Moore  
Reason: Lucas hand crocheted two carrying straps for students AAC devices in the classroom where he works. Students LOVE them!

Kudos to: Heather King  
Reported by: Rachel Moore  
Reason: Heather was so engaged in communication training for

students in the classroom where she works! She asked awesome questions, put into practice things she learned, and integrated new skills with students.

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](http://www.lesd.k12.or.us/forms/kudos.html)

Administrators

C. Announcements

Board Chair

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

November 11-13, 2022 - OSBA Annual Convention

November 14-18, 2022 - American Education Week

November 7-11, 2022 - National School Psychology Week

Western Regional Educator Network Newsletter

2. **Component District Board Meeting Dates**

Bethel - third Wednesday of each month.

Blachly

Creswell - second Wednesday of each month at 7:00 PM

Crow-Applegate-Lorane

Eugene

Fern Ridge

Junction City - 4th Monday of the month

Lowell

Mapleton - meets on the third Wednesday of each month, except for December.

Marcola

McKenzie

Oakridge - 2nd Monday at 6:00 p.m.

Pleasant Hill

Siuslaw - meet the second Wednesday of each month

South Lane

Springfield - 2nd and 4th Mondays of each month

10. Adjournment

- The next regular meeting is scheduled to be held Tuesday, December 6, 2022, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

# HUMAN RESOURCES REPORT TO LANE ESD BOARD

November 1, 2022

## CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Bossuet, Marissa	Instructional Assistant, Life Skills	11/3/2022	
	Floyd, Lila	Program Assistant, School Improvement (LAABSS)	10/14/2022	
	McElderry, Julianne	LESD At-Large Instructional Assistant	11/3/2022	
	Vargas, Sondra	Instructional Assistant, Life Skills	10/20/2022	
	Ware, Haley	Instructional Assistant, Life Skills	9/29/2022	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

## LICENSED STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Davis, Liane	LESD At-Large Teacher	11/7/2022	
	Lasley, Justin	LESD At-Large Teacher	10/31/2022	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>	Ashton, Janae	Teacher, Life Skills	10/19/2022	was classified

## MANAGEMENT STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Arbuckle, Stacy	Program Supervisor, Special Education	11/7/2022	
	Buccieri, Dante	Office Manager, School Improvement	11/7/2022	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

## PROFESSIONAL STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Fields, Billy	Lane AABSS Navigator - Regional Assessment	10/31/2022	
	Williams, Makaal	Student Success Navigator, LAABSS	11/7/2022	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Ward, Lawrence	Network Engineer	10/13/2022	Resignation
<i>Change of Status</i>				

## VACANCY NOTICES (Information)

Posting #	Position	Closing Date	Notes
352	Community Engagement, MEP (Douglas County)	10/31/2022	In process
524	Teacher, Life Skills - Secondary	10/3/2022	Position filled
574	Teacher, Life Skills (all levels)	11/9/2022	In process
590	Sign Language Interpreter	11/9/2022	In process

**VACANCY NOTICES (Information continued)**

<b>Posting #</b>	<b>Position</b>	<b>Closing Date</b>	<b>Notes</b>
611	Speech Language Pathologist	10/31/2022	In process
613	Teacher, Life Skills (all levels)	Open pool	In process
621	Student Success Navigator, LAABSS	10/13/2022	Position filled
635	Instructional Assistant, Life Skills	11/4/2022	In process
678	Program Assistant, Lane AABSS	10/3/2022	Position filled
682	Attendance Advocate	11/2/2022	In process
702	Specialist, Community Resource Liason	11/2/2022	In process
705	Teacher, Deaf/Hard of Hearing	10/31/2022	In process
719	Graduation Specialist, Migrant Education	11/2/2022	In process
725	Specialist, Student Engagement & Academic Sup	11/2/2022	In process
726	Office Manager, School Improvement	10/7/2022	Position filled
731	Instructional Assistant, Life Skills	Open pool	Position filled
733	Instructional Assistant, Life Skills	Open pool	In process
734	Instructional Assistant, Life Skills	Open pool	Position filled
735	Instructional Assistant, Life Skills	Open pool	In process
736	Instructional Assistant, Life Skills	Open pool	Position filled
737	Instructional Assistant, Deaf & Hard of Hearing	10/31/2022	In process
738	Program Supervisor, Special Education	10/3/2022	Position filled
739	Teacher, At-Large	10/7/2022	In process
740	Teacher, At-Large	Open pool	Position filled
741	Teacher, At-Large	Open pool	Position filled
742	Instructional Assistant, At-Large	10/7/2022	In process
743	Instructional Assistant, At-Large	Open pool	In process
744	Instructional Assistant, At-Large	Open pool	Position filled
752	System Administrator	10/21/2022	In process
762	Lane AABSS Navigator - Regional Assessment	10/20/2022	Position filled
763	Security Systems Administrator	11/1/2022	In process

Lane Education Service District  
**2022-23 General Fund Financial Summary**  
 October 31, 2022

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

**Resources**

State School Fund	15,395,800	5,129,704	10,246,765	15,376,469	(19,331)	-0.1%
Property Tax & Timber	8,370,200	43,605	8,343,580	8,387,185	16,985	0.2%
Services to Districts	873,800	-	1,394,350	1,394,350	520,550	59.6% (1)
Other Local Revenue	350,000	100,359	329,913	430,272	80,272	22.9% (2)
Indirect from Grants	490,000	25,596	514,404	540,000	50,000	10.2%
<b>Total Revenues</b>	<b>25,479,800</b>	<b>5,299,264</b>	<b>20,829,012</b>	<b>26,128,276</b>	<b>648,476</b>	<b>2.5%</b>
Beginning Fund Balance: Unreserved	3,401,000	3,252,000	-	3,252,000	(149,000)	-4.4%
Beginning Fund Balance: District Reserves	1,129,000	1,147,856	-	1,147,856	18,856	1.7%
<b>Total Resources</b>	<b>30,009,800</b>	<b>9,699,120</b>	<b>20,829,012</b>	<b>30,528,132</b>	<b>518,332</b>	<b>1.7%</b>

**Requirements**

Salaries	9,259,434	1,349,042	8,388,670	9,737,712	478,278	5.2%
Benefits	6,409,374	813,328	5,410,197	6,223,525	(185,849)	-2.9%
Services	3,592,088	1,111,054	3,885,326	4,996,380	1,404,292	39.1% (3)
Supplies	339,400	205,218	154,549	359,767	20,367	6.0%
Other	215,700	181,185	33,764	214,949	(751)	-0.3%
Interfund Transfers	459,000	429,000	30,000	459,000	-	0.0%
Transit Cash to Districts	5,726,153	-	5,302,119	5,302,119	(424,034)	-7.4%
<b>Total Expenditures</b>	<b>26,001,149</b>	<b>4,088,827</b>	<b>23,204,625</b>	<b>27,293,452</b>	<b>1,292,303</b>	<b>5.0%</b>
Ending Fund Balance: Unreserved	2,581,113	-	-	2,134,680	(446,433)	-17.3%
Ending Fund Balance: District Reserves	1,427,538	-	-	1,100,000	(327,538)	-22.9%
<b>Total Requirements</b>	<b>30,009,800</b>	<b>4,088,827</b>	<b>23,204,625</b>	<b>30,528,132</b>	<b>518,332</b>	<b>1.7%</b>

Change in Unreserved Fund Balance (819,887) (1,117,320)

Unreserved Ending Fund Balance 10.1% 8.2%

(1) Increase in Life Skills enrollment.

(2) Increase in the investment rate received on the LGIP Investment Pool.

(3) Includes contracted services for Instructional Assistants provided by outside staffing agency.

## Grant Report Form: Level Two

Before proceeding, please be sure grant does not qualify as a Level One.

In developing proposals, employees are encouraged to meet with individually or in a group with technology, facilities, human resources, and business services staff to gather the most accurate information for their proposal. Review the completed form with your Department Director who will determine if the proposal compliments existing ESD and district goals and initiatives. If approved by the Director the proposal will be reviewed by the LEF and Lane ESD grant committee. At this time the program budget will be verified by Business Services. The committee may request to meet with the developers of the grant proposal to clarify information provided.

**Project Name:** Lane PACT (Pre-Apprenticeship Certificate) expansion **Date Submitted:** 8/22/22

**Person/Department Submitting Proposal:** Shareen Vogel, CTE

**Brief explanation of proposal:** The BOLI Lane PACT Certificate is currently only offered in conjunction with High School Career Technical Education Construction Trades Programs of Study. In spring of 2019, the Lane PACT application was approved by BOLI. The foundational work for Lane PACT began in November 2018, when Lane ESD organized a network with significant feedback from 25 industry, education, and community partners to start the BOLI Pre-Apprenticeship application. The group has now turned their attention to expand from area high schools to include the Lane Community College (LCC) campus. Lane Community College in partnership with Lane ESD are excited to expand the Pre-APR sites to include the LCC campus in order to develop competitive registered apprenticeship applicants from traditionally underrepresented populations—this grant will specifically focus on rural, girls and BIPOC communities of students in our 16 component districts.

**OVERALL NEED:** Many high school students are unable to complete their Pre-APR Certificate at their high school location or while still in high school and need further direct support to complete the Certificate. We look forward to having LCC be an additional site in order to provide direct support for students in Lane County to complete their BOLI Pre-Apprenticeship Certificate. Students enrolling in the Lane PACT program will be supported directly by our own Lee Kounovsky who will work closely with a Pre-APR Career Pathways Coach at Lane CC, who will focus on supporting students **holistically**. This goes beyond what is currently available in area high schools or with supports provided by the Construction Coach through Lane ESD. Students, together with the Pre-APR coach, will assess their skills and interests, review time management skills, emphasize the importance of professional skills in addition to technical skills, evaluate educational costs and identify supportive resources that will help them be successful in completing the BOLI Lane PACT certificate and decide next steps- whether pursuing a registered apprenticeship program or entering the workforce. The coach, together with the navigator, will ensure every student gets relevant industry exposure, engages in informational interviews, develops job search materials and strategies, and other items required in the Lane PACT BOLI agreement.

**Potential Funder(s)** (please include link to RFP if available):  
**BOLI Future Ready funding, working with Denise Walters**

**Requested Funding Amount:**

Finalizing exact amount, but close to 180K

- Truck/trailer for Pre-Apprenticeship outreach to rural ESD Districts,
- Tuition reimbursement for students to take courses at LCC in APR/Construction to meet Certification requirements,
- Incentive stipends for 40 students to complete Certification while in HS
- Necessary equipment/supplies for students
- .50 Admin support (with current PA position in CTE)

**Email completed form to [grant-requests@lesd.k12.or.us](mailto:grant-requests@lesd.k12.or.us)**

**Length of Grant (include anticipated start and end date):** Oct 2022-Oct 2023

**Person who will manage grant if funded:**  
Shareen Vogel

**List districts eligible for participation and who have confirmed interested in participation:** All 16 School Districts

**Describe how this proposal supports ESD or participating district goals/priorities:** Supports CTE and priority populations.

**Is indirect rate allowed? Note restrictions, if any:** Yes allowed, budgeted for 10%

**Does the funding include any state or federal funds? State funds through BOLI Future Ready, governor directed funds.**

**Is a match required from Lane ESD or participating districts (direct funds, FTE, services)?** No

**Does the grant require any commitment from the ESD or districts beyond the term of the grant?** No

**Does the grant require the use of a 501(c)3 (Lane Education Foundation) to apply for funding?** No

**Does the grant require hiring personnel (include stipends and temporary employment)?** No

Describe any increase or reallocation of FTE of current employee(s) anticipated in the grant, If funded, we would direct the .50 CTE Project Assistant FTE (Jenna Mendenhall) to come from this grant. This would free up those funds to pay for other projects.

Describe the number of positions, FTE, length of employment, and type of position outlined in the proposal? The only position outlined in the grant is for a .50 Project Assistant (which we have already planned for).

If stipends are involved, describe the # of stipends and rate of pay (hourly, daily, lump sum). We plan to provide an incentive stipend for students who are on the path to complete the Lane PACT Certificate. \$500 p/student x 40 = 20K

**Will purchase computers, software, or other equipment be required for staff hired or assigned to the grant? New Truck and Trailer to be used by Construction Navigator to do outreach and support with rural schools especially.**

**What use of facilities are anticipated (work space, training space, meeting space)? Please include use during weekends and break periods, if any**  
The cage to store the truck/trailer and basic maintenance of the truck.

**Which agencies will Lane ESD partner with during the proposed project?** LWP, LCC

**What grant funding or in-kind support will partners receive? In kind support from our team. LCC is also providing all the coaching as in-kind.**

**Are there contracted services included in the grant that would require bid or RFP? (See Procurement policy: <http://policy.osba.org/laneesd/D/DJC%20G1.PDF>)**

No

**Does the project involve research that requires the human subjects' releases?** No

**Email completed form to [grant-requests@lesd.k12.or.us](mailto:grant-requests@lesd.k12.or.us)**



## Grant Report Form: Level Two

Before proceeding, please be sure grant does not qualify as a Level One.

In developing proposals, employees are encouraged to meet individually or in a group with technology, facilities, human resources, and business services staff to gather the most accurate information for their proposal. Review the completed form with your Department Director who will determine if the proposal compliments existing ESD and district goals and initiatives. If approved by the Director the proposal will be reviewed by the LEF and Lane ESD grant committee. At this time the program budget will be verified by Business Services. The committee may request to meet with the developers of the grant proposal to clarify information provided.

**Project Name:** Seismic Rehabilitation Grant Program  
Phase 2

**Date Submitted:** November 18th, 2022

**Person/Department Submitting Proposal:** Brad Johnston, Facilities

**Brief explanation of proposal:** Grant would provide funding for seismic strengthening to the remainder of the Westmoreland Campus that was not completed in Phase 1.

**Potential Funder(s)** (please include link to RFP if available): Business Oregon

**Requested Funding Amount:** \$2,478,136

**Length of Grant (include anticipated start and end date):** 2 years. May 2023-April 2025

**Person who will manage grant if funded:** Brad Johnston, Facilities

**List districts eligible for participation and who have confirmed interested in participation:** NA

**Describe how this proposal supports ESD or participating district goals/priorities:** Provides life safety for students in Lane School and Transitions programs.

**Is indirect rate allowed? Note restrictions, if any:** NA

**Does the funding include any state or federal funds?** State

**Is a match required from Lane ESD or participating districts (direct funds, FTE, services)?** No

**Does the grant require any commitment from the ESD or districts beyond the term of the grant?** No

**Does the grant require the use of a 501(c)3 (Lane Education Foundation) to apply for funding?** No

**Does the grant require hiring personnel (include stipends and temporary employment)?** No

**Describe any increase or reallocation of FTE of current employee(s) anticipated in the grant**

**Describe the number of positions, FTE, length of employment, and type of position outlined in the proposal?**

**If stipends are involved, describe the # of stipends and rate of pay (hourly, daily, lump sum)**

**Will purchase computers, software, or other equipment be required for staff hired or assigned to the grant?** No

**What use of facilities are anticipated (work space, training space, meeting space)? Please include use during weekends and break periods, if any** NA

**Which agencies will Lane ESD partner with during the proposed project?** WRK Engineering

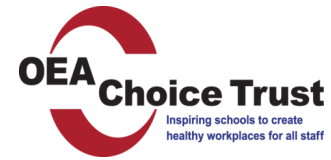
**What grant funding or in kind support will partners receive?** Engineering specs in application and design work.

**Email completed form to [grant-requests@lesd.k12.or.us](mailto:grant-requests@lesd.k12.or.us)**

**Are there contracted services included in the grant that would require bid or RFP? (See Procurement policy: <http://policy.osba.org/laneesd/D/DJC%20G1.PDF> Yes; subject to ORS 279C (Public Improvement Contracts)**

**Does the project involve research that requires the human subjects' releases? No**

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## **Program Description**

Short description of your organization and community: Lane Education Service District supports 16 school districts as well as operates The Lane School which provides intensive interventions and supports for social, emotional, and/or behavioral needs. Our School Improvement Department supports regional career technical education, social emotional learning, the Western Regional Education Network, Lane African American Black Student Success Program, and Migrant Education Program among many other services, supports, and programs.

Our efforts to date largely reflect steps 1-4 of the OEA Choice Blueprint. Our leadership is on board (1), this proposal establishes a dedicated wellness coordinator (2) which we hope to expand over time and have established Wellness Conduits as a support team, have gathered and applied data as described in detail below (3), and have included priorities identified by the data in this proposal (4).

Lane ESD has a demonstrated history of seeking employee feedback to improve wellness at the agency. In August of 2019, a questionnaire based on OEA Choice Trust’s survey was administered and elicited 157 responses from Lane ESD employees. While there has been a great deal of change at the agency over the past three years, the findings evinced an interest in employee wellness offerings that continues today.

More recently, we conducted an agency-wide Thought Exchange survey in November and December of 2021. There are benefits and liabilities to any form of survey, and we chose Thought Exchange because it offers the opportunity to submit ideas for supporting employee wellness that are not scaffolded by the creators of the survey. Additionally, Thought Exchange allows people to rank ideas, which provided us with insight on which employee ideas were more popular with other employees. There were 181 ideas submitted and ranked by roughly 220 employees (see list at end of this section).

The health and well-being of staff are important to the organization because healthy and well people thrive, enjoy longevity, are the community we seek and are critical to meeting student, family, teacher and community needs. One of our findings from the Thought Exchange survey was that the most popular ideas were related to the evolution of workplace culture, policies, and practices (focus areas). The preponderance of ideas in this realm was illuminative of employee desires to build a new culture at Lane ESD, which our “Wellness in Beloved Community” grant seeks to accomplish in a number of ways.

While getting employee voice on wellness ideas is critical to doing this work well, so is having values and aspirations through which to understand and process employee desires. Our EEW program aligns with organizational goals: Lane ESD has a well-formed, principled Equity Stance with aspirational goals that guide and frame our work. In that stance, there is powerful and evocative language such as the following:

Every person belongs and matters. The creation of a shared vision requires us to share in one another's lives - listening and speaking in deep recognition of the dignity and worth of each person. We give our time to knowing and supporting each other. Investment in each other is how we build Beloved Community. (Overarching Goal)

The experience of Beloved Community for all of our employees and community members is our vision. Like all groups of people, and all organizations, there is a distance between our “ideal culture” and our “real culture.” There is - and likely always will be - a gap between our stated aspirations and how people experience working at Lane ESD. The findings of our Thought Exchange survey can be understood as expressions of the gap between our aspirations and our lived experience. The goal of our initiatives under this grant is to close the gap between the aspirations and the lived experiences of people who work at our agency.

The three fundamental strategies we are seeking to walk toward Beloved Community are as follows:

- Supporting culture change by centering Lane ESD’s Equity Advisory Council and a consultant as the driving forces leading equity work at the agency
- Funding a Wellness Coordinator to carry the work of gathering information and implementing changes
- Organizing and funding two staff-wide meals and celebrations in addition to two Bingo nights

As stated above, changes in workplace culture were the most commonly expressed desires of employees. Additionally, staff wanted opportunities to build relationships with each other. This is especially true in the wake of the pandemic. Following the lifting of many pandemic restrictions, many members of our staff still have had few opportunities to meet in-person. In both the survey and in listening sessions with staff - including department team meetings - joining together in community over food and music is an experience that many employees are most animated about.

In the realm of changing workplace culture, we have formed an Equity Advisory Committee with twelve empowered individuals from numerous departments in our agency (Leadership Support of Effort). Their task is to help advise and lead equity work for our agency in partnership with a consultant who will bring the work and recommendations to leadership. Part of the intention here is to center a diverse group of employees in equity leadership rather than assume that the best people to lead that work are those with institutional authority. We believe that this way of centering equity work will draw us closer to our aspirational goal of “Beloved Community.”

In addition to that work, we have two events that will bring employees together during paid work time (Leadership Support of Effort). These are Lane ESD community-wide celebrations in which staff and families can come together in public spaces, share food, enjoy entertainment, and build relationships. On September 2nd, 2022, we held such an event at the Eugene Yacht Club at Fern Ridge Reservoir. That event was funded by OEA Choice Trust’s Rapid Response Wellness Funding and the Lane Foundation. We had food trucks, shaved ice, and a “democratic DJ” (which was a playlist created by employee recommendations). Employees greatly benefitted from the chance to spend time together,

and over two-hundred meals were enjoyed under the blue sky. Many people spoke to the power of being in community with one another without a formal agenda or usual tasks.

Another element of our Equity Stance requires us to evaluate the extent to which our resources are being directed to people from historically marginalized groups. This would be part of our work with this grant. Whenever possible, we seek vendors, consultants, and community members from historically marginalized populations who can work in a reciprocal relationship with us. The text from our Equity Stance can be found here:

Applying our equity lens, explicitly employing anti-oppressive practices, identifying and centering historically and currently marginalized students as we co-create the system the youth in our care deserve, and employing goods and services from impacted communities first.

All of the food vendors at our September 2nd gathering were people of color in our community who offer services that enrich our community. We will continue to seek out these opportunities to make sure we are responsible and thoughtful stewards of our resources and influence.

Moving into the future, we will also need a funded coordinator who is paid to bring together the Wellness Conduits in our model. We need a central person to organize meetings, connect with departments, and field ideas for wellness initiatives. This coordinator will gather feedback about the initiative in 2023, which will inform the proposal for 2024.

### **SYSTEMIC ISSUES: PRACTICES, POLICIES (response excerpt)**

**Description:** These are responses that are less about the allocation of funds and more about workplace culture, practices, and policies.

- Encourage and honor non-working lunch breaks
- Make sure that all leaders create a support a workplace culture in which taking allotted personal days, break time, and lunch time are expected and encouraged
- Work on a set of policies and practices that assure that people can take time off and return to work without being overwhelmed
- Designated no-meeting days in departments (or across the agency) when people can do focused work
- Designated away-from-screen time
- Reduce stigma about talking about mental health and encourage check-ins, discussion, support, and help seeking
- Creating spaces to know each other personally, create trust, and build relational connections of knowing and understanding
- Foster a culture in which people can and do say “no” when projects would overwhelm them or do not fit into their main work focus
- Two-way communication between supervisors and supervisees, especially when further changes to staffing and rosters are being considered
- Approve of all requests for personal time off - including mental health days
- Create clear, positive methods for feedback on how to improve our skills and build as a team

- Have authentic discussions about issues facing departments and teams and co-create plans of action to address the issues
- Creating time to build meaningful connection of employees that is not oriented around a task
- Actively implement the equity lens that's been worked on this year and demonstrate how the ESD is promoting equity
- Having work time devoted to movement, meditation, and wellness breaks
- To be part of a “work family” in which people know you and have your back
- Break down the silos between SPED and the rest of the ESD
- Exploring ways to bring more of the community into our work and create higher visibility and connection
- Differentiate trainings based on experience and education levels. Some people have to go to redundant trainings or already have knowledge in an area because they recently got training on the latest evidence-based practices
- Make sure to debrief after crisis incidents - this allows staff to destress and get needed administrative support
- Move from email platforms to a platform like Slack - which allows for us to get things done

### Partnership Mapping

<b>DEPARTMENTS</b>	<b>WELLNESS CONDUITS</b>	<b>CONTACT INFORMATION</b>
<b>Information Technology (IT)</b>	Brandon Webb Christian Okesson	<a href="mailto:bwebb@lesd.k12.or.us">bwebb@lesd.k12.or.us</a> <a href="mailto:cokesson@lesd.k12.or.us">cokesson@lesd.k12.or.us</a>
<b>Special Education (SPED)</b>	Annie Whiddon	<a href="mailto:awhiddon@lesd.k12.or.us">awhiddon@lesd.k12.or.us</a>
<b>School Improvement (SI)</b>  <i>Note: This is a large department with several teams with distinct focus areas and tasks.</i>	Ana Quintero-Arias - <i>Migrant Education Program</i>  Shanaé Joyce-Stringer - <i>Lane African American Black Student Success</i>  Janet Golden - <i>Career and Technical Education</i>  Angela Healow & Daniel Gallo - <i>SEL/Wellness</i>	<a href="mailto:aquinteroarias@lesd.k12.or.us">aquinteroarias@lesd.k12.or.us</a>  <a href="mailto:sjoycestringer@lesd.k12.or.us">sjoycestringer@lesd.k12.or.us</a>  <a href="mailto:jgolden@lesd.k12.or.us">jgolden@lesd.k12.or.us</a>  <a href="mailto:ahealow@lesd.k12.or.us">ahealow@lesd.k12.or.us</a> <a href="mailto:dgallo@lesd.k12.or.us">dgallo@lesd.k12.or.us</a>
<b>BIZ/ADMIN</b>	Tracey Ward	<a href="mailto:tward@lesd.k12.or.us">tward@lesd.k12.or.us</a>
<b>FACILITIES</b>	Rhonda Brown Brad Johnston	<a href="mailto:rbrown@lesd.k12.or.us">rbrown@lesd.k12.or.us</a>

- **Central Tasks of Wellness Conduits:**

- Communicate with your team/department staff about wellness priorities and gather or disseminate information
- Review grant spending submissions for each year to assure they address identified needs
- Help to prioritize staff wellness interests and align them with spending priorities (with money, time, space, etc.)
- Communicate about emergent wellness needs, team ideas, etc.
- Review grant spending submissions for each year to assure they address identified needs
- Administer wellness surveys and/or facilitate listening sessions or focus groups when relevant

- **Potential Tasks of Wellness Conduits:**

- Create, modify, or adopt a Lane ESD Wellness Framework as our work evolves
- Assure that Wellness Framework and Equity Stance are aligned
- Work together to create, modify or adopt a wellness interest surveys for staff
- Help identify matching sources of time, space, money, etc., to meet the matching requirements of the SEW grant

Lane ESD draws on diverse voices in doing wellness work by virtue of soliciting input from teams of employees via their leadership. We believe this model is superior to putting out larger surveys to the entirety of the Lane ESD staff. There is often survey overload, leading to low response rates. Our model allows for more authentic, open, connected, and organic conversations from which ideas emerge.

As you can see in the table above, our Wellness Conduits are situated throughout departments of Lane ESD. People bound by professional responsibilities make up those departments and they have both similar and divergent wellness concerns and interests.

## **OAESD Governance Council Meeting**

Portland Marriott Downtown Waterfront

November 10, 2022

Salon A & B

**8:00 AM** - Breakfast

**8:30-9:30 AM** - Governance Council Meeting

**9:30 AM** - Break

## **2022 OAESD Superintendent & Board Summit**

Portland Marriott Downtown Waterfront

November 10, 2022

Salon G,H & I

**8:30 - 9:30 AM** - Breakfast

**9:45 AM** - Welcome and Introductions

**10:00 AM** - Gearing up for the Legislative Session 2023

*Guest Speakers: Morgan Allen, Richard Donovan, Ozzie Rose*

- Lobbying 101: How to approach the Legislature
- Statewide Political Landscape
- Q and A

**11:45 AM** - Meal Sponsor Address: STS/Promethean

**12:00 PM** - Lunch \*Sponsored by STS/Promethean

**1:00 PM** - Facilitated debrief and ESD planning based on morning session

- Debrief Region Themes Identified in Fall (Officer Council)

**1:45 PM** - ESD History: Preparing for the Future  
Guest Speaker: Gary Peterson

**OR** Oregon Community Summer Grant: Lessons Learned and Impacts Made Presentation

**2:30 PM** - Break

**2:45 PM** - Executive Summary and Inserts - Small group presentations

**3:30 PM** - Closing and Refreshments

**4:00 PM** - Summit Adjourns

# November HR Update

[Ze Anderson-Brown, Executive Director of HR](#)

## **Recruitment**

Recruitment efforts continue as a key strategy to support the hiring manager. In September, the district began using YouTube as a recruitment strategy to source candidates and reach potential new hires. YouTube allows us filtering options to dial into the market area we are targeting. The analytics shows us that in the first fifteen days the “I’m Lane ESD” recruitment ad’s Image was viewed 178,000 times with over 98,000 or 55.17% of the viewers watching one hundred percent of the commercial from beginning to end.

Coming in November and December Lane ESD will be going to the Movies as we hit the big screen with our “I’m Lane ESD” recruitment ad. The ad will be playing at both movie theaters in Eugene and Springfield and will roll onto the screens prior to the start of each movie.

Employee Wellness

## **Spirit Week**

The week of October 24 brought on a week of employee activities from dressing up in shade of pumpkin or as Waldo to playing match game with the management teams baby pictures. On Friday, October 28, we held a free Employee Flu and Covid Vaccine Booster Clinic which was open to all staff.

## **Emergency Drills**

The district to join the Great American ShakeOut, an annual global drill for people to practice how to stay safe during an earthquake. This year a half a million Oregonians had registered to participate in the self-led exercise at 10:20 am this Thursday, October 20. The *Drop, Cover and Hold On* drill lasted 60 seconds. The practice drill is to help build awareness and to work towards reducing the chance of injury from falling objects and flying debris during earthquakes. There were deficits noted to our communication systems which are currently under review in partnership with the IT, Facilities, and HR Departments.

Main Campus held their first fire drill in September under the guidance of the safety committee. This is the first drill in several years. The drill allowed for all staff to practice emergency exiting procedures for both the front and rear exits of the building. New equipment was utilized that added visibility and communication. There were deficits noted during the drill including the need for additional signage and upgrades to equipment.

## **Facilities Notes**

[Westmoreland Life Skills Restroom Remodel](#)

The construction of the new life skills restrooms is now 100% complete. The project transformed two sets of boys and girls' restrooms into 4 single occupant restrooms and two large restrooms that also serve as a dressing/changing station that will provide a safe environment for our staff to assist our students in the life skills program. The project also added a home style restroom and laundry room to the mock apartment that provides a real-life training space to help our students successfully transition into the community. These facilities are now appropriately functional for our program and much more aesthetically pleasing. In addition, all restrooms in the life skills/transitions space are now ADA compliant and gender neutral.

#### Migrant Education Program Office Remodel

The Migrant Education Program office remodel project commenced on September 23<sup>rd</sup>. The construction project combined the current MEP space with an adjacent space that was underutilized due to lack of upgrades – the space was still filled with equipment and layout for the old darkroom and photo lab that it once was. The new MEP space will be twice as big as it previously was to accommodate the growth of the program and new staff.

This project was funded with the ESSER2 relief fund. It is expected to be completed in early January.

#### West Wing Remodel (Technology and Special Education Wing)

This project is still in the design phase, and we are waiting on schematic plans to be finalized by engineers. We anticipate this will go out to bid in December and we could have a contract for construction by Late January.

This project includes remodeling the old server room space tech is currently occupying, turning it into a more suitable office space with proper ventilation. We will be relocating our MDF and servers to a dedicated space that will be designed and constructed to protect our critical infrastructure that is housed at the main campus. The project also includes a remodel of the Special Education space to support the growth of that department. New offices will be built to accommodate the new management staff and we continue to work on hoteling spaces will be built for our itinerant staff.

#### COPS Grant & Security Upgrades

In our proposal to the JustGrants program through the US Department of Justice we include the following upgrades for the Westmoreland Campus:

- Modern Intercom system that includes emergency notifications and reader boards.
- Video surveillance system
- Physical Barriers and improved egress.

### Seismic Rehabilitation Grant Program

We will be reapplying for the SRGP for phase 2 of the Westmoreland campus. This project would include seismic enhancement of the remainder of the classrooms that were not completed in phase 1. Brad is working with Denise Walters to strengthen the letters of support and review the application. Applications are due in December and announcements are made around May.

### Security Upgrades

We are currently working on replacing our contract with Tyco/Johnson Controls who provides our technology for our electronic access system and our building intrusion system (burglar system). In the process of replacing this contract we are working on some big picture security modifications that will impact the way our systems function and the policies we implement to provide greater security. Some of those changes include better security at the front of our building and requiring photo identification to be presented in the form of employee IDs that also serve as electronic access cards. We are also considering video surveillance to the exterior of our properties and improved security for our vehicle fleet.

## **Rose Wilde November 1, 2022 LESD Board Member Report**

### **Volunteering in Eugene School District**

This month I was approved to volunteer in my home school district and began 2 different volunteer roles. As a parent volunteer, I volunteered at a Middle School activity night. The students really enjoyed themselves and the staff members were happy to see a lot of parents (25) who came to chaperone or just be there. I also join with students on Fridays to clean up their campus and collect recycling as part of an elective class with a community service component. It is great to get to see what middle school is like!

The second role is as a volunteer instructor for the [Roots of Empathy](#) curriculum. I have previously taught this social-emotional-learning curriculum in 1st grades in Bethel and South Lane Districts before and during the pandemic. This month I'll be starting up in the Eugene School District, visiting two 2nd grade classrooms at McCornack Elementary School weekly, and facilitating observation of and interaction with a baby and parent 9 times over the course of the year. The research based program impacts levels of bullying and aggression and promotes prosocial behavior among students, who develop emotional literacy skills and a connection to "their" baby. I connected the program manager to Lane School to ensure our students also had this opportunity - the program manager was not aware of our school and had not reached out to offer it to our principal in the previous 4 years of operation in this community. I also have a very part time job serving as a mentor to support new instructors. This is not a conflict of interest, however, school districts do not pay for the program, costs are covered by community fundraising. A bonus of doing this program is my own learning about infant development, student SEL, and getting to spend time with two delightful babies!

### **Professional Development**

#### **1) Restorative Justice Facilitation Training**

I attended a three day restorative justice facilitator training offered by the Center for Dialogue and Resolution last week. RJ is becoming more common in area schools and is also a formal diversion from punitive systems of incarceration and punishment when approved by the court in a criminal case. I am not sure how I will offer this skill back to the community, but will continue to practice and learn from more experienced facilitators connected to CDR and/or a new community organization, Conflict Artistry, which is taking on voluntary, not court referred, cases.

#### **2) Kalapuya Environments and History in the Southern Willamette Valley**

I attended a lecture by Dr. David Lewis, assistant professor of Anthropology and Ethnic Studies at Oregon State University, at the UO Museum of Natural and Cultural History titled: [Kalapuya Environments and History in the Southern Willamette Valley](#). Dr. Lewis gave another lecture on the topic covering many of the same points recently, which was summarized [here](#). Dr. Lewis' deep knowledge and personal history as a descendant of several area tribes and member of the CT of the Grand Ronde illuminated for his audience what we know, or think we know, about the practices of the Kalapuya, how they foraged and cultivated plants and how the climate and land use practices sustained traditional food sources. He also critiqued previous white centered approaches to researching and sharing indigenous history (see quote at end).

Dr. Lewis described how colonization, illness, and genocide radically transformed the people and the land, greatly reducing the availability of traditional foods, especially upon native or tribal owned land. Infectious diseases reduced the Kalapuya population up to 97% of pre-contact levels. Drainage for agricultural purposes impacted the wetlands foods, especially wapato, available for harvesting. Violence, murder, rape, and other assaults harmed and killed many of the Kalapuya people, who were eventually forced onto reservations with many other unrelated tribes, by treaties that were not honored fully by the US Government (1850-55). A few restoration projects are in place, including one supported by a wildlife recovery organization focused on native ducks. When asked if any organizations supported the efforts the local tribes to preserve and protect Kalapuya culture or if that was only for ducks and other animals, he said that in the current climate it seemed like promoting cultural diversity was a difficult project, noting the political and social movements aiming to suppress and prevent education about any cultures not based on settler-colonizer history and culture (referring to the movement against critical race theory, for example).

His final slide impacted me the most and also gave some useful advice that our board may need as we delve further into our efforts to engage in relationship and understanding with our local tribes and indigenous people:

**“Challenges to Decolonization and Restoration**

- Most people know nothing of the history and culture of tribes, and have many assumptions, most of which are wrong. Educating many people starts at negative 10, first they need to unlearn the stereotypes of Native people - including errors in history - before they can make positive progress towards understanding.
- Anthropology generally is implicated in creating theories of Native peoples that are found later to be wrong and yet they continue to stick around as beliefs in settler populations for generations, many as stereotypes of Native peoples.
- Oral histories are a great example of this, first ignored or thought to be mythologies by scholars, and worthless, they are now proven to contain philosophy, intellectual knowledge, spirituality, culture, and Traditional ecological knowledge, as well as History.
- Tribal Histories have largely not been appropriately recorded, most do not have native perspectives of historic events and effects of colonization on tribal peoples.
- We need native scholars to take responsibility for critically reanalyzing studies of tribes of the past to effectively and appropriately tell our stories and describe our cultures. If we do not tell our stories there will be continued production of erroneous history.”

Quoted from slide presentation by Dr. David Lewis at the University of Oregon Museum of Natural and Cultural History, October 13, 2022.

One example of a potentially false history is found in the narrative about how long the indigenous people of this area have been present. Physical evidence of human habitation dates only back to about 9000 years but oral history of Kalapuya and other area tribes refers to floods so large they had to have been the Missoula floods, indicating a human presence in the region

for 15,000-18,000 years. However, oral histories had previously been disregarded and considered worthless as evidence of past events by white anthropologists and historians.

**Threats to Democracy**

I attended a webinar hosted by the Western States Center about the growing threats to elections, including recommendations for elected officials and pro-democracy groups for taking action. As this was not central to my role, I shared some of the resources with the Lane County Clerk and my County Commissioner, who were appreciative and engaged in planning free and fair elections. As elected officials and citizens, we all have an interest in protecting free and fair elections.