

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

**LANE ESD BOARD MEETING  
AGENDA**  
Tuesday, December 6, 2022

1. Call Regular Meeting To Order

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:

Beginning with the COVID19 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. Presentation: Strategic Planning Update

School Improvement staff will provide a progress report on their work with the Strategic Plan implementation.

Cassadie Ross, Ana Quintero-Arias

6. Action Items

Board Chair

A. Consent Agenda

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

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

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

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

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

1. Human Resource Report, dated December 1, 2022

Board Chair

Hrrpt 12-1-2022

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B. Accept Financial Report

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

Board Chair

11-30-22 Board report - ESD

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C. Grants

Superintendent Scurto will discuss any new grants. The Board of Directors of Lane ESD will be asked to approve the following recently awarded or submitted grants: 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 obligations, expectations or encumbrances when the grant ceases.

Superintendent Scurto

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

The Oregon School Boards Association is organized as one general state association with up to 24 regionally elected representatives established across 14 geographic regions to support member participation and representation.

In even-numbered years member boards vote to elect regional representatives for odd-numbered positions on the OSBA Board of Directors, and to approve the OSBA Legislative Priorities and Principles.

For the current year, Lane ESD does not have a board vacancy to vote for OSBA Board of Directors. The Legislative Priorities and Principles is attached.

RESOLUTION Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee:

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

WHEREAS, the OSBA Legislative Policy Committee has crafted the Proposed OSBA Legislative Priorities and Principles as a foundational document in guiding the legislative and advocacy work of OSBA members and staff, and

WHEREAS, the OSBA Legislative Policy Committee has determined these Proposed OSBA Legislative Priorities and Principles to be in alignment with the OSBA Board of Directors equity goals, and

WHEREAS, the OSBA Legislative Policy Committee met in January and

April to review the Proposed OSBA Legislative Priorities and Principles, and WHEREAS, the OSBA Legislative Policy Committee approved the Proposed OSBA Legislative Priorities and Principles at its April meeting and urged the OSBA Board of Directors to approve the Proposed OSBA Legislative Priorities and Principles and place them before the membership for approval. THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles be placed before the membership for consideration during the 2022 OSBA election season, and BE IT FURTHER RESOLVED that the Proposed OSBA Legislative Priorities and Principles and a copy of this resolution be forwarded to all member boards of the Association in accordance with the OSBA Board of Directors adopted elections calendar.

Resolution-to-adopt-202324-LPP-Final

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7. Discussion/Reports

A. Legislative Update

Superintendent Scurto will provide an update in legislative activities if there are any updates. Superintendent Scurto will share the list of local legislators.

Superintendent Tony Scurto

B. Superintendent Report

Superintendent Tony Scurto

C. OAESD Summit and OSBA Annual Convention Debrief

The Board of Directors of Lane ESD will debrief attendance at the OSBA Annual Convention.

Board of Directors

D. Special Education Pandemic Recovery Article

Rose Wilde

Older Students Face Time Crunch in Getting Crucial  
Special Education Services

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8. 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

December HR Update 24

IT Board Meeting Updates 12\_29\_2021- LANE ESD.docx 26

9. 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. In January, the Board will discuss Director Wilde's agenda item for Land Acknowledgement.

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**

**Sidney Kissinger**

**Vanessa Truett**

**Rose Wilde**

**Sue Wilson**, 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

Board Report Leslie Harris Dec	29
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Nora Kent report for December 22	31

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

Administrators

C. Announcements

Board Chair

D. Announcements

Board Chair

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

January 2023 - Board Recognition Month  
Lane ESD Workshops and Trainings  
Western Regional Educator Network Newsletter

Coming Soon:

- 37th Annual NAACP Freedom Fund Dinner
- Blacks in Government Banquet
- Lane Council of Governments Member Appreciation Dinner

AABSS KWANZAA 22

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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

11. Adjournment

- The next regular meeting is scheduled to be held Tuesday, January 3, 2023, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

# HUMAN RESOURCES REPORT TO LANE ESD BOARD

December 1, 2022

## CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes	
<i>Appointments</i>	Davis, Liane	Attendance Advocate	11/28/2022	also sub teacher	
	Donaldson, Deanna	Instructional Assistant, Deaf/Hard of Hearing	11/3/2022		
	Gutierrez, Willow	Instructional Assistant, Life Skills	12/15/2022		
	Jonas-Lowery, Stefen	Instructional Assistant, Life Skills	12/8/2022		
	Korv, Adia	Instructional Assistant, Life Skills	11/10/2022		
	McCaul, Kaitlyn	Instructional Assistant, Life Skills	1/5/2023		
	Pokorny, Hidy	Instructional Assistant, Life Skills	11/29/2022		
	Santiago Narvaez, Jesus	Instructional Assistant, Life Skills	12/15/2022		
<i>Leaves of Absence</i>					
<i>Discontinuation of Employment</i>	Anderson, Tracey	Instructional Assistant, Life Skills	11/18/2022		
	Babbitt, Diane	Instructional Assistant, Life Skills	11/18/2022		
	Chase, Connor	Instructional Assistant, Life Skills	11/21/2022		
	Suh, Hansol	Sign Language Interpreter	11/21/2022		
	Waller, Courtney	Instructional Assistant, Life Skills	10/19/2022		termination
	Yaunt, Kayla	Instructional Assistant, Life Skills	10/26/2022		termination
<i>Change of Status</i>					

## LICENSED STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>				
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Aldal, Katrina	School Nurse	11/9/2022	
	Jones, Erica	Teacher of the Deaf/Hard of Hearing	11/8/2022	
<i>Change of Status</i>				

## PROFESSIONAL STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Borders, Aylwin	Security Systems Engineer	12/15/2022	
	Brown, Adam	Systems Engineer	12/5/2022	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Dees, Gerald	Cybersecurity Administrator	11/3/2022	
<i>Change of Status</i>				

## VACANCY NOTICES (Information)

Posting #	Position	Closing Date	Notes
352	Community Engagement, MEP (Douglas County)	12/5/2022	In process
445	Speech Language Pathologist	12/5/2022	In process
590	Sign Language Interpreter	12/7/2022	In process
611	Speech Language Pathologist	Open pool	In process
635	Instructional Assistant, Life Skills	12/13/2022	In process
640	Instructional Assistant, Life Skills	Open pool	In process
682	Attendance Advocate	11/2/2022	Position filled

**VACANCY NOTICES (Information continued)**

<b>Posting #</b>	<b>Position</b>	<b>Closing Date</b>	<b>Notes</b>
702	Specialist, Community Resource Liason	12/6/2022	In process
705	Teacher, Deaf/Hard of Hearing	12/5/2022	In process
719	Graduation Specialist, Migrant Education	12/5/2022	In process
725	Specialist, Student Engagement & Academic Suppo	12/5/2022	In process
727	Instructional Assistant, Life Skills	Open pool	In process
733	Instructional Assistant, Life Skills	Open pool	Position filled
734	Instructional Assistant, Life Skills	Open pool	In process
735	Instructional Assistant, Life Skills	Open pool	Position filled
737	Instructional Assistant, Deaf & Hard of Hearing	10/31/2022	Position filled
739	Teacher, At-Large	12/6/2022	In process
742	Instructional Assistant, At-Large	12/5/2022	In process
743	Instructional Assistant, At-Large	Open pool	Position filled
752	System Administrator	10/21/2022	Position filled
753	Instructional Assistant, Life Skills	Open pool	In process
754	Instructional Assistant, Life Skills	Open pool	In process
755	Instructional Assistant, Life Skills	Open pool	In process
756	Instructional Assistant, Life Skills	Open pool	In process
757	Instructional Assistant, Life Skills	Open pool	In process
758	Instructional Assistant, Life Skills	Open pool	In process
759	Instructional Assistant, Life Skills	Open pool	In process
760	Instructional Assistant, Life Skills	Open pool	In process
761	Instructional Assistant, Life Skills	Open pool	In process
763	Security Systems Administrator	11/1/2022	Position filled
767	School Nurse	12/12/2022	In process
768	Instructional Assistant, Life Skills	Open pool	In process
769	Instructional Assistant, Life Skills	Open pool	In process
770	Instructional Assistant, Life Skills	Open pool	In process
771	Instructional Assistant, Life Skills	Open pool	Position filled
772	Instructional Assistant, Life Skills	Open pool	Position filled
773	Instructional Assistant, Life Skills	Open pool	Position filled
774	Database Administrator	12/13/2022	In process
775	Speech Language Pathologist	Open pool	In process

Lane Education Service District  
**2022-23 General Fund Financial Summary**  
 November 30, 2022

	<b>Budget</b>	<b>Actual: Jul-Nov</b>	<b>Projected: Dec-Jun</b>	<b>Projected Total</b>	<b>Projected vs Budget</b>	
					<b>\$</b>	<b>%</b>

**Resources**

State School Fund	15,395,800	7,693,786	7,620,728	15,314,514	(81,286)	-0.5%
Property Tax & Timber	8,370,200	5,705,527	2,768,467	8,473,993	103,793	1.2%
Services to Districts	873,800	-	1,395,748	1,395,748	521,948	59.7% (1)
Other Local Revenue	350,000	347,561	155,069	502,630	152,630	43.6% (2)
Indirect from Grants	490,000	36,704	503,296	540,000	50,000	10.2%
<b>Total Revenues</b>	<b>25,479,800</b>	<b>13,783,578</b>	<b>12,443,307</b>	<b>26,226,885</b>	<b>747,085</b>	<b>2.9%</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>18,183,434</b>	<b>12,443,307</b>	<b>30,626,741</b>	<b>616,941</b>	<b>2.1%</b>

**Requirements**

Salaries	9,259,434	2,921,607	6,737,704	9,659,311	399,877	4.3%
Benefits	6,409,374	1,793,445	4,312,415	6,105,860	(303,514)	-4.7%
Services	3,592,088	1,949,860	3,033,118	4,982,978	1,390,890	38.7% (3)
Supplies	339,400	329,501	96,810	426,311	86,911	25.6%
Other	215,700	202,547	18,300	220,847	5,147	2.4%
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>7,625,960</b>	<b>19,530,465</b>	<b>27,156,425</b>	<b>1,155,276</b>	<b>4.4%</b>
Ending Fund Balance: Unreserved	2,581,113	-	-	2,381,715	(199,398)	-7.7%
Ending Fund Balance: District Reserves	1,427,538	-	-	1,088,600	(338,938)	-23.7%
<b>Total Requirements</b>	<b>30,009,800</b>	<b>7,625,960</b>	<b>19,530,465</b>	<b>30,626,741</b>	<b>616,941</b>	<b>2.1%</b>

Change in Unreserved Fund Balance	(819,887)	(870,285)
Unreserved Ending Fund Balance	10.1%	9.1%

(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.



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## Resolution to adopt the OSBA Legislative Priorities and Principles as recommended by the Legislative Policy Committee

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

**WHEREAS**, the OSBA Legislative Policy Committee has crafted the Proposed OSBA Legislative Priorities and Principles as a foundational document in guiding the legislative and advocacy work of OSBA members and staff, and

**WHEREAS**, the OSBA Legislative Policy Committee has determined these Proposed OSBA Legislative Priorities and Principles to be in alignment with the OSBA Board of Directors equity goals, and

**WHEREAS**, the OSBA Legislative Policy Committee met in January and April to review the Proposed OSBA Legislative Priorities and Principles, and

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

**THEREFORE, BE IT RESOLVED** by the OSBA Board of Directors that the Proposed OSBA Legislative Priorities and Principles be placed before the membership for consideration during the 2022 OSBA election season, and

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

# Legislative Priorities and Principles

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## Preamble

OSBA's mission is to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Education equity ensures:

- All students are accepted as their authentic selves, are heard and valued, feel they belong, and achieve high academic and personal standards that empower them to thrive.
- Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture, or any other identity.

Public school boards have unique insights on how to address education equity and systems change in their districts. OSBA is committed to supporting boards in their just and fair distribution of resources based upon each student's needs.

Equity is the driving force behind the Student Success Act, and OSBA is dedicated to advancing legislation designed to raise academic achievement for all students and reduce academic disparities for historically underserved students.

In support of OSBA's Call for Equity, and on behalf of Oregon students, we are committed to promoting equity, combatting injustices, and disrupting bias and systemic racism in education policies through our advocacy at the state level.

OSBA believes a strong and equitable public education system is the best investment Oregonians can make to assure student success, strengthen our economy, create thriving communities, and improve the quality of life for every Oregonian.

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Approved by the Legislative Policy Committee: April 23, 2022

Approved by the OSBA Board: September 23, 2022

Approved by the OSBA Membership:



# Priorities

## **Promote Adequate, Predictable, and Stable Funding**

The State School Fund rises and falls every two years because Oregon's revenue-raising and funding systems have substantial variance. Stable and adequate funding is crucial to providing a quality education to all students across the education continuum. To ensure stable and adequate funding, OSBA will actively promote legislation that accurately calculates current service level funding for school districts.

## **Protect the 2019 Student Success Act**

The Student Success Act provides local school districts and education service districts unprecedented opportunities to target new funding toward educational programs. OSBA will actively promote legislation to protect the funding allocated for the Student Success Act in order to deliver equitable outcomes for all K-12 students.

## **Close the Opportunity Gap**

In every community a disparity in academic achievement exists between student groups. OSBA will support legislation aimed at closing achievement and opportunity gaps that exist across Oregon's public schools.

## **Contain Cost Drivers**

The costs associated with health care and retirement benefits are eating into funding available for instructional opportunities for students. OSBA will promote legislation that provides relief for districts related to benefit costs controlled by the State.

## **Support Local Governance and Oppose Mandates**

Locally elected officials, local education professionals, and the local community are in the best position to respond to the needs of all students. New mandates must have necessary funding and be researched-based with results indicating increased achievement for all students.

## **Support Capital Improvements**

Students need schools that are safe, comfortable, and appropriate for a modern and/or digital learning environment. OSBA will actively promote the allocation of state-level resources to help pay for construction and capital improvement. OSBA will promote legislation aimed at diversifying the funding methods available to school districts.

## **Ensure Access to Post-Secondary Credits**

All students should have access to post-secondary credit opportunities. OSBA will advocate for a seamless transfer of credits throughout Oregon's higher education system.

## **Address Education Workforce Shortages**

OSBA will promote efforts both state and at the local level to preserve and improve initiatives that combat the workforce shortage. OSBA will advocate for programs that will help districts recruit and retain a diverse and well-prepared workforce.

# Principles

## **Finance**

OSBA supports the allocation of state resources to ensure school districts and education service districts have the necessary resources to equitably and fully support all students' instructional, behavioral, and programmatic needs. OSBA supports appropriate financial tax policy to make Oregon schools competitive, nationally, and globally, including the preservation of other funding options for local district consideration.

## **Student Programs**

OSBA supports high-quality programs that equitably serve all students in obtaining a comprehensive and well-rounded education. OSBA supports new and continued partnerships with education stakeholders to increase educational and career opportunities for students.

## **Student Safety and Wellness**

OSBA supports safe and secure school environments, the physical health and overall well-being of all students, and services that promote social, emotional, and behavioral health.

## **Personnel**

OSBA supports attracting and retaining effective employees to create a healthy, diverse, culturally responsible, safe, and sustainable workforce. OSBA supports local management, local contract negotiations, and continued conversations regarding professional development, licensure, and career advancement for personnel.

## **Governance and Operations**

OSBA believes locally elected school district, ESD, and community college boards are best equipped to make decisions in the best interest of students and communities. OSBA supports cross-system collaboration, alignment, and accountability among education stakeholders and partners.

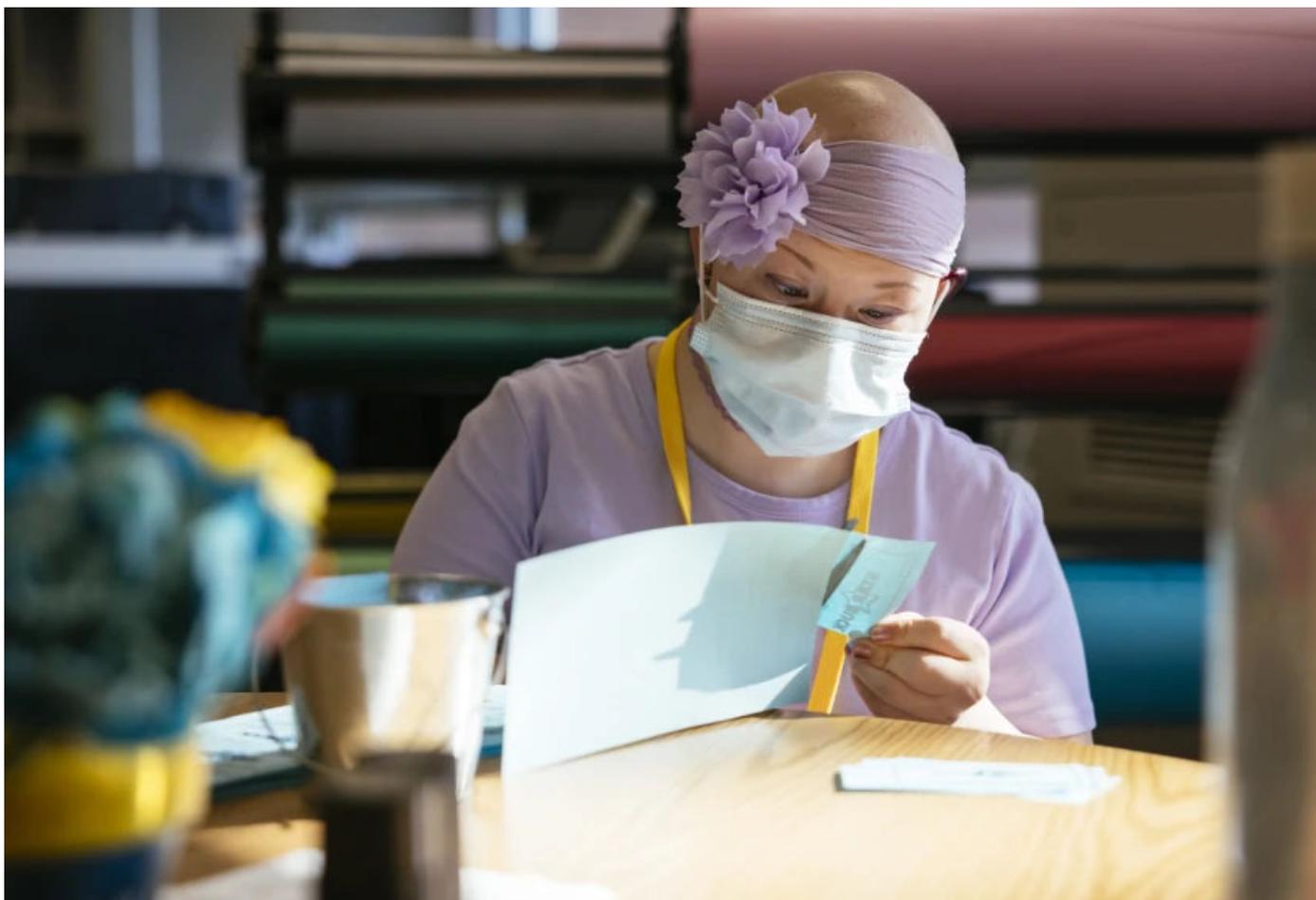
## **Federal Education Issues**

OSBA will advocate for the federal government to prioritize, streamline, and fully fund programs that support students.

# Older Students Face Time Crunch in Getting Crucial Special Education Services



By [Evie Blad](#) — October 14, 2022 ⌚ 10 min read



Rebecca Newlon, 19, who has Down syndrome, participates in an internship job at her former elementary school in McHenry, Ill.  
— Taylor Glascock for Education Week

Rebecca Newlon is finishing up her K-12 educational experience where it all began: at her former elementary school in McHenry, Ill.

An internship program there has given the 19-year-old, who has Down syndrome, the space to learn valuable lessons about adulthood. It's also given her a chance to recover from the isolation of the early days of the COVID-19 pandemic.

“I like seeing my old teachers,” Newlon said. “I am one of the adults in the school and the kids learn from me.”

Like many students with disabilities, who are often at higher risk for severe illness from the virus, Newlon experienced seismic interruptions in her learning when her school closed for in-person instruction in spring 2020.

And, as K-12 schools shift into recovery mode for students with disabilities, the oldest students face a particular challenge: getting the most out of special education services before they seek to live more independent lives as adults.

Newlon walked at her high school graduation last spring, but she won't receive her diploma from the McHenry school district until she finishes a special transitional program designed to help students with disabilities learn skills needed for life and work.

Some students in transition programs learn how to ride the city bus alone, how to balance a checkbook, or how to create a college-course plan. Newlon, who has long been interested in administrative work, spends three days a week at her former elementary school, learning skills that she can transfer into later office work, like sorting mail and managing paperwork.

In recent years, thousands of students who are a few years older than Newlon missed out on those experiences. Because of the pandemic, routes were restricted on public transportation. Workplaces that would normally provide on-site training for students closed their offices or limited access. And programs that emphasize hands-on experiences struggled with the transition to online learning.

Newlon's mother, Chris, is both pleased and relieved to see her daughter thriving in the work. And she feels fortunate that the internship wasn't interrupted by pandemic closures.

“We would like to see her as independent as possible. We've said that since she entered preschool,” said Chris Newlon, who said Rebecca comes home from her internship with “a smile on her face that we haven't seen for a while.”

**Meeting the needs of students before they 'age out' of special education**

Around the country, advocates, parents, and policymakers are pressing schools to make up for lost time, in some cases by allowing students to stay beyond the time they would typically “age out” of special education services so they can have the best shot at successful entry into the workforce or higher education.

The Individuals with Disabilities Education Act, the nation’s primary special education law, requires schools to begin transition planning for students with disabilities at or before age 16, outlining goals for employment or postsecondary education and the social, emotional, academic, and life-skills supports that students will need to reach them.

For example, educators may work with a college-bound student with autism during their senior year to talk through the social cues of living in a dorm or help them identify a college program tailored to their needs, said Peg Kinsell, the policy director at SPAN Parent Advocacy Network, an organization that helps parents of children with disabilities. Other students’ transition plans may include lessons about their rights under federal law and how to advocate for themselves in housing, work, or higher education.

Rebecca Newlon pushes a cart to the front office to collect mail at Valley View Elementary in McHenry, Ill.

— Taylor Glascock for Education Week

Some students, like Rebecca Newlon, stay beyond their state’s compulsory education age to complete individualized transition programs. Under federal law, schools must allow students to remain enrolled in the K-12 system up to age 21, although some states permit programs to extend until students turn 22.

In a typical year, that extra time can be valuable for students who need more-intensive supports to finish their education. But for those who aged out of those services during the pandemic, the last few years can feel like a wasted opportunity, Kinsell said.

“One of the most important components [of transition programs] is that community-based instruction: job sampling, taking classroom skills and generalizing them to the community, learning to ride the city bus,” Kinsell said. “Not being a part of it in person just took all of the steam out of the engine.”

Federal law requires schools to provide compensatory services for students with disabilities to make up for interruptions in services that caused them to fall behind on expected progress. The U.S. Department of Education has said schools may need to meet that requirement by extending the age of eligibility for students who aged out of special education services during school closures, using federal relief funds to cover additional services if necessary.

In states around the country, advocacy groups have pushed for new state laws or orders that allow students who turned 21 or 22 during the pandemic to remain in school an additional year. States that have adopted such policies include [Illinois](#), [New Jersey](#), [New York](#), and [Pennsylvania](#).

During the pandemic, older students with disabilities are facing “real hardships because of the crisis conditions that make it hard for them to participate in the services and activities that will enable them to realize their potential,” said a statement from then-New Jersey state Sen. Steve Sweeney, a Democrat, after a bill he helped write passed in 2021. “These educational programs are key to their quality of life.”

The New Jersey bill requires schools to provide an extra year of services to enrolled students who turned 21 during the pandemic, including during the 2022-23 school year.

Such efforts are critical for families of children with disabilities who need more-intensive supports and who may see their children’s age-out date as an urgent timeline after which they will lose access to the therapies and services they have relied on for years, said Stephanie Smith Lee, a senior policy adviser for the National Down Syndrome Congress.

“There’s so little time left for these families before they hit the cliff,” she said.

## **Parents learn to navigate compensatory services**

It’s unclear exactly how many students these new state laws will affect. About 7.2 million students ages 3-21 received special education services during the 2020-21 school year, representing about 15 percent of total U.S. public school enrollment, federal data show. During

the 2019-20 school year, 5,172 students with disabilities exited high school because they reached the maximum age of enrollment, according to the most recent data.

In most states, taking advantage of that extra year requires a determination by the student's individualized education program, or IEP, team that the time is needed for compensatory purposes after the pandemic. Such determinations are also needed for students on more typical diploma tracks to receive extra services, like physical therapy and tutoring, to help them regain progress that may have been lost during school interruptions.

But parents of students with disabilities—in all ages and grade levels—are often unaware their children may qualify for compensatory services, advocates say.



I think a lot of students will have aged out or graduated without getting the compensatory education they are entitled to because they didn't know to ask.

**Robin Lake, director of the Center for Reinventing Public Education**

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“I think a lot of students will have aged out or graduated without getting the compensatory education they are entitled to because they didn't know to ask,” said Robin Lake, the director of the Center for Reinventing Public Education, which has compiled research and data to trace the impact of the pandemic on students.

A major example: [The Los Angeles Unified school district](#) agreed in April to publicize compensatory offerings and to assess the recovery needs of students with disabilities after the federal Education Department's office for civil rights determined its offerings had fallen short.

After failing to adequately track whether students received required services during remote learning, the district erroneously advised educators not to use the term “compensatory education” in IEP meetings, asserting in a training webinar that “compensatory education is not intended for situations such as the COVID-19 pandemic,” the Education Department investigation found.

Some advocates saw the L.A. agreement as the tip of the iceberg, an indicator that much smaller school systems around the country likely had similar faults.

Parents of students with disabilities often become ad hoc experts in applicable federal laws, learning to press for their children's inclusion in general education classrooms and to navigate the IEP process, advocates say. But even the most well-studied parents might not have known about compensatory services before the pandemic.

Groups like the SPAN Parent Advocacy Network and the Council of Parent Attorneys and Advocates have worked with local networks of parents to make them aware of their children's legal rights during pandemic recovery.

In New Jersey, advocates successfully pushed the state legislature to enact a new law that temporarily extends the timeline for parents to request a due process hearing. It also requires schools to hold IEP meetings with all students in special education programs before the end of the current calendar year to determine what compensatory services may be appropriate.

The new law took the onus off parents to initiate such conversations, said Kinsell of SPAN.

## **Conflicting priorities for students with disabilities**

The pandemic presented conflicting urgent priorities for families of students with disabilities. On the one hand, many of those disabilities gave children significantly higher chances of severe illness if they contracted COVID-19, making it risky for them to learn in person, even after schools reopened. On the other hand, learning remotely robbed students with disabilities of chances to engage in needed experiences and services.

In response to that tension, some [families of children with conditions like Down syndrome sued](#) when states prohibited universal mask requirements in school. They said abandoning such precautions effectively barred their children from safely learning with their classmates, arguing that it was akin to removing a ramp for a child who uses a wheelchair.

Rebecca Newlon, the Illinois student who is now in a transition program, was in her sophomore year of high school in spring 2020, when schools around the country quickly shut down as the virus spread. Because she has a heart condition that put her at higher risk, she remained in remote learning until she could get vaccinated, near the end of her junior year.

Rebecca Newlon, 19, signs into her internship binder at Valley View Elementary School, in McHenry, Ill. She attended the school when she was young and now interns there learning job skills.

— Taylor Glascock for Education Week

She spent her time at home in an extra bedroom the family set up for remote learning. While Newlon was able to participate in many general education classes successfully online, she couldn't fully receive services like physical therapy for her balance and endurance. Her family tried to supplement with long walks and workouts on an elliptical machine.

She can also feel shy at times, and time away from school was difficult for her social development.

"I missed my friends," said Rebecca, who spoke with Education Week via email. "I missed some of the fun things like Spirit Week."

After helping other parents of children with disabilities navigate the IEP process for years, her mother, Chris, believes the process is even more difficult now, as families look back on what

their children missed.

“It’s a lot of work on the family because it seems like the school is not going to initiate that at any point—unless you’ve got an amazing school system,” she said.

The internship job at Rebecca’s former elementary school, created with her family’s input, allows her to interact with familiar faces while learning new skills. It’s been so successful that the school’s administrators have looked for ways to involve her in tasks in the library and classroom activities, like student reading groups.

For the two days she’s not at work-study, Rebecca meets with other students to practice skills like initiating conversations and managing money.

Chris Newlon said the experience has helped her daughter bloom after a rough few years. But the future after high school is still a bit intimidating.

“There is such a limited time that you can get this much help for your child as a young adult,” she said. “To have that pulled out from under you, it’s a crime.”



**Evie Blad**

Staff Writer, Education Week

Evie Blad is a reporter for Education Week.

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# December HR Update

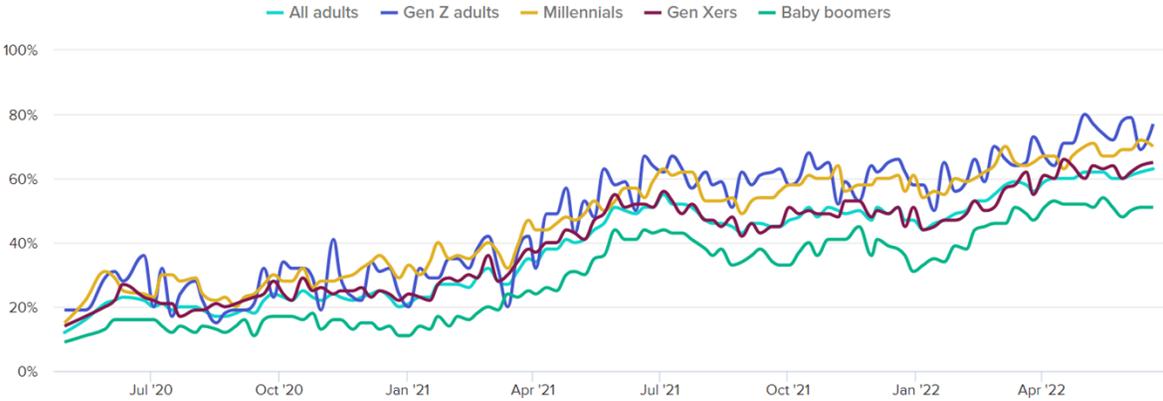
Ze Anderson-Brown, Executive Director of Human Resources

## Recruitment

Due to the success of the television campaign in helping to fill vacancies, a planned sunset of the “I’m Lane ESD” television commercial and linked social media campaigns has begun. With that said, we anticipate attrition and turnover to continue through the winter months, creating vacancies at a projected manageable rate. Planned recruitment efforts will be scaled to meet the forecasted demands, including purchasing two recruitment campaigns. These campaigns will be used to help continue to attract qualified candidates to the organization. The commercial will continue to saturate the local market as we utilize the YouTube paid ad platform. In addition, we have a new planned eight-week campaign using local cinema movie advertising as a media exposure promotion. This media purchase is a geo-targeted campaign allowing us to reach a dedicated local audience directly. The movie advertising buys consisted of two movie theaters, one in Eugene and one in Springfield. Both theaters loop the commercial in their lobbies during regular business hours, and the commercial is shown just before the start of each movie. The months of November and December were selected because both have traditionally demonstrated an uptick in ticket sales, according to *TheNumber.com/Market* (Excluding Covid months). The graph below from *Morning Consult.com* shows that from Gen Z Adults through Baby Boomers, all generations feel comfortable enough to return to the movie theater.

### Comfort With Going to the Movies

The share of respondents who said they feel comfortable going to a movie theater right now



Weekly surveys are conducted among a representative sample of roughly 2,200 U.S. adults, with an unweighted margin of error of plus or minus 2 percentage points.

## **Time and Attendance**

Work completed in late October and early November brought us closer to streamlining our employee time-tracking process by moving to a no-more paper timesheet system. The goal is to automate and manage all aspects of time and attendance, from the collection of time through the application of the pay rules, so that we know that we comply with state and federal labor laws. The new system will help to improve accountability and accuracy, which will also help keep us on budget. The new system will enable the business office to track and apply complex pay rules for different types of pay groups, job classifications, and employees who work in multiple positions. The new software will offer clock-in options from school-issued laptop computers or a mobile app. In addition, the new software is integrated into our absence management system. The new system will help staff better track their leave benefits and use of leaves in real time. Supervisors will now be able to approve timesheets electronically, which should help save valuable time.

Next week will begin the implementation phase with the vendor. HR and Payroll will start drafting procedures for recording/reporting all time worked and using leaves. The rollout of the new software will begin slowly in late January, with only a small pilot group of 8 to 12 people. Once we have completed a pay cycle with the pilot group, we will move to a larger trial group. Once that second group experiences a successful pay cycle, we will roll the new system out to all staff currently on paper timesheets.



Overcoming barriers to education through technology

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### **Mobile app for new ESD website**

This is the last piece of our 1st phase of the ESD website update.

*Goal-45 days to finish the app testing before release.*

### **LEARN Platform**

This is an application that manages the use and viability of software for teachers and staff. This application will allow IT to manage contracts and adherence to student PII requirements while expediting the request for new software.

*Goal-60 days to the finalization of the current library and creation of evaluation committee.*

### **Eduraom**

An interconnected wireless network that spans all participating agencies.

Lane ESD and 9 other schools in our region have committed including UO.

*Goal-30 days to have the ESD setup and schedule created for the participating districts*

### **Server racks**

The racks that store the IT equipment is in the main IT office creating noise that is bad for hearing long term and provides a security risk for the equipment as well. With the Help of facilities we will move the racks into a purpose built room.

*Goal- Completion by end of February*

### **IT Office Remodel**

IT is helping facilities with the remodel of the IT office for greater use of the space.

*Goal- Completion of the remodel by March/ April*

### **Juniper Switches**

This is the equipment to update our internet and communications systems. This equipment has been on order since August and we do not have an ETA. We hope to have this equipment before the end of the school year for a summer installation.

*Goal- Completion by end of summer 2023 completion*

### **Fortigate**

This is the equipment that we use for our firewall that protects the internet traffic for our districts and everything we do at the ESD. The replacement of this equipment will save the agency hundred of thousands of dollars over the next 5 years.

*Goal- Completion by end of summer 2023 before our next renewal is due*

### **Aruba Wireless Controller**

This equipment has to be updated to maintain security for the classrooms in our districts. The equipment was ordered a month ago and we hope to have the equipment before the summer starts.

*Goal- Completion by end of summer 2023*

### **Bells/Intercoms/Alerting system**

Westmoreland and the main office are in need of a bells, intercom, and alerting system.

*Goal- Completion by end of summer 2023*

### **DUO**

The increase of multi factor authentication for security requirements and adherence.

*On hold due to staffing shortages and availability.*

### **LCC Intern program**

Intern program needs to be updated and increased.

*On hold due to staffing shortages and availability*

### **Staffing**

Current open positions:

Database Administrator

Network Engineer

Security Systems Engineer



Board Report Leslie Harris Dec. 7, 2022

I attended three sessions at the OSBA convention in November where I learned things that may be of interest to the rest of the board:

1) Session about re-introduction of art education, presented by Portland schools district. Portland enacted a special tax to fund art education in the schools. This presentation discussed how the money is being used; the primary use is hiring teachers for the elementary grades who teach theater, visual arts, or music. This made me think of how LESD might help smaller districts pursue opportunities to add arts education for their students.

2) Program on implementation of the recent legislation requiring school districts to collaborate with area tribes to add/improve education about Native people in the area. This was from the Jefferson School district, which includes much of the Warm Springs Tribe. Like #1 above, made me think of how LESD might help smaller districts develop materials and programs for their students to implement this legislation.

3) Program on managing meeting disruptions. I brought back good materials about this, and I know several of our administrators were at this session as well. I will share the materials and strongly encourage the administrative team and the board to take time to develop protocols for handling these issues. They could arise at any time.

I am so heartened to see Jason Wood's public comment statement at the most recent Siuslaw School Board meeting published on the front page of the Siuslaw Newspaper. ( 'They are just children' ,by Zach Brett - 11/16/22) . I am grateful for Jason's courageous advocacy of transgender students at the Siuslaw Schools and I applaud the SNEWS editors for giving voice to those comments, so that all of our community can become aware of the issue.

I have learned that transgender people often experience depression and distress Like other minority groups, they are also subjected to prejudice and discrimination, which intensifies the distress.

As an educator at Lane Community College and board member for the Lane Education Service District, I work to make sure all students feel safe and valued in their schools. I appreciate that Jason and the SNEWS editors support safety for our transgender students- "they are just children" like all the rest of our students.

Nora Kent  
Florence

## Voter Information/ Pizza Night

On October 18th, with the support of Florence ORganizes, I sponsored a voter information event for young people and their families . The pizza was funded by a generous member of the community who wants young people to get involved in the voting process.

One of the activities I asked the young people to participate in was to make a pledge to remind three others to vote. One of them commented that he would remind more than three, because this election is so important.

I felt very heartened to contribute to young people's enthusiasm about elections and hope they will continue to vote in every election.

## Ruby Bridges Walk to School Day

I participated in the RBWSD in Mapleton on November 14th. I asked several community members to come volunteer as well. Vanessa Clemons, BAASS Navigator in Mapleton organized the event in conjunction with Oregon Safe Routes to School.

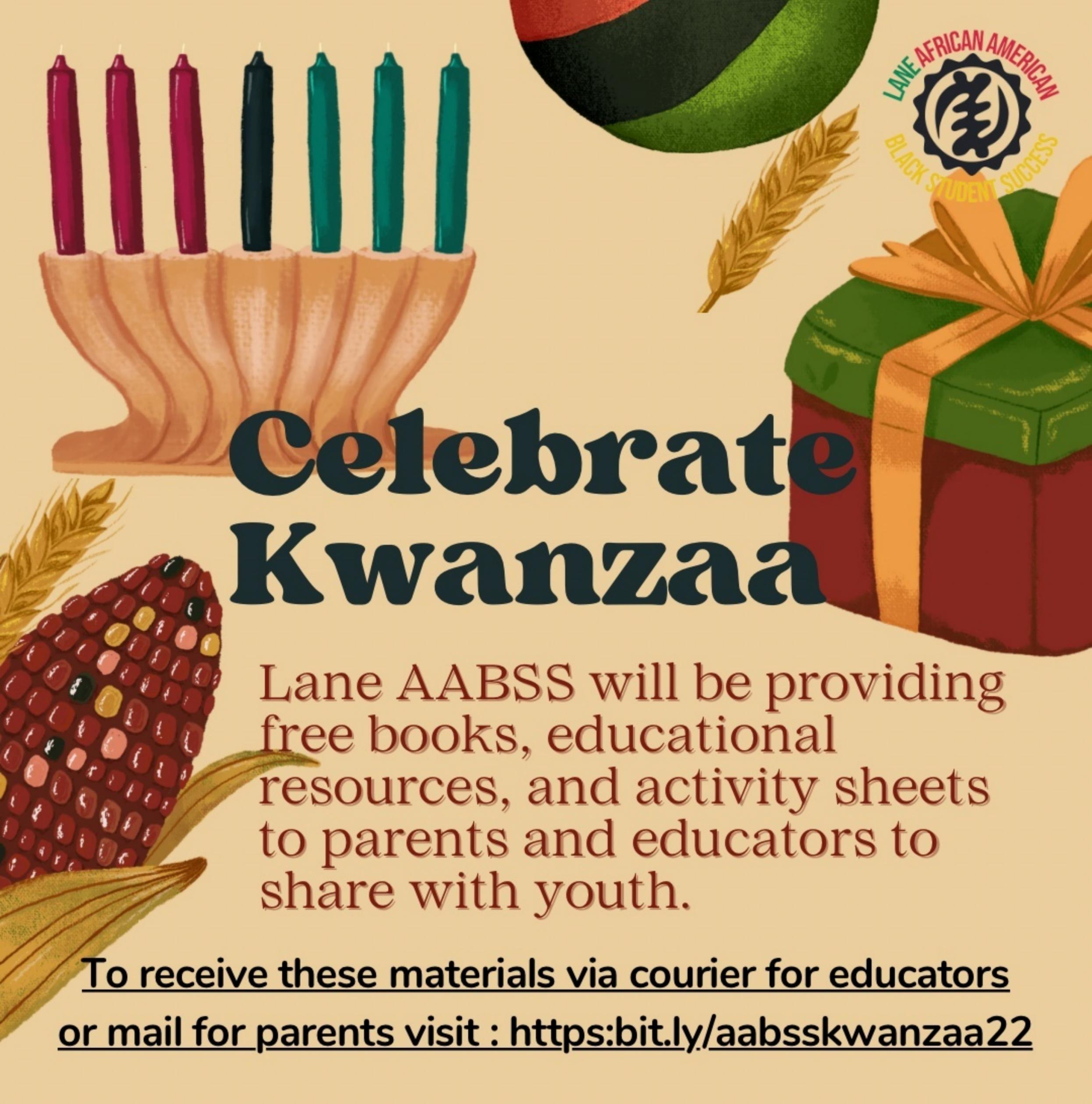
The event was enthusiastically attended, even in the sub freezing weather. Kaki Burrus, grandmother of two students, led the reciting of the Ruby Bridges pledge and we all took off marching with strollers and bikes as well. A few of the Mapleton School board members attended and Superintendent Sue Wilson was on hand to direct traffic near the school. We made the front page of the Siuslaw News.

## Family Literacy Update

I met with representatives from Downtown Languages, Siuslaw Schools and the LCC ABSE Department on December 1. The plan is to start up the Pilas program for ELL families in April. I have been asked to help recruit any interested volunteers, children's program teachers, potential students, with the assistance of my Siuslaw Vision partners. I will also ask Siuslaw Vision to direct me to organizations that can help with funding food ( for family dinner ) and materials.

## PTA Street Cleanup

On December 3rd I participated in the Adopt a Street clean up day along with a couple of other PTA community volunteers and one student. We are hoping for more family participation next month.

A vibrant illustration celebrating Kwanzaa. It features a wooden Kwanzaa candle holder with seven candles in shades of red, black, and green. To the right is a wrapped gift in green and red paper with a gold ribbon. In the bottom left is a colorful ear of corn. A circular logo in the top right corner contains the text 'LANE AFRICAN AMERICAN' and 'BLACK STUDENT SUCCESS' around a central symbol. The background is a warm, light yellow.

# Celebrate Kwanzaa

Lane AABSS will be providing free books, educational resources, and activity sheets to parents and educators to share with youth.

To receive these materials via courier for educators or mail for parents visit : <https://bit.ly/aabsskwanzaa22>