

<b>LANE EDUCATION SERVICE DISTRICT</b>	<b>BOARD MEETING</b>
1200 Hwy 99 N	Tuesday, October 3, 2023
Eugene, Oregon 97402	Regular Meeting: 6:00 PM

To view meeting live: <https://us02web.zoom.us/j/82246099036>  
Work Session 5:00 PM

**LANE ESD BOARD MEETING  
AGENDA**

Tuesday, October 3, 2023

1. Call Executive Session to Order

The Board of Directors of Lane ESD will conduct a Executive Session to:

- To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or agent, unless he or she requests an open meeting. (ORS 192.660(2)(b))
- To consult with counsel concerning current or possible litigation. (ORS 192.660(2)(h))

Board Chair

2. Call Regular Meeting To Order

Board Chair

3. Welcome

Guests attending the meeting will be introduced.

Board Chair

4. 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.

Board Public Comment Document

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5. Lane Education Service District Statement of Accountability: Land Acknowledgement

Lane ESD acknowledges that the lands we call Lane County - the lands that sustain our children, our future, and our collective well-being - are the traditional ancestral home of the Kalapuya, Siuslaw, Molalla, and other indigenous people

who have lived in Lane County since time immemorial. Native children, families, and communities bear witness to a legacy of displacement and forced relocation. As an educational institutions we are accountable for addressing the current and former silencing, erasure and genocide of native people in Oregon and Turtle Island. We aim to join with indigenous people, honoring their resilience, courage, and self-determination in a purposeful pursuit of justice.

Today indigenous people -- alive, diverse, and vibrant -- live in and contribute to the culture of Lane County. We are all blessed by their presence.

- We commit to support our own, Lane ESD staff, and student learning about indigenous peoples of Oregon, the history, culture, current concerns, and the role of educational institutions in the genocide of Native/Indigenous people and tribes and in the possibilities for repair and justice. As an ESD we will support and encourage the implementation of Tribal History/Shared History curriculum with all our educational partners.
- 2. The board also commits to building relationships that would help us understand the lived experiences of our native students' families and communities and how LESD impacts our students, in collaboration with the superintendent.
- 3. The board will review and update the spoken Statement of Accountability Land Acknowledgement annually during our annual organizational meeting or when needed.

Board Chair

- 6. Agenda Review

Board Chair

- 7. Action Items

Board Chair

#### A. Declaration of Indigenous Peoples Day 2023

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

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

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

**Whereas** the State of Oregon recognizes and acknowledges the traditional homelands

of Oregon's nine federally recognized tribal nations; and

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

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

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

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

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

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

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

Board Chair

## B. Consent Agenda

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

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

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

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

**BE IT RESOLVED** that the Board of Directors of Lane ESD adopts the

consent group as submitted and listed below.

1. Lane ESD Board Meeting Minutes of September 5, 2023

2. Human Resource Report, dated September 30, 2023

Board Chair

LESD Board Minutes - September 5 2023 14

Hrrpt 10-1-2023 23

C. Accept Financial Report

**BE IT RESOLVED** that the Board of Directors of Lane ESD accepts the Financial Report for September 2023.

Board Chair

09-30-23 Board report - ESD 25

D. Adopt 2024-25 Budget Calendar

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

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

Board Chair

Calendar 2024-25 - ESD 26

E. Approve Integrated Guidance Plan for Martn Luther King Jr. Program

MLK's Integrated Guidance plan and budget were presented to the Board at its June meeting. In service of students with juvenile justice involvement, Integrated Guidance (IG) and High School Success (HSS) plans are written to focus on implementation of Collaborative Problem Solving. MLK students historically lack the skills to regulate and return to class ready to learn after escalations. We will be engaging in Collaborative Problem Solving (CPS) level 1 in the 2023-24 school year and CPS level 2 in the 2024-25 school year. The Board of Directors of Lane ESD will approve the Integrated Guidance and High School Success plans for the 23-24 and 2024-25 school years.

Board Chair, Superintendent

Lane-County-IG-Application-Final 27

F. Technology Room Remodel

Board update on the remodel of the Technology Services Department

Tony Scurto

G. Complaint Response

The board will consider action related to a complaint received, and reviewed in Executive Session.

Linda Hamilton

8. Discussion/Reports

A. Legislative Update

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

Superintendent Tony Scurto

B. Superintendent Report

Superintendent Tony Scurto

Board Briefing 9-29-23

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C. OSBA Fall Convention

Registration is now open for the OSBA Fall Convention in Portland. Rooms have already been reserved for each of you. Dinner reservations are in place for Thursday evening, November 9.

This year's theme is *Model the Way for Student Success* and the sessions will include informative and interesting workshops primarily targeting school board members, superintendents and administrative professionals serving Oregon school boards. Workshops will focus on equitable best practices across rural and urban settings that impact student success in one or more of the following categories:

- Board culture and climate: effective leadership tools that foster high student learning
- Board-superintendent relationship: behavior and communication best practices that promote transformational leadership
- Student achievement and data: how to use data to identify student needs and ensure success for every student
- Community engagement: board collaboration and partnerships with all community segments

- Student role in board governance: how to meaningfully engage with youth for decision making
- Supporting student and staff well-being: best practices and innovation for supporting students and staff socially and emotionally
- Administrative professionals' role in leadership: tools and best practices for building an effective relationship on the governance team

The keynote speaker for Friday, Nov. 10 will be Dr. Adolph Brown presenting "Reflective Leaders are Effective Leaders." On Saturday, Nov. 11, keynote speaker Sarita Maybin will offer "Practical Solutions for Working Better Together."

OSBA will also offer two all-day, simultaneous pre-conference events on Thursday, Nov. 9 to kick-off the weekend. Dr. Thomas Alsbury will present "Highly Effective Boards: The Key to Lifting Student Achievement" for board members and superintendents, while OSBA staff presents an Administrative Professionals Workshop focused on professional development for administrative, executive and board assistants.

### **The next step is registering you for the Convention.**

Please let Julie know if another district or organization is taking care of your registration. In order to submit your registration, please provide Julie with the following information:

3. Do you wish to attend the Thursday Preconference (see attached At-a-Glance Agenda)? (Preconference + Conference is \$870 plus a processing fee)
4. What are your preferred pronouns?
5. Which Saturday breakfast: Oregon Small Schools or Capital Watch?
6. Do you plan to attend the OSBA Legislative Policy Committee Meeting? *The OSBA Legislative Policy Committee meeting will be held on Saturday, Nov. 11 from 5:15 - 6:15 p.m.*
7. Do you agree to the following:

**Code of Conduct:** *The Oregon School Boards Association (OSBA), in its role of serving school board members and lifting student achievement, periodically brings people together to share ideas, information and resources. OSBA strives to provide a safe and welcoming event experience for all participants, regardless of race, national origin, disability, religion, political affiliation, sex, gender identity or expression, or sexual orientation. Conference participants, including but not limited to attendees, vendors, speakers, sponsors, OSBA staff and others, are expected to conduct themselves with integrity, courtesy and respect for others at all events. We recognize a shared responsibility to maintain these principles for the benefit of all. OSBA does not tolerate discrimination, intolerance, harassment, aggression or ill will of any kind at any OSBA event, either in person or via electronic communications. Participants are asked to stop such behavior and are expected to comply immediately. If a participant engages in such behavior, OSBA retains the right to take action, such as but not limited to warning offenders or*

*expelling them from the event with no refund and limiting future participation in OSBA events. Please bring concerns about behavior or other issues to the attention of OSBA staff and/or any member of the OSBA Board of Directors immediately.*

Board Chair

OSBA Convention At-A-Glance-Agenda-for-website-AC-2023 80

9. Information from Administrative Staff

The directors of Human Resources and Title Programs, Special Education, Business Services, Technology and School Improvement will provide oral reports to the Board on matters of interest concerning their area of responsibility.

Administrative Staff

School Improvement Update 82

10. Board Member Reports and Comments/Agenda Planning

Lane ESD Board, Liaisons, Advisors

A. Agenda Planning

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

Board Chair

B. Board Member Reports

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

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

1. What programs did I visit over the last month? What committees did I participate in?
2. What is the connection to the LESD services and programs to the

component districts or community?

3. What significance or meaning does the activity have to the broader community?

4. What are the next steps or follow-up activities planned?

**Sherry Duerst-Higgins**

**Linda Hamilton**

**Leslie Harris**

**Nora Kent**

**Sydney Kissinger**

**Vanessa Truett**

**Rose Wilde**

**Andy Grzeskowiak**, Superintendents' Council Advisor

**Emilio Hernandez**, Liaison, Springfield School District

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

**Erin Zygaitis**, Community Advisor

Board, Advisors, Liaisons

1. Director Kissinger board report

Board report from Sydney Kissinger

Sydney Kissinger

2. Director Wilde board report

Board member report from Rose Wilde

Rose Wilde

11. Announcements/Correspondence

Board Chair

A. Acknowledgements and Recognition

Superintendent Tony Scurto

B. Kudos

Kudos to: Jarrod Norris  
Reported by: Anonymous  
Reason: Thank you for following through and being supportive.

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**

October 9-13: National School Lunch Week  
November 6, 2023: Oregon School Board Members of Color Caucus Executive Team Meeting  
November 9, 2023: Oregon School Board Members of Color Caucus Membership Meeting  
November 9-11, 2023: OSBA Fall Convention  
November 13-17, 2023: American Education Week  
November 23, 2023: OSBA Board of Directors Meeting  
December 4, 2023: Oregon School Board Members of Color Caucus Executive Team Meeting  
February 16, 2024: OSBA Bonds, Ballots and Buildings Conference

2. **Component District Board Meeting Dates**

Bethel: The school board usually meets in regular public sessions at 6:30 p.m. on some Mondays of the month during the regular school year. at the Bethel District Office located at 4640 Barger Drive in Eugene. This schedule sometimes varies, and special meetings and work sessions are scheduled as necessary. The Bethel School District Board of Directors will conduct meetings in-person and virtually, unless otherwise noted.  
Blachly: The District Board meets on the third Wednesday of each month at 6:00 pm in the school library.  
Creswell: Regular Board of Director meetings are typically held the second Wednesday of each month at 7:00 PM. Special meetings and work sessions are scheduled as necessary.  
Crow-Applegate-Lorane: The Board of Directors for Crow-Applegate-

Lorane School District #66 holds a regular meeting at 7:00 pm on the third Thursday of each month. The meetings are held at Applegate Elementary School and at the Lorane Grange. For current information, contact the CAL district office at 541-935-2100. Executive sessions usually begin at 6:30 pm and are closed to the public.

Eugene: The school board usually meets in regular public sessions on the first and third Wednesdays of each month at 7 p.m. at the Education Center, 200 North Monroe, Eugene. This schedule sometimes varies, and special meetings and work sessions are scheduled as necessary.

Fern Ridge: The Fern Ridge School District Board of Directors meets on the 3rd Monday of each month unless posted otherwise.

Junction City: Monthly Meetings are held 4th Monday of the month except in December and July.

Lowell: Regular Board Meetings are scheduled for the 4th Monday of the month, with the meeting beginning at 4:00 pm. When there is a holiday on the 4th Monday, normally, the meeting will be held on an alternate Monday. Study sessions are tentatively scheduled to provide the opportunity for the Board to meet to study an individual aspect of the District.

Mapleton: The Mapleton School Board meets on the third Wednesday of each month. There is no meeting during the month of July. The School Board meeting is held in the high school at 6:00pm, unless otherwise noted.

Marcola: Regular board meetings are scheduled for the 2nd Monday of each month at 6 PM.

McKenzie:

Oakridge: Board Meeting calendar is posted on the Oakridge School District website.

Pleasant Hill: Board meeting calendar is posted on the Pleasant Hill School District website.

Siuslaw: The board of directors meet the second Wednesday of each month with the exception of a regular meeting scheduled for August 17, 2022. The board normally meets in the district board room located at 2111 Oak Street in Florence, Oregon. The meetings are scheduled to begin at 6:00 p.m. with work session and the regular meeting will begin at approximately 6:30p.m. Please see the school calendar on the district website to confirm dates and times or call the district office at 541-997-2651.

South Lane: The South Lane School Board usually meets in regular public sessions on the first Monday and third Monday of each month at 5:30 p.m. for a work session. This schedule sometimes varies, and additional meetings and work sessions are scheduled as necessary. Meetings normally are held at the South Lane School District Office, 455

Adams Ave in Cottage Grove.

Springfield: The Board of Directors meet twice during most months during the school year. Regular business meetings begin at 7 p.m. on the second Mondays of the month. Work sessions are generally held at 5:30 p.m. on the fourth Monday of the month. All meetings, unless otherwise noted, are held in the Board Room of the Springfield Public Schools Administration Building, 640 A Street, Springfield, OR 97477.

#### 12. Adjournment

- The next regular meeting is scheduled to be held Tuesday, November 7, 2023, at the Westmoreland Campus, 1717 City View, Eugene.

Lane ESD  
Board Public Comment

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites ESD community members to attend Board meetings to become acquainted with the program and operation of the ESD. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings and submit written comments to the Board. Individuals requesting assistance, aids or accommodations are encouraged to notify the ESD at least 48 hours prior to the Board meeting with the request, consistent with Board policy BD/BDA - Board Meetings.

Procedures for Oral Public Comment

The Board establishes the following procedures for public comment at Board meetings held in open session. The information will be accessible and available to all patrons accessing or attending such a Board meeting.

1. Public comment is limited to its designated place on the agenda and while time allows.
2. A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, do so as directed prior to the Board meeting. A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may comment on a topic not on the published agenda.
4. A person speaking during the public comment portion of the meeting should state their name, whether they are a resident of the ESD, and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of three minutes. Statements should be brief and concise. The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner. If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the ESD office as directed.
6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to

inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Topics raised during the public comment portion may be considered for inclusion as agenda items at future Board meetings.

#### Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the ESD office, by mail or by email to [supt-office@lesd.k12.or.us](mailto:supt-office@lesd.k12.or.us). Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting. Written materials or comments submitted may not warrant action by the Board.

#### Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of ESD operations and programs. The Board will not hear comments regarding any individual ESD staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.

When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

Public comment received via US Mail has been scanned and attached to the agenda.



## LANE EDUCATION SERVICE DISTRICT

1200 Highway 99 North  
Eugene, OR 97402

541.461.8200  
541.461.8298 [Fax]

[www.lesd.k12.or.us](http://www.lesd.k12.or.us)

EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

### LANE EDUCATION SERVICE DISTRICT

1200 Hwy 99 N  
Eugene, Oregon 97402

### BOARD WORK SESSION

Tuesday, September 6, 2023  
Regular Meeting 6:00 PM  
Work Session 5:00 PM

1. Work Session: Board Goals, Public Comment, Board Safety  
Chair Duerst-Higgins called the Work Session to order at 5:10 p.m.

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

Administrators present: Superintendent Tony Scurto, Assistant Superintendent Eric Anderson, Recording Secretary Julie Simmonds, Technology Office Manager Christina Okesson

The Board discussed goals related to the development of a Land Acknowledgement, the application of the Equity Lens, and planning for challenging or disrupted Board meetings.

#### Land Acknowledgement

The Board reviewed the draft Land Acknowledgement that includes feedback from Live Oak Consulting. Superintendent Scurto's recommendation is to have a Land Acknowledgment that conveys the appropriate message to our region by November 2023. The Board consensus is to read the following draft Statement of Accountability at its next meeting:

Lane ESD acknowledges that the lands we call Lane County - the lands that sustain our children, our future, and our collective well-being - are the traditional ancestral home of the Kalapuya, Siuslaw, Molalla, and other indigenous people who have lived in Lane County since time immemorial. Native children, families, and communities bear witness to a legacy of displacement and forced relocation. As an educational institution we are accountable for addressing the current and former silencing, erasure and genocide of native people in Oregon and Turtle Island. We aim to join with indigenous people, honoring their resilience, courage, and self-determination in a purposeful pursuit of justice.

Today indigenous people -- alive, diverse, and vibrant -- live in and contribute to the culture of Lane County. We are all blessed by their presence.

We commit to supporting our own Lane ESD staff and student learning about the indigenous peoples of Oregon, the history, culture, current concerns, and the role of educational institutions in the genocide of Native/Indigenous people and tribes and in the possibilities for repair and justice. As an ESD we will support and encourage the implementation of Tribal History/Shared History curriculum with all our educational partners. The board also commits to building relationships that would help us understand the lived experiences of our native students' families and communities and how LESD impacts our students, in collaboration with the superintendent.

#### Application of the Equity Lens

The Board requests to hear how the Equity Lens is applied when receiving information (presentations, messaging, reports, etc.). The Board will have an Equity Lens document available at each Board meeting. The Board will refer to the Equity Lens when making decisions. Superintendent Scurto recommends professional development for the Board in the use of the Equity Lens. Assistant Superintendent Eric Anderson will provide the training for the Board. The Board discussed establishing a goal of "Improving The Board's Use Application of the Equity Lens".

### Board Learning on Agency Programs

The Board expressed interest in building capacity for oversight and supervision in the operations of the agency. The Board affirmed its goal to:

1. Learn more about Lane ESD and how the agency serves students.
  1. Plan meaningful presentations that help Board members understand where things fit in the agency.
  2. Discussions on what programs are provided to students and districts.

### Public Comment and Meeting Disruptions

The Board discussed ways of managing Public Comment and meeting disruptions, including standing at ease or voting to recess.

### Ideas for Future Activities of the Board

The Board expressed a desire to include Youth Voice in its meetings.

The work session was adjourned at 6:03 p.m.

## 2. Call Regular Meeting to Order

Chair Duerst-Higgins called the regular meeting of the Board to order at 6:03 p.m.

## 3. Welcome

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

Board Advisors and Liaisons present: Terry Augustadt (Superintendents' Council Liaison)

Administrators present: Superintendent Tony Scurto, Assistant Superintendent Eric Anderson, Business Services Director Dave Standridge, Interim Human Resources Director Carol Knobbe (remote), Special Education Director Sue Mathisen, School Improvement Director Cassadie Ross, School Improvement Director Ana Quintero-Arias

Guests: Kayleigh Bronson (Prevention Specialist), Stacy Warnick-Hesse (LCEA) (remote)

## 4. 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.

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites ESD community members to attend Board meetings to become acquainted with the program and operation of the ESD. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

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6. Inquiries from the public during the designated portion of the agenda will not generally be responded to immediately by the Board chair, and may be referred to the superintendent for reply at a later date. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.

The Board will not hear public comment at Board work sessions.

Topics raised during the public comment portion may be considered for inclusion as agenda items at future Board meetings.

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When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

There was no public comment.

#### 5. Agenda Review

The agenda was reviewed.

#### 6. Presentation: School Safety Prevention Systems

School Improvement's Prevention Coordinator Kaleigh Bronson presented to the Board on Prevention Services being provided by Lane ESD.

#### 7. Action Items

#### 7.A. Consent Agenda

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

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

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

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

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

1. Lane ESD Board Meeting Minutes of August 22, 2023
2. Lane ESD Board Meeting Minutes of August 1, 2023
3. Lane ESD Board Meeting Minutes of June 6, 2023
2. Human Resource Report, dated September 1, 2023

Director Truett seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-012)**

#### 7.B. Accept Financial Report

Business Services Director Dave Standridge provided comments on the August 2023 Financial Report. The Board inquired about the projections for the Ending Fund Balance.

**DIRECTOR WILDE MOVED: BE IT RESOLVED** that the Board of Directors of Lane ESD accepts the financial report for August 2023, as submitted. Director Hamilton seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-013)**

#### 7.C. Declaration of National Hispanic Heritage Month

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

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

The day of September 15 is significant because it is the anniversary of independence for Latin American countries Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16 and September 18, respectively. Also, Columbus Day or Día de la Raza, which is October 12, falls within this 30 day period.

**DIRECTOR HAMILTON MOVED: WHEREAS**, each year, the United States observes National Hispanic Heritage Month by celebrating the culture, heritage and countless contributions of those whose ancestors were indigenous to North America as well as those who came from Spain, Mexico, the Caribbean, Central America and South America; and

**WHEREAS**, what began in 1968 as Hispanic Heritage Week under President Johnson and was expanded by President Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15; and

**WHEREAS**, although too numerous to recognize individually by name, Hispanics and Latinos serve as civil rights leaders and community organizers, politicians, soldiers, educators, journalists, first responders, pioneers in art and science, healthcare professionals, athletes, inventors, entertainers and so much more; and

**WHEREAS**, Hispanics and Latinos continue their rich history of significant and diverse contributions to the cultural, educational, economic and political vitality of our communities;

**NOW, THEREFORE, BE IT RESOLVED**, that the Lane Education Service District hereby proclaims September 15th - October 15th, 2022 as Hispanic & Latino Heritage Month and encourage all residents to honor the rich diversity of the Hispanic and Latino communities and celebrate the many ways they contribute to our nation and society.

Director Kissinger seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-014)**

#### 7.D. Approve Grant

The Office of Enhancing Student Opportunities (OESO) and the Oregon Association of Education Service Districts (OAESD) worked collaboratively to create a partnership where each ESD provides regional professional development and targeted technical assistance to special education teachers, case managers and directors. In order to provide high quality support for all the districts, the position of Regional Technical Assistance Provider was created for each ESD service area. Lane ESD has hired a .30 FTE individual to support the work of this grant.

**DIRECTOR WILDE MOVED: BE IT RESOLVED** that the Board of Directors of Lane ESD approves the ESD Special Education Technical Assistance Grant. Director Harris seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-015)**

#### 7.E. OSBA Elections: Nomination of OSBA Board Member

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 odd-numbered years member boards vote to elect regional representatives for even-numbered positions on the OSBA Board of Directors. Member boards also vote to elect all regional representatives on the Legislative Policy Committee. In even-numbered years member boards vote to elect regional representatives for odd-numbered positions on the OSBA Board of Directors. Member boards also vote on the OSBA Legislative Priorities and Principles. Resolutions submitted to the membership are also on the ballot along with candidate elections.

Lane ESD Board Member Linda Hamilton currently serves as a member of the OSBA Board of Directors, Position 6. Position 6 is open for this year's election. The Board of Directors of Lane ESD will nominate a representative from Region 6 for the OSBA Board of Directors. Nominations close September 29, 2023.

Contact OSBA if you have questions about nominations or election procedures. Call 503-588-2800 or 800-578-6722, or e-mail [OSBAelections@osba.org](mailto:OSBAelections@osba.org).

**DIRECTOR WILDE MOVED: BE IT RESOLVED** that the Board of Directors of Lane ESD will nominate Linda Hamilton for the OSBA Board of Directors. Director Kissinger seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-016)**

#### 7.F. OSBA Elections: Nomination of Legislative Policy Committee Member

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 odd-numbered years member boards also vote to elect all regional representatives on the Legislative Policy Committee. The Board of Directors of Lane ESD will nominate a representative from Region 6 to serve on the OSBA Legislative Policy Committee.

Contact OSBA if you have questions about nominations or election procedures. Call 503-588-2800 or 800-578-6722, or e-mail [OSBAelections@osba.org](mailto:OSBAelections@osba.org).

Judy Newman (Eugene 4J School District Board Member) is currently serving as the Region 6 Legislative Policy Committee. She has expressed interest in continuing.

**DIRECTOR HAMILTON MOVED:** BE IT RESOLVED that the Board of Directors of Lane ESD nominates Judy Newman (Eugene 4J School District Board) for the OSBA Legislative Policy Committee.. Director Harris seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-017)**

#### 7.G. Board and Superintendent Working Agreements

The Board and Superintendent Scurto initially reviewed and discussed long-held working agreements at the August 22, 2023 Work Session of the Board. The Board will act to approve the agreements for the 2023-24 school year.

**DIRECTOR WILDE MOVED: BE IT RESOLVED** that the Board of Directors of Lane ESD approves the Board and Superintendent Working Agreements for 2023-24. Director Harris seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-018)**

## 8. Discussion/Reports

### 8.A. Legislative Update

Superintendent Scurto discussed the implementation of bills that passed during the last session.

#### SB819 - Instructional Time (minutes)

The passage of this bill brings changes to the Westmoreland campus. This bill requires that programs provide the same number of instructional minutes that their counterparts receive at their home districts. For programs on the Westmoreland campus, this means a longer day of school. Assistant Superintendent Eric Anderson has worked with districts to align bus schedules so that students can be transported for their longer day at school.

#### Early Literacy Bill

The OAESD Legislative committee advocated heavily to include ESDs in funding but was unsuccessful. However, rural districts can form consortiums with the ESD in their region to coordinate services to the participating districts. Superintendent Scurto commended Ana Quintero Arias and Cassadie Ross for their efforts to provide quality literacy instruction and support in Lane County. Lane ESD is likely to hire an additional literacy specialist with the rural consortium funding. ESD superintendents will have an initial discussion this week, and will speak more in the first week of October at the OAESD Superintendent Retreat.

#### EI/ECSE

ESDs are working to identify additional funding to maintain EI/ECSE programming due to a shortfall in funding coming out of the latest legislative session. Enrollment has diminished, and the pandemic may have impacted the number of students identified for services. Districts believe the numbers of students are increasing and are asking legislators to find a different way to fund programming.

Ozzie Rose will officially retire at the end of 2023. Lori Sattenspiel will assume the position in Ozzie's

place.

#### 8.B. Superintendent Report

##### OAESD

The OAESD Governance Council meeting is scheduled for this Thursday. Director Wilde and Superintendent Scurto will attend. The Governance Council will discuss an insurance liability issue. OAESD staff are hired by Linn-Benton-Lincoln ESD, who has covered the liability insurance for the staff. The Governance Council will discuss ways to share this liability across all member ESDs. The Fall summit is canceled due to OAESD staffing issues.

##### Welcome Back 2023

The Welcome Back event was held at Churchill High School last Thursday, August 30. Superintendent Scurto offered a special thanks to Eugene 4J School District for allowing Lane ESD to use the facility. The highlight this year was staff presentations. Superintendent Scurto has learned that presenters' colleagues that were not asked to present would very much like an opportunity to do so in the future.

#### 8.C. Board Advisor and Liaison Administrative Rule

Superintendent Scurto will discuss a proposed change to BBB-AR Board Advisor and Liaison Administrative Rule to allow for the rotation of Superintendents' Council members at Lane ESD Board of Directors meetings. Superintendent Scurto looked to the will of the Board in changing the language in the administrative rule to allow for a rotation of superintendents' council members for Board meeting attendance. The Administrative Rule will be adjusted to reflect the rotating nature of a Superintendents' Council Advisor.

#### 8.D. OSBA Lane Regional Legislative Roadshow

The Board of Directors of Lane ESD discussed attendance at the OSBA Legislative Roadshow on September 19, 2023. The event will be held at Lane ESD, 6:00 p.m. The full complement of the Lane ESD Board intends to attend.

#### 8.E. OSBA Fall Convention

The Board discussed participation at the OSBA Fall Convention. The dates for the Convention are November 10-11, 2023. The full complement of the Board will attend, with a Thursday evening dinner of the Board with members of the Superintendent's office.

#### 8.F. Board Member Program and District Assignments

The superintendent and Board affirmed the 2022-23 District and Program assignments for Board members moving into the 2023-24 year.

### 9. Information from Administrative Staff

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

### 10. Board Member Reports and Comments/Agenda Planning

#### 10.A. Agenda Planning

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

#### 10.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: Attended the Constructing a Brighter Future, attended the Native American presentation at Wildish theatre.**

**Vanessa Truett**

**Rose Wilde**

**Terry Augustadt**, Superintendents' Council Advisor - Superintendent Augustadt shared a flyer describing the Marcola School District. Marcola is a rural district, ranked 11 or 12, 300 students in brick and mortar. Sidewalks separate the grade levels. The Board is very committed and involved in Marcola. Marcola has a robust CTE program, hosts a 3 acre farm. Students pre-k through 12th grade work on the farm. The district opened a produce stand October 1. The district has grossed \$5200 in proceeds from the farm stand. The farm is a certified organic USDA farm. The district has a strong agricultural program. The most valuable services from Lane ESD are the services that the district cannot afford to provide on its own. The districts lean on the ESD for staffing that they cannot afford.

**Emilio Hernandez**, Liaison, Springfield Public Schools

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

**Erin Zygaitis**, Community Advisor

## 11. Announcements/Correspondence

### 11.A. Acknowledgements and Recognition

#### 11.B. Kudos

Kudos to: Dante Buccieri

Reported by: Cassadie Ross

Reason: Dante, I appreciate your relentless positivity and unfaltering humor during the hectic moments around here. You roll with whatever comes your way and keep it all moving forward. Thank you!

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)

### 11.C. Announcements

#### 11.C.1. Lane ESD Board Member Activities and Opportunities

September 19, 2023: National IT Professionals Day

September 19, 2023: OSBA Fall Regional Meeting at Lane ESD

September 22-24, 2023: OSBA Board of Directors Meeting(s)

November 9-11, 2023: OSBA Fall Convention

November 23, 2023: OSBA Board of Directors Meeting

February 16, 2024: OSBA Bonds, Ballots and Buildings Conference

#### 11.C.2. Component District Board Meeting Dates

**Bethel:** The school board usually meets in regular public sessions at 6:30 p.m. on some Mondays of the month during the regular school year. at the Bethel District Office located at 4640 Barger Drive in Eugene. This schedule sometimes varies, and special meetings and work sessions are scheduled as necessary. The Bethel School District Board of Directors will conduct meetings in-person and virtually, unless otherwise noted.

**Blachly:** The District Board meets on the third Wednesday of each month at 6:00 pm in the school

library.

[Creswell](#): Regular Board of Director meetings are typically held the second Wednesday of each month at 7:00 PM. Special meetings and work sessions are scheduled as necessary.

[Crow-Applegate-Lorane](#): The Board of Directors for Crow-Applegate-Lorane School District #66 holds a regular meeting at 7:00 pm on the third Thursday of each month. The meetings are held at Applegate Elementary School and at the Lorane Grange. For current information, contact the CAL district office at 541-935-2100. Executive sessions usually begin at 6:30 pm and are closed to the public.

[Eugene](#): The school board usually meets in regular public sessions on the first and third Wednesdays of each month at 7 p.m. at the Education Center, 200 North Monroe, Eugene. This schedule sometimes varies, and special meetings and work sessions are scheduled as necessary.

[Fern Ridge](#): The Fern Ridge School District Board of Directors meets on the 3rd Monday of each month unless posted otherwise.

[Junction City](#): Monthly Meetings are held 4th Monday of the month except in December and July.

[Lowell](#): Regular Board Meetings are scheduled for the 4th Monday of the month, with the meeting beginning at 4:00 pm. When there is a holiday on the 4th Monday, normally, the meeting will be held on an alternate Monday. Study sessions are tentatively scheduled to provide the opportunity for the Board to meet to study an individual aspect of the District.

[Mapleton](#): The Mapleton School Board meets on the third Wednesday of each month. There is no meeting during the month of July. The School Board meeting is held in the high school at 6:00pm, unless otherwise noted.

[Marcola](#): Regular board meetings are scheduled for the 2nd Monday of each month at 6 PM. McKenzie:

Oakridge: [Board Meeting calendar](#) is posted on the Oakridge School District website.

[Pleasant Hill](#): [Board meeting calendar](#) is posted on the Pleasant Hill School District website.

[Siuslaw](#): The board of directors meet the second Wednesday of each month with the exception of a regular meeting scheduled for August 17, 2022. The board normally meets in the district board room located at 2111 Oak Street in Florence, Oregon. The meetings are scheduled to begin at 6:00 p.m. with work session and the regular meeting will begin at approximately 6:30p.m. Please see the school calendar on the district website to confirm dates and times or call the district office at 541-997-2651.

[South Lane](#): The South Lane School Board usually meets in regular public sessions on the first Monday and third Monday of each month at 5:30 p.m. for a work session. This schedule sometimes varies, and additional meetings and work sessions are scheduled as necessary. Meetings normally are held at the South Lane School District Office, 455 Adams Ave in Cottage Grove.

[Springfield](#): The Board of Directors meet twice during most months during the school year. Regular business meetings begin at 7 p.m. on the second Mondays of the month. Work sessions are generally held at 5:30 p.m. on the fourth Monday of the month. All meetings, unless otherwise noted, are held in the Board Room of the Springfield Public Schools Administration Building, 640 A Street, Springfield, OR 97477.

## 12. Adjournment

The meeting was adjourned at 7:35 PM

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

Minutes Approved:

\_\_\_\_\_  
Sherry Duerst-Higgins, Chairperson

\_\_\_\_\_  
jrs

\_\_\_\_\_  
Tony Scurto, Superintendent

## HUMAN RESOURCES REPORT TO LANE ESD BOARD

September 1, 2023

### CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Ayala, Alesandra	Instructional Assistant, Life Skills	10/3/2023	
	Babu, Prayerna	Instructional Assistant, Life Skills	9/27/2023	
	Fullerton, Victoria	Instructional Assistant, Life Skills	9/19/2023	
	Kruse, Ryan	Construction Manufacturing Assistant, CTE	9/8/2023	
	Lagandaon, Melodi	Instructional Assistant, Life Skills	10/9/2023	
	Maoz, Yair	Instructional Assistant, Lane School	10/2/2023	
	McCawley, Zoe	Instructional Assistant, Life Skills	9/19/2023	
	Setness, Ashlynn	Sign Language Interpreter	10/16/2023	
	Shimada, Rin	Instructional Assistant, Life Skills	10/3/2023	
	Smith, McKinley	Instructional Assistant, Life Skills	8/23/2023	
	Todd, Beth	Instructional Assistant, Life Skills	10/9/2023	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Ausmus, Leia	Instructional Assistant, Life Skills	6/30/2023	
	Dotson, Lori	Instructional Assistant, Life Skills	8/16/2023	
	Evans, Samara	Instructional Assistant, Life Skills	8/18/2023	
	FiField, Christina	Instructional Assistant, Life Skills	8/10/2023	
	Floyd, Lila	Program Assistant, Special Education/Sub Coordinator	9/13/2023	
	Hampson, Austen	Instructional Assistant, Life Skills	9/18/2023	
	Manibog, Dylan	Instructional Assistant, At-Large	6/16/2023	
	Purcell, Nathan	Instructional Assistant, Life Skills	6/16/2023	
	Salud, Carlie	Instructional Assistant, Life Skills	8/11/2023	
	Santiago Narvaez, Jesus	Instructional Assistant, At-Large	8/14/2023	
	Saylo, Kimberli	Instructional Assistant, Life Skills	8/9/2023	
	Scarrow, Kim	Instructional Assistant, Life Skills	8/14/2023	
	Scurto, Jamillia	Instructional Assistant, Life Skills	8/7/2023	
	Smith, McKinley	Instructional Assistant, Life Skills	9/13/2023	
<i>Change of Status</i>				

### LICENSED STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Brannen, Jill	School Nurse	9/18/2023	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

### MANAGEMENT STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Evans, Gregory	Program Supervisor, Lane AABSS	10/3/2023	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

**PROFESSIONAL STAFF (Information)**

	<b>Employee Name</b>	<b>Position</b>	<b>Effective Date</b>	<b>Notes</b>
<i>Appointments</i>	Campbell, Gary	Coordinator, 21st Century Grant	11/6/2023	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

**VACANCY NOTICES (Information)**

<b>Posting #</b>	<b>Position</b>	<b>Closing Date</b>	<b>Notes</b>
640	Instructional Assistant, Life Skills	10/3/2023	In process
767	School Nurse	8/22/2023	Position filled
770	Instructional Assistant, Life Skills	Open pool	In process
791	Teacher, Life Skills (23-24)	10/12/2023	In process
793	Teacher, Life Skills (23-24)	Open pool	In process
822	Teacher, Life Skills (23-24)	Open pool	In process
835	Speech Language Pathologist	9/18/2023	In process
856	Program Assistant, Lane AABSS	10/12/2023	In process
860	Lane AABSS Navigator - Regional Assessment	10/12/2023	In process
862	Program Supervisor, Lane AABSS	8/25/2023	Position filled
872	Specialist, Lane Teacher Pathways	10/5/2023	In process
876	Specialist, Migrant Education Program	9/20/2023	In process
882	Instructional Assistant, At-Large	10/3/2023	In process
884	Sign Language Interpreter	9/19/2023	Position filled
887	Instructional Assistant, Life Skills	Open pool	Position filled
888	Instructional Assistant, Life Skills	Open pool	Position filled
894	Specialist, Library Services	10/9/2023	In process
895	Graduation Specialist, MEP	10/28/2023	In process
896	Construction Manufacturing Asssistant, CTE	8/22/2023	Position filled
901	Specialist, Literacy K-5	8/28/2023	In process
905	Instructional Assistant, Life Skills	Open pool	In process
909	Program Assistant - Home School/Attendance/SI	10/10/2023	In process
910	Teacher, Incarcerated/Ajudicated Youth	11/1/2023	In process
911	Coordinator, 21st Century Grant	9/11/2023	Position filled
912	Instructional Assistant, Lane School	9/10/2023	Position filled
915	Teacher, Physical Education and Electives	10/3/2023	In process
916	Instructional Assistant, Life Skills	Open pool	Position filled
917	Instructional Assistant, Life Skills	Open pool	Position filled
918	Instructional Assistant, Life Skills	Open pool	Position filled
919	Instructional Assistant, Life Skills	Open pool	Position filled
920	Substitute Coordinator/Program Assistant, Special Education	10/2/2023	In process
923	Instructional Assistant, Life Skills	Open pool	Position filled
924	Instructional Assistant, At-Large	Open pool	In process
927	Executive Director, Business Services	10/23/2023	In process
928	Instructional Assistant, Life Skills	Open pool	Position filled
929	Instructional Assistant, Lane School	Open pool	In process
930	Instructional Assistant, Lane School	Open pool	In process
931	Coordinator, Data and Reporting	10/11/2023	In process
932	School Nurse	10/12/2023	In process

Lane Education Service District  
**2023-24 General Fund Financial Summary**  
September 30, 2023

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

**Resources**

State School Fund	15,532,800	5,394,326	10,798,869	16,193,195	660,395	4.3%
Property Tax & Timber	8,754,200	12,499	8,740,900	8,753,399	(801)	0.0%
Services to Districts	2,555,400	-	1,724,169	1,724,169	(831,231)	-32.5% (1)
Other Local Revenue	572,700	54,358	598,850	653,208	80,508	14.1% (2)
Indirect from Grants	670,000	1,800	668,200	670,000	-	0.0%
<b>Total Revenues</b>	<b>28,085,100</b>	<b>5,462,983</b>	<b>22,530,988</b>	<b>27,993,971</b>	<b>(91,129)</b>	<b>-0.3%</b>
Beginning Fund Balance: Unreserved	2,050,000	2,050,000	-	2,050,000	-	0.0%
Beginning Fund Balance: District Reserves	921,200	1,175,427	-	1,175,427	254,227	27.6%
<b>Total Resources</b>	<b>31,056,300</b>	<b>8,688,410</b>	<b>22,530,988</b>	<b>31,219,398</b>	<b>163,098</b>	<b>0.5%</b>

**Requirements**

Salaries	10,981,147	1,558,173	9,604,904	11,163,077	181,930	1.7%
Benefits	7,372,687	902,052	6,212,333	7,114,385	(258,302)	-3.5%
Services	5,140,697	655,893	4,413,995	5,069,888	(70,809)	-1.4%
Supplies	446,550	116,589	330,800	447,389	839	0.2%
Other	230,100	189,222	48,000	237,222	7,122	3.1%
Interfund Transfers	459,000	429,000	30,000	459,000	-	0.0%
Transit Cash to Districts	3,410,163	-	3,858,523	3,858,523	448,360	13.1%
<b>Total Expenditures</b>	<b>28,040,344</b>	<b>3,850,929</b>	<b>24,498,555</b>	<b>28,349,484</b>	<b>309,140</b>	<b>1.1%</b>
Ending Fund Balance: Unreserved	2,050,000	-	-	1,987,935	(62,065)	-3.0%
Ending Fund Balance: District Reserves	965,956	-	-	881,979	(83,977)	-8.7%
<b>Total Requirements</b>	<b>31,056,300</b>	<b>3,850,929</b>	<b>24,498,555</b>	<b>31,219,398</b>	<b>163,098</b>	<b>0.5%</b>

Change in Unreserved Fund Balance - (62,065)

Unreserved Ending Fund Balance 7.3% 7.1%

(1) The actual number of Life Skills slots that were ordered by the districts was less than anticipated.

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

**LANE EDUCATION SERVICE DISTRICT**

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

**ADOPTED:** October 3, 2023  
**BUDGET CALENDAR**  
**BUDGET YEAR: 2024-25**

- |                 |  |
|-----------------|--|
| October 3, 2023 | Lane ESD Board meeting. Adopt 2024-25 budget calendar.   |
| April 2, 2024   | Lane ESD Board work session with Budget Committee. Preview 2024-25 budget.   |
| April 16, 2024  | Publish first notice of Budget Committee meeting. <i>ORS 294.401</i>   |
| April 23, 2024  | Publish notice of Budget Committee meeting a second time. <i>ORS 294.401(4)</i>  |
| April 30, 2024  | Earliest date that a proposed budget document may be released to the budget committee members and, therefore, the general public. <i>ORS 294.401</i>   |
| May 7, 2024     | First meeting of the Budget Committee. Presentation of the budget message by the executive officer and the budget document by the budget officer.  |
| May 21, 2024    | Second meeting of the Budget Committee, if necessary.  |
| May 28, 2024    | Publish notice of Budget Hearing (ED-1), (not more than 25 days or less than 5 days prior to hearing). <i>ORS 294.421</i>  |
| June 4, 2024    | Public hearing on the budget as approved by the budget committee. This meeting shall be conducted by no less than a quorum of the board.   |
| June 4, 2024    | School Board meeting. Enact resolutions adopting the budget, making the appropriations, and categorizing and declaring the tax levy. At the time the budget is adopted, the total expenditures in any fund may be increased up to ten (10) percent or \$5,000, whichever is greater, provided that the tax levy approved by the budget committee is not increased. <i>ORS 294.435 and OAR 150-294.435.</i> |
| July 15, 2024   | Deadline to certify the tax levy to the county assessor.   |

## Aligned Programs Integrated Application

Applicant Official Name: Lane County Department of Youth Services

Link to plan on applicant website: working on it

Application Set: District Independent Charter NO CTE

### Needs Assessment Summary

*Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation.*

The Lane ESD and LCYS teams met with NTACTION-C to evaluate our current practices for preparing youth to transition into their communities and educational placements. This process included our Youth Voice Specialist in lieu of students, as the students are of a protected population. Present in our data collection meetings were researchers from ODE, administration from the Lane ESD, teachers from the MLK, Juvenile Detention Education Program, and the Phoenix Treatment Program, as well as Juvenile Justice Specialists, LCYS groupwork staff, LCYS administration, and LESD Social Emotional Learning specialists.

The Lane ESD Equity Lens including affirmations, goals, vision, and mission were applied to the decision to pursue this grant in order to further our work toward student success. Data collected included student engagement and exclusion data, credit earning.

### Plan Summary

*Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs.*

Our plan is to implement the Collaborative Problem Solving model in all of the spaces where students are present. This includes the classrooms, Juvenile Detention areas, Phoenix residential areas, and on horticulture and culinary arts learning engagement crews. In an effort to teach students to regulate and learn replacement behaviors in times of heightened escalation, we plan to teach staff to consistently respond in a collaborative and scaffolded model. We understand that working with trauma impacted students requires a high level of training and skill mastery and plan to, over the course of a three year cycle, train the full staff to be experts in collaborative problem solving.

### Equity Advanced

#### 1.1 What strengths do you see in your district or school in terms of equity and access?

Our district has spent a great deal of time and energy in creating Equity Affirmations and an

# Aligned Programs Integrated Application



Equity Lens that is responsive to the needs of our specific community. The implementation of the use of our Equity Lens is a high priority for the district, with professional development for all staff being offered throughout the year. We are invested in making equity based decisions for all of our programs to insure that all students thrive and are given opportunities for success and restoration.

## **1.2 What needs were identified in your district or school in terms of equity and access?**

Our team has identified the need to participate in CPS training, to evaluate how they interact with students during times of disregulation in order to create new opportunities for learning. Our students need information presented in a variety of methods, and rely on steadfast adults to help them regulate - the adults identified that they also need to learn strategies for self regulation in order to be the calm presence at the center of student services.

## **1.3 Describe how you used your equity lens or tool in your planning.**

In our group discussions we applied the equity lens by reflecting on the following questions: How does the decision we are making change the historical and current inequitable practices and outcomes?

In what ways are we creating a sense of belonging and community? Do students feel beloved, connected, valued, and confident being their authentic selves and how do we know?

What does the collected data tell us? What questions do we need to ask ourselves? and are there adjustments we need to make based on the information collected?

In this process of reflection and application of our Equity Lens, we were able to identify that the data was telling a picture of recidivism and exclusion. Our students were experiencing exclusion from class, both by their own decision and that of their teachers, when disruptions were occurring. Anecdotally, teachers who tried to avoid exclusion began to rely on it as a means of classroom management, and while students were on a "break" to regulate, they were not learning any new skills to attempt novel resolution to disregulation.

Our students are historically marginalized and trauma impacted. The data collected from the Racial and Ethnic Disparities in Juvenile Detention (2020) for Lane County demonstrated that there is a disparate number of students coming to us who have experience poverty, racial marginalization, and removal from consistent educational placements. Our hope in implementing CPS is to increase competence, autonomy, belongingness and community by explicitly collaborating in times of disregulation, when our students are often pushed out the most. We know that self-determination can be learned, and hope that by implementing our equity affirmations, we are meeting the needs of our students to be pulled in, rather than pushed out, which is an experience that is all too familiar to each of them.

## **1.4 Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.**

To earn credits, to work toward graduation, and to experience the benefits of being in community, students need to be in class. We hope to positively impact the academic growth of

## Aligned Programs Integrated Application

each student by providing them with the learning and tools to self regulate in times of stress. Our goal is to transition each of our students to comprehensive school settings and never see them again because they've been so successful.

### **1.5 What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?**

Student attendance is a perpetual issue in our program. The students are often experiencing such upheaval in their lives outside of school that just getting to program can be a huge barrier. Attendance is our biggest issue.

### **1.6 What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?**

We provide support for students who are unhoused by connecting community support for students and families. We walk beside our students and families who are navigating homelessness and provide resources internally and through community supports - this is common practice with the population we serve.

## Well-Rounded Education

### **2.1 Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).**

Our teachers are endorsed in Language Arts, Mathematics, Art, and Social Studies. We have two teachers with special education endorsements and one with ESOL. Our students work on self-paced mathematics after placement testing. Since we are a limited duration program, students work on language arts units that are themed around culturally relevant literature. Students are given access to a rich library and are given choice in how they engage with the content - some choose project based presentation of learning, some choose more traditional essay and question/answer format of displaying mastery.

### **2.2 Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?**

Visual arts are provided as well as creative writing. Our students also engage in horticulture and culinary arts classes.

### **2.3 How do you ensure students have access to strong library programs?**

## Aligned Programs Integrated Application



We have access to the city library and have spent a great deal of funds creating a well rounded and high interest classroom library shared by all three programs served.

### **2.4 How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?**

Our students are offered two meals daily, and as high school students make the choice to go for walks frequently during lunch time. They also have access to ping pong and other physically stimulating activities during the school day. Our students also participate in outdoor horticulture programming throughout the week.

### **2.5 Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.**

We have been working with Connected Lane County to bring STEAM opportunities to the students in program. CLC comes to the school weekly to provide learning opportunities to students, and some of the students have been able to attend programs at Spark on 7th to engage in CLC's learning lab.

### **2.6 Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.**

This is not something we are currently doing successfully. While the aligned initiatives do not provide enough funding to allow us to do this work, we are using Lane ESD curriculum specialists to support us in aligning curriculum to standards over the next four years.

### **2.7 Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.**

Students engage in self directed learning with teacher meetings and support daily. Our program is small enough that the teachers have time to have engagement meetings with eac

### **2.8 How will you support, coordinate, and integrate early childhood education programs?**

We do not support ECE programs.

### **2.9 What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?**

Our transition focus is from the juvenile detention to general education. We have a position open for a transition specialist to support this work, which we have not filled this year due to lack of qualified applicants.

**2.10 How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?**

We provide differentiated instruction based on Universal Design standards for all students. Our student population is often not meeting state standards.

**2.11 What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?**

We provide differentiated instruction based on Universal Design standards for all students. Our student population is often not meeting state standards. The principals of good teaching apply to our whole program.

**2.12 How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?**

For the previous biennium we have engaged in a CTE program with community partners to focus on engagement in STEM and “adulting 101” classes. Our programming is based around student interest - when students are curious about career pathways, we center their learning around this.

Our program mandates that students participate in horticulture and culinary arts programs. As well, we are implementing a small scale garden project to partner with the horticulture program.

**2.13 How are you providing equitable work-based learning experiences for students?**

Our students all participate in horticulture and culinary arts programming. To be more successful in this environment, we would like to implement CPS for all staff and students to ensure they have skills necessary to be successful in the work environment when they leave our school.

**2.14 Describe how students’ academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.**

Student self regulation and identification of escalation as well as deescalation strategies will help our students be successful in academic and work environments.

**2.15 What activities will you offer to students that will lead to self-sufficiency in identified careers?**

Other than continuing the programming we have, we are striving to provide consistent support for behavior regulation and deescalation that will help students stay engaged and successful. Our student population have historically struggled in this area, and historical documentation from programming has indicated for the last three decades that programs to disrupt this have been “attempted” but have not been effective. With CPS we are hoping to break this cycle.

**Engaged Community**

**3.1 If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?**

Our student population are engaged with us because the lack of resources to break cycles of criminogenic behavior, therefore we struggle with meeting full and authentic community engagement. The barriers are plentiful, and by the time students are engaged with us, the “system” has presented insurmountable challenges for families, and students to meaningfully and authentically engage. We believe a first step in breaking this cycle is training our staff in Collaborative Problem Solving so they can provide students with consistent support. Through this process we will see that the students and their families are part of the solution and we will leverage their experience to break the cycle their students are in when they’re with us. Basically, we are trying to work ourselves out of a job.

**3.2 What relationships and/or partnerships will you cultivate to improve future engagement?**

We will begin with a relationship with CPS trainers. Our goal is to include students, families, and our partnering schools in this endeavor to continually support student skill development.

**3.3 What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?**

Investments in CPS for our school, as well providing all schools with mandatory learning about the prison nexus and how exclusionary practices over the course of a students’ career contribute to criminogenic behavior.

**3.4 How do you ensure community members and partners experience a safe and welcoming educational environment?**

We don’t have many community members and partners in our environment as it is a closed facility and each person coming in must be federally background checked - that said, we do provide families with engagement opportunities by phone calls and

## Aligned Programs Integrated Application

meetings with our teachers and transition staff as needed.

### **3.5 If you sponsor a public charter school, describe their participation in the planning and development of your plan.**

Not applicable

### **3.6 Who was engaged in any aspect of your planning processes under this guidance**

CTE Regional Coordinators

Classified staff (paraprofessionals,  
bus drivers, office support, etc.)

Community Based Organizations  
(non-profit organizations, civil rights  
organizations, community service  
groups, culturally specific  
organizations, etc.)

Justice Involved Youth

Licensed staff (administrators,  
teachers, counselors, etc.)

Local Workforce Development and /  
or Chambers of Commerce

Regional STEM / Early learning Hubs

### **3.7 How were they engaged?**

Community group meeting

Focus group(s)

Roundtable discussion

### **3.8 Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?**

They demonstrate our commitment to engagement with leading researchers and collaborators, as well as they demonstrate successes we celebrate with students and the way we asset-frame our students when we engage strategic planning processes.

### **3.9 Describe at least two strategies you executed to engage each of the focal student groups and their**

**families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.**

All our students are focal students. Two strategies we engaged are listening sessions and focus groups facilitated by Lane ESD's youth voice specialist. This fell under level 2 consult/ 3 involve.

**3.10 Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.**

Our staff are given collaboration time several times per year to ensure that our three programs are in alignment, as students often transfer between programs. The impact of these transitions on student learning can further traumatize our already vulnerable population, so we do our best to attempt to create consistency.

Our staff also participate in participatory research with the National Technical Assistance Center for Transitions (NTAC-T) as leaders in transition support.

**3.11 Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?**

Through our discussions and collaborations with NTAC-T we have realized that our values as individuals and as a program are in alignment in how we want to pull students into the classroom rather than perpetuate exclusionary practices. That said, it's easier said than done when students are extraordinarily disruptive.

We learned that responding to escalating behaviors in a collaborative and scaffolded manner is a priority for our community and staff. We used in this information to determine our plan to invest in Collaborative Problem Solving.

**3.12 How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?**

We are partnering with LaneCTE, our regional consortia, to ensure our students have access to the partnerships that LaneCTE has already established.

**3.13 If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated**

**Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.**

### **Strengthened Systems and Capacity**

#### **4.1 How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?**

Our small staff has very infrequent turn over. We retain quality educators by constantly evaluating practices and by giving them opportunities to grow as teachers, leaders, and disruptors. Our teachers engage in deep learning about the justice involved youth population and care deeply about the work they do.

We are just beginning our journey to leverage student voice by working with a Student Voice and Engagement specialist who has a background with juvenile justice involved youth.

#### **4.2 What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?**

100% of our students in the previous biennium fall into at least one of these categories. They are all taught by three highly qualified teachers who differentiate instruction based on the individual needs of each student.

#### **4.3 How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?**

When students are engaged in the juvenile justice system, it can be assumed that they're experiencing a high level of trauma and have been removed from their previous classrooms. This exact question is why we would like Collaborative Problem Solving training for our teachers. Finding a way to engage students in manner in which they feel heard, valued, and loved throughout the process of regulating is crucial to break the cycle of exclusion they've all experienced by the very nature of being in our building.

#### **4.4 How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?**

A benefit of such a small program is that staff and leadership are in constant communication and aware of the strengths and needs of the school. For example, the need for Collaborative Problem Solving training for our teacher was brought to leadership's attention by teachers.

#### **4.5 How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?**

We are partnering with Lane ESD’s curriculum specialist to provide feedback and coaching to our three teachers. As well, our ongoing partnership with NTAC-T gives us the opportunity to “quality check” as we implement new support services for students.

**4.6 What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?**

Our student population is predominantly at risk for academic failure. Therefore we are consistently monitoring all of our students for attendance, academic performance, behavior, and are in a constant state of differentiating and responding to individualized needs.

**4.7 How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?**

We focus on transitions between incarceration and comprehensive or alternative education programs more than on leveled transitions. We have funding for a transition specialist under SB 1522, however have found it challenging to find a qualified specialist.

## Integrated Application Template (Optional)

### Attachments Completing Your Submission

- [Integrated Planning & Budget Template - True](#)
  - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized - True
- Community Engagement Artifacts - True
- Board meeting minutes -
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Affirmation of Tribal Consultation -
- District Charter Program Agreement (If applicable) -
- MOU detailing aligned program consortia agreements (If applicable) -

### Assurances

**By checking this box, you provide assurance that you will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.**

True

**By checking this box, you provide assurance that you have taken into consideration of the Quality Education Model (QEM)**

True

**By checking this box, you provide assurance that your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for CSI/TSI, CTE, and HSS district/school activities (if applicable)**

True

**Disaggregated data by focal group was examined during the planning process: By checking this box, you provide assurance that disaggregated data by focal student group was examined during the Integrated planning process**

True

**HSS Funded Dropout Prevention/Pushout Prevention: By checking this box, you provide assurance that dropout/pushout prevention strategies are applied at every high school within the district, including alternative schools.**

## Integrated Application Template (Optional)

True

### **Any additional links provided by the applicant**

working on it

### **After Application Submission**

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.

Name of person submitting application: Annie Galaxy

Email of person submitting: [agalaxy@lesd.k12.or.us](mailto:agalaxy@lesd.k12.or.us)

Select your institution from the drop down list to the right:

Please provide contact information for the person c

<b>Name</b>	Annie Galaxy
<b>Phone</b>	541-461-8377
<b>Email</b>	agalaxy@lesd.k12.or.us

2841-Lane County Dept of Youth

completing this budget

**OUTCOMES & ST**

Strategies	<b>Outcome-SAMPLE</b>
	S1
	S2
	S3
Strategies	<b>Outcome-A</b>
	A1
	A2
	A3
	A4
Strategies	<b>Outcome-B</b>
	B1
	B2
	B3
	B4
Strategies	<b>Outcome-C</b>
	C1
	C2
	C3
	C4
Strategies	<b>Outcome-D</b>
	D1
	D2
	D3
	D4
Strategies	<b>Outcome-E</b>
	E1
	E2
	E3
	E4
Strategies	<b>Outcome-F</b>
	F1
	F2
	F3
	F4
gies	<b>Outcome-G</b>
	G1
	G2
	G3

Stratej

G4
G5

**STRATEGIES**

SD achieves at least a 93% graduation rate across all demographic groups.

*Fully implement a K-12 Multi-Tiered System of Support (MTSS) and reduce class size to close the opportunity and achievement gap.*

*Implement culturally-responsive pedagogy and curriculum for equitable learning outcomes for all.*

*Provide equitable access to social, behavioral and mental health supports.*

All staff working at the educational programs at Serbu consistently respond to escalating behaviors in

Implement the Collaborative Problem Solving Model.


CSI/TSI	CTE	EIIS	HSS	SIA	ACTIVITIES
		x			OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
x				x	
x				x	
a collaborative and scaffolded manner.					
			x	x	OUTCOME ACTIVITIES: ENTER ON BUDGET TAB
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CSI/TSI Activity Budget (23-24)	CTE Activity Budget (23-24)	EIS Activity Budget (23-24)	HSS Activity Budget (23-24)	SIA Activity Budget (23-24)
\$0.00	\$0.00	\$0.00	\$6,613.89	\$4,183.47
\$0.00	\$0.00	\$0.00	\$6,613.89	\$4,183.47
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$3,250.00		\$2,500.00		\$65,000.00
			\$6,613.89	\$4,183.47



**Total  
Activity  
Budget  
(23-24)  
(Autosum)**

**\$10,797.36**

\$10,797.36

\$0.00

\$70,750.00

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CSI/TSI Activity Budget (24-25)	CTE Activity Budget (24-25)	EIS Activity Budget (24-25)	HSS Activity Budget (24-25)	SIA Activity Budget (24-25)
\$0.00	\$0.00	#N/A	\$6,883.85	\$4,354.22
\$0.00	\$0.00	\$0.00	\$6,883.85	\$4,354.22
\$0.00	\$0.00	#N/A	\$0.00	\$0.00
\$3,250.00		\$2,500.00		\$65,000.00
			\$6,883.85	\$4,354.22



**Total  
Activity  
Budget  
(24-25)  
(Autosum)**

#N/A

\$11,238.07

#N/A

\$70,750.00

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**Partnerships**

Any organization that - (a) is composed primarily of Indian parents, family members, and community members, tribal government education officials, and tribal members, from a specific community; (b) assists in the social, cultural, and educational development of Indians in such community; (c) meets the unique cultural, language, and academic needs of **Indian students**, including Tribal Nations supporting Oregon communities

Public, not-for-profit organizations or community agencies, which transparently collaborate with the intent to give voice and elevate community priorities by authentically engaging in interactive multi-modal, robust communication with residents in districts, educational service districts, institutions, and connection-centered programs. These community-powered partners and decision makers work to provide universal access to asset-based networks that advance racial and educational equity via community-oriented, linguistic-cultural resources to build sustainable and resilient communities. This includes but is not limited to agencies which serve as culturally-responsive and identity-affirming organizations and ensure multi-dimensional youth develop socio-emotionally, academically, professionally, and holistically. *Some districts or schools may refer to private or for-profit organizations as Community-Based Organizations; however, for ODE partnership reporting purposes*

Private, for-profit organizations engaged in commerce, trades, manufacturing, or that provision of services

Public or private organizations that support and advance career learning. This includes: highschool graduation and work-based learning, on-the-job training, or other real-life occupational experiences by developing core skills, taking relevant coursework, internships/apprenticeships, clinical studies, and participating in simulated activities to promote future career awareness, exploration, preparation, and training. *Some districts or schools refer to these organizations as Community Based Organizations; however, for ODE partnership reporting purposes, these organizations should be identified as "Career-Connecting Learning/Pathways"*

Public or private organizations that promote health, safety, mental and behavioral health, social or emotional needs, economic development, and resilient-sustainable basic resources (i.e. emergency preparedness, land

Public or private organizations that are affiliated with a religion and/or spiritual faith

**FTE Types**

Arts (Applied): CTE (Approved Program of Study)

Arts (Applied): Career Exploration

Arts (Applied): Computer Sciences (programming/ tech/ web design)

Arts (Applied): Media Arts

Arts: Fine & Performance Arts (art/ music/ theatre/ dance)

Core: English Language Arts

Core: Math

Core: Science (biology/ chemistry/ physics)

Core: Social Sciences (civics/ history/ economics/ psychology)

Core: Health/PE/Athletics

Equity/Diversity/Inclusion (incl. Migrant & Indian Ed)

General: Elementary Teacher

General: Multiple subjects teacher (middle/high school)

Health: QMHP/Psychologist/LCSW

Health: Nurse

Language: English Language Development

Language: World Languages (incl. ASL)

Library & Media

Special Education (all positions)

Supports: Behavioral Specialist

Supports: Family/Community Engagement (incl. McKinney-Vento)

Supports: Intervention Specialist

Supports: School Counselor/School Social Worker
Supports: Social Emotional Learning (SEL)
Supports: Other
Other: Electives teacher not listed
Other: Other staff position not listed

<b>CTE</b>
<b>Function Codes</b>
Curriculum - Student Support Services, Work Based Learning and Career Exploration Activities
Curriculum – Standards, Content, Alignment and Articulation
CTE Professional / Personnel Development
Scientifically Based Research
Indirect - Support Services - Central Activities

<b>HSS</b>
<b>Activities Categories</b>
Dropout Prevention Professional Learning
Dropout Prevention Ongoing Community Engagement & Partnerships
Dropout Prevention Equipment, Supplies, and Facilities
Dropout Prevention Curriculum
Dropout Prevention Staff Salaries and Stipends
Dropout Prevention Middle School- 8th grade only
College Level Opportunities Professional Learning
College Level Opportunities Ongoing Community Engagement & Partnerships
College Level Opportunities Equipment, Supplies, and Facilities
College Level Opportunities Curriculum
College Level Opportunities Staff Salaries and Stipends
College Level Opportunities Middle School- 8th grade only
Career & Technical Education Professional Learning
Career & Technical Education Ongoing Community Engagement & Partnerships
Career & Technical Education Equipment, Supplies, and Facilities
Career & Technical Education Curriculum
Career & Technical Education Staff Salaries and Stipends
Career & Technical Education Middle School- 8th grade only

<b>EIIS</b>
<b>Allowable Expenditure Areas</b>
Staffing to maintain the system and facilitate corrective action
Training for staff to maintain and use the system with fidelity
System software purchases and subscriptions
Data analysis and research
Tribal government consultation
Student, family, staff, and community engagement

<b>SIA</b>
<b>Allowable Use Categories</b>
Health and Safety
Increased Instructional Time

Ongoing Community Engagement
Reduced Class Size
Well Rounded Education

<b>ALL</b>
<b>Object Codes</b>
111 Licensed Salaries includes licensed coordinators and employees in the bargaining unit
112 Classified Salaries for work performed by "Classified Employees"
11X Salaries associated with "Support Staff and Support Personnel", Salaries associated with "Program Coordinators/Regional Coordinators"
Administrative Salaries
2XX Benefits associated with "Licensed Employees" not included in the gross salary, Benefits associated with "Program Coordinators/Regional Coordinators" not included in the gross salary, Benefits associated with "Classified Employees" and "Support Staff" not included in the gross salary
12X Substitute Salaries for employees who are hired on a temporary or substitute basis
Additional Salaries
3XX Local CTE Instructional Services (Purchased), Regional CTE Instructional Services (Purchased), 31X Instructional, Professional and Technical Services
34X Travel costs (e.g., mileage, hotel, registration, per diem, meals, car rentals, etc.)
410 Consumable Supplies and Materials. This area includes expenditures for ALL supplies for the operation of a CTE Program. NOTE: Follow Perkins expenditure guideline for appropriate use of funds.
460 Non-consumable Equipment Items. Expenditures for equipment with a current value of less than \$5,000 or for items which are "equipment-like." This object category could be used when a district desired to treat these items as equipment for budgeting, physical control, etc., without either violating the capital equipment issues of
470 CTE Computer Software. Expenditures for published computer software. Include licensure and usage fees for software here. The Cloud is considered software and would be coded here.
480 CTE Computer Hardware. Expenditures for non-capital computer hardware, generally of value not meeting the capital expenditure criterion. An iPad or e-reader needed to access e-textbooks is considered hardware and
Other Supplies and Materials
Capital Outlay
541 CTE Depreciable Equipment (Single pieces of equipment or technology items over \$5,000) to enhance and
690 Grant Indirect Charges/Administrative Indirect
Dues and Fees
Miscellaneous
Other

<b>Code</b>
Indian Community-Based Organization
Community-Based Organization
Business/Industry
Career-Connected Learning/Pathways
Physical/Mental/Social Well-Being
Faith-Based Organization

<b>Codes</b>
1131
2210
2240
262X
2600

<b>Codes</b>
DP PL
DP OCG
DP ESF
DP CUR
DP STA
DP MS8
CLO PL
CLO OCG
CLO ESF
CLO CUR
CLO STA
CLO MS8
CTE PL
CTE OCG
CTE ESF
CTE CUR
CTE STA
CTE MS8

<b>Codes</b>
STF
TRN
SSS
DAR
TGC
ENG

<b>Code</b>
H&S
IIT

OCG
RCS
WRE

Code
111
112
11X
113
2XX
12X
13X
31X
34X
410
460
470
480
4XX
5XX
541 ***Requires ODE Approval***
690
640
8XX
Other

**EXA**

Data teams are forming, and they frequently review data that inform a school's decision-making process

Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures

Comprehensive literacy strategies, including professional development plans for educators, are documented

An audit of 9th grade course scheduling is conducted, accounting for student core and support courses

Students in each focal group and all students report an increased sense of belonging at school.

Students have access to, and equitably participate in work based learning experiences that take place

High schools and colleges work together with industry to transition students smoothly from program

Historically and currently marginalized students earn industry credentials and college credits, or complete

**EXAM**

Implement a school-wide Integrated Health Model inclusive of culturally affirming and sustaining practices

Provide professional learning, coaching and team-planning time for our primary teachers on early literacy

We will plan, staff and implement a Ninth Grade Academy each summer before school starts during

Utilize continuous examination of data to determine which students have access to work based learning

Regional Industry advisory committees are engaged at least quarterly to ensure CTE program alignment

Support district schools on their journey in becoming Community Schools to provide wrap-around health

**EXA**

Hire two additional counselors

Hire a social worker

Purchase SEL curriculum

Contract for trauma Informed professional learning

Replace primary reading adoption

Hire a district CTE coordinator to collaborate with and support the CTE Regional Coordinator at the district

Provide professional learning and coaching for high school counselors/career advisors on value of CTE

Hire 3 instructional assistants for the primary literacy program

Registration, travel and extra-duty pay for special education staff to attend summer learning early literacy

Hire an early literacy instructional coach

Extra duty pay for 9th grade teachers, counselors and advisors to plan, implement and deliver the Ninth Grade Academy

Educators participate in summer externship opportunities to learn current skills needed by students

Student tours

Supporting extra-curricular and co-curricular clubs

Developing individualized learning and connection plans that will be reviewed at each conference per

Convene partners to examine selection and enrollment practices that may create barriers for all students

Explore other classroom personnel, departments, or offices that could provide a simulated WBL on site

When in engaging with business, industry, and/or community partners ask if they can either come to

**MPLE OUTCOMES**

cesses, including barriers to engagement and attendance.  
es are adequately meeting the needs of students.  
umented and communicated to staff, students (developmentally appropriate), and families.  
se placement, and disaggregated by student focal groups.  
  
ce in simulated, virtual, OR in person settings.  
entrance through to degree or certificate and into employment in their field.  
binations of credentials, at the same rate as all students, and concrete plans are in place to keep rat

**MPLE STRATEGIES**

lagogy, trauma-informed practices, and a social emotional curriculum to improve our climate and stuc  
eracy instructional practices supporting primary teachers to apply those early literacy instructional pra  
which each student will connect with their advisor, 9th grade teachers and coaches, explore CTE pro  
ring or career connected learning experiences.  
ment and quality  
ealth and well-rounded academic and extra curricular supports for students and families.

**MPLE ACTIVITIES**

district level.  
TE Programs of Study for All Students  
  
eracy institute  
  
inth Grade Academy  
  
  
  
eriod with students and families  
ents to participate in career connected learning activities such as dual credit, CTE, and work-based  
school grounds  
the classroom or visit virtually as a mentor on project





**To: Lane ESD Board of Directors**  
**From: Tony Scurto, Superintendent**  
**Re: Board Briefing**  
**Date: September 29, 2023**

**Work Session** This starts at 5:00 pm. The main topic is Equity Lens training and it will be conducted by Eric Anderson, our Assistant Superintendent. Dinner will be available.

**Board Reports** Our admin team will be in attendance and provide verbal reports. Hopefully this will give you a picture of how the new school year is starting.

**Superintendent Liaison** Andy Gzreskowiak, Siuslaw Superintendent, is scheduled to be at this meeting.

**Lane AABSS** We have hired Greg Evans as the Administrator of the Lane African American Black Student Success Program. Greg comes to us from Lane Community College, one of our long-standing educational partners. At LCC, he spent many years as the Coordinator for African American Student Programs. For the past 6 years he served as the Associate Vice President for Diversity, Equity and Inclusion. He brings a wealth of experience to this position and is passionate about serving students in our region.

**ODE Compliance** We met the September 19 deadline and have come to consensus with most parents about the appropriate make-up time for the days cut in the 2021-22 school year. Our Special Ed Admin Team was phenomenal throughout this process.

**Eugene 4J Student Information** After the letter was sent to all Eugene 4j parents about the student information leak, I received 20 emails and 1 phone call. Most of the inquiries were respectful and understanding. I provided appropriate follow up information that included steps we are taking to reduce the chance of repeating such an incident.

**Ballmer Institute** For the second straight year, the Ballmer Institute for Childrens' Behavioral Health has invited Lane County educators to pursue a micro-credential in child behavioral health. Class has started this week for a cohort of 31 educators from 7 different Lane County districts. Last year, our Local Service Plan's Superintendent Innovation Fund paid tuition for our local participants. We were informed last week by Executive Director Kate McLaughlin that Lane County educators will study for free. Donations will cover our tuition costs which amount to approximately \$87,000. We are very grateful and see this generous offer as a positive step to help maintain and improve our partnership with the University of Oregon.

**HOPE Factory** The classroom at the Garfield Street site is almost ready for occupancy. Students enrolled in this CTE Construction/Manufacturing opportunity are starting their classes at LCC where they are receiving 1st Aid/CPR training and studying safety procedures. It will not be long before they are on the factory floor building manufactured homes.

**OAESD** On Monday, I am welcoming the return from leave of Amber Eaton, Executive Director. This will allow me to just be the Officer Council President. In this role, I will be at the Superintendent Council Retreat October 8-10 in Bend.

*Hope you enjoy a great weekend! See you Tuesday night!*

# 2023 OSBA Annual Convention

## At-A-Glance Agenda

Portland Marriott Downtown Waterfront  
November 9 – 11

### Preconference

#### Thursday, November 9, 2023

3:00 pm-6:00 pm	Conference Registration
7:30 am – 8:00 am	Coffee with OSBA & Board Colleagues
8:00 am-4:00 pm	Preconference
8:00 am- 4:00 pm	Administrative Professionals workshop
9:30-10:00 am	Break (30 mins)
11:30 am-11:45 am	Break (15 mins)
11:45 am – 12:45 pm	Lunch
2:15 pm – 2:30 pm	Break (15 mins)
4:00 pm-6:00 pm	Visit with Exhibitors/Student Art Exhibition

#### Friday, November 10, 2023

7:00 am-4:30 pm	Registration
7:30 am-8:00 am	Coffee with OSBA & Board colleagues
7:30 am-4:30 pm	Visit with Exhibitors
7:30 am-4:30 pm	Student Art Exhibition
9:00 am-4:00 pm	Council of School Attorneys workshop
8:30 am-10:30 am	General Session
10:30 am-11:00 am	Break/Keynote book Signing (30 mins)
11:00 am-12:15 pm	Workshops (75 minutes)
12:15 pm-1:30 pm	Networking Lunch
1:30 pm-2:30 pm	Board Region Roundtable Discussions
2:30 pm-3:00 pm	Break (30 mins)
3:00 pm-4:15 pm	Workshops (75 minutes)
5:00 pm-7:00 pm	Garrett Hemann Robertson, P.C. Reception

#### Saturday, November 11, 2023

7:00 am-4:30 pm	Registration
7:00 am -3:00 pm	Visit with Exhibitors/Student Art Exhibition
7:30 am-8:30 am	Breakfast Programs <ol style="list-style-type: none"><li>i. Oregon Small Schools</li><li>ii. Capitol Watch</li></ol>
8:45 am-10:30 am	General Session
10:30 am-11:00 am	Break/Book Signing (30 mins)
11:00 am-12:15 pm	Workshops (75 minutes)
12:15 pm-1:45 pm	Lunch Program
1:45 pm-2:00 pm	Break (15 mins)
2:00 pm-3:15 pm	Workshops (75 mins)
3:15 pm-3:45 pm	Break (30 mins)
3:45 pm-4:00 pm	OSBA Annual Membership Meeting
4:00 pm – 5:00 pm	Hot Topics Roundtable Discussions

**Sunday, November 12, 2023**

10:00 am – 12:00 pm

OSBA Board of Directors Meeting

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# School Improvement Update

— 10/2/2023 —

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- Strategic Plan Update
  - Work with other departments
  - Work with School Improvement Team
- SI Strategy: *We will engage in ongoing professional development that honors the lived experiences and expertise of team members.*

## TAKING IT UP

### from COACHING FOR EDUCATIONAL EQUITY COLLABORATIVE



***BUILDING OUR WILL, SKILL AND KNOWLEDGE TO INTERRUPT RACIAL INEQUITIES IN OREGON'S SCHOOLS BY ALIGNMENT OF KNOWLEDGE, LANGUAGE AND UNDERSTANDING.***

Taking It Up (TIU) is a provocative 2-day seminar focused on helping align language/knowledge, and build our collective understanding and skills to interrupt systems within our schools that are creating barriers for our students to successfully access education. By working together, participants learn to understand and interrupt the institutionalized barriers that hinder the elimination of racial achievement disparities.

The focus on working from the inside-out will challenge participants to step out of their comfort zones and create new entry points for becoming aware of, understanding, and interrupting inequitable policies and practices in themselves and in schools.

Taking It Up has two equally important goals:

- 1) Build capacity within schools and organizations to address equity, diversity and inclusion/belonging;
- 2) Support leadership development for CFEE Grads to hone their knowledge, skills and commitment to better enable them to engage others in meaningful conversations that will lead to effective actions to make a difference for students.

# Interested?

## How to sign up:

Please send Ana or Cassadie an email to sign you up.

## When is it:

November 30th and December 1st

## Where:

Lane ESD