

LANE EDUCATION SERVICE DISTRICT	BOARD MEETING
1200 Hwy 99 N	Tuesday, November 7, 2023
Eugene, Oregon 97402	Regular Meeting: 6:00 PM

**LANE ESD BOARD MEETING
AGENDA**
Tuesday, November 7, 2023

1. Call Work Session to Order

The Board of Directors of Lane ESD will conduct a Work Session to continue its discussions related to Board goals, as time allows:

- Application of the Equity Lens (Eric Anderson)
- Agency Program Knowledge Building

Board Chair

Detour Spotting

15

2. Call Regular Meeting To Order

Board Chair

3. Welcome

Guests attending the meeting will be introduced.

Board Chair

4. 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.

Members of the Board

Lane ESD Board of Directors Land Acknowledgement

5. 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	29
6. Presentation: Lane School	
Lane School Staff and Students	
Lane School Board Meeting Presentation	31
7. Agenda Review	
Board Chair	
8. Action Items	
Board Chair	
A. Consent Agenda	

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

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

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

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

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

1. Lane ESD Board Meeting Minutes of October 3, 2023
2. Human Resource Report, dated November 3, 2023
3. Superintendent Contract Addendum

Board Chair

LESD Board Minutes - October 3 2023	34
2023-24 Tony Scurto Contract Addendum 2	44
Hrrpt 11-1-2023	45

B. Accept Financial Report

EXAMPLE QUESTIONS ASKED BY BOARD MEMBERS OF A BUSINESS MANAGER DURING A FINANCIAL REVIEW SESSION1) Are the books balanced and reconciled?

- 2) Are all cash and investment accounts reconciled to the general ledger?
- 3) Does the adopted budget reflect expected expenditures?
- 4) Have payroll reports been filed and have all payroll liabilities been paid timely?
- 5) Have all federal and state reimbursement requests as well as required financial reporting forms been filed timely?
- 6) Are there any suspected cases of fraud that we need to be aware of?
- 7) Are there any suspected changes to the internal control system?
- 8) Have there been any significant changes to the internal control system?
- 9) Is the business office adequately staffed to allow for proper segregation of duties?
- 10) Have there been any changes to the accounting system or accounting policies that are significant?
- 11) Has the accounting software and related IT systems been subject to review by an IT professional to ensure seamless backup in the event of a malware, ransomware, or other compromise of computer security?
- 12) Are there any other financial-related matters we should be aware of?
- 13) Are there any new pronouncements on the horizon that may require additional staff time or disbursement of funds to properly implement?
- 14) Are all financial statements that have been provided to the Board accurate and complete to the best of your knowledge?
- 15) Have you been asked by the Superintendent to do anything that makes you uncomfortable or to present any information you feel is inaccurate?

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

Board Chair

10-31-23 Board report - ESD	47
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C. Approve Grants

The Board of Directors will approve grants or requests to apply for grants as follows:

- BOLI Pre-Apprenticeship Health
- CTE Revitalization Grant
- Grant Report - Automatic Renewals

BE IT RESOLVED that the Board of Directors of Lane ESD approves grants as presented.

Board Chair, Superintendent

BOLI Future Ready PreApprenticeship Grant 48

Grant - Future of Realizing Manufacturing 53

Nov 2023 Board Grant Rpt 57

D. Accept Transit Dollar Requests

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

The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2023. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

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

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

The following component school districts have submitted Transit Dollar Requests for the 2024-25 School Year, with no districts requesting more than 50% of transit dollars available to them:

- Bethel School District
- Blachly School District
- Junction City School District

- Marcola School District
- Pleasant Hill School District
- Siuslaw School District
- Springfield Public Schools

BE IT RESOLVED that the Board of Directors of Lane ESD accepts Transit Dollar Request from Component School Districts for the 2024-25 School Year, as presented.

Board Chair, Superintendent

Marcola Transit Dollar Request For 2024-25	58
Pleasant Hill Transit Dollar Request for 2024-25	59
Bethel Transit Dollar Request for 2024-25	60
Blachly School District Transit Dollar Request for 24-25	62
Junction City School District Transit Dollar Request for 24-25	63
Lane County School District Transit Dollar Request form 24-25.	64
Siuslaw School District Transit Dollar Request for 2024-25	65
Springfield Public Schools Transit Dollar Request 2024-25	66

9. Discussion/Reports

A. Legislative Update

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

Superintendent Tony Scurto

B. Superintendent Report

Superintendent Tony Scurto

C. First Reads: Policy Updates

The Board shall exercise its rule-making power by adopting policies consistent with the Oregon Revised Statutes, Oregon Administrative Rules or opinions of a court of competent authority, for its own governance and for the organization and operation of Lane ESD. The Board accepts the definition of policy set forth by the National School Boards Association:

School Board policies are statements which set forth the purposes and prescribe in general terms the organization and program of a school system. They create a framework within which the superintendent and his/her staff can discharge their assigned duties with positive direction. They tell what is wanted.

Such policies may be adopted, amended or repealed at any Board meeting provided that the proposed adoption, amendment or repeal shall have been proposed at a previous Board meeting and, once proposed, shall have remained on the agenda of each succeeding meeting until approved or rejected and except that the Board may adopt, amend or repeal policies at any meeting of the Board in the event of an actual emergency, as determined at the sole discretion of the Board. Additionally, when in the best interests of the district, immediate adoption of a proposed policy is necessary, the Board may adopt such policy at the first meeting in which it is presented.

Policies shall be adopted, amended or repealed by the affirmative vote of four or more Board members.

Superintendent Scurto

1. EHB: Cybersecurity

Cybersecurity is an increasing issue in schools across the country. To help ESDs establish norms and procedures, OSBA is releasing a new optional policy.

This policy is NEW to Lane ESD.

Superintendent Scurto

EHB Cybersecurity

67

2. GDBDF/GDBDF: Paid Family Medical Leave Insurance

Summary

The Oregon Legislature has passed paid family leave laws with benefits becoming available on September 3, 2023. This policy is intended to help ESDs make decisions and implement these laws. The ESD has the option of using the state-run program Paid Leave Oregon, or continuing with an equivalent plan and there is a model policy available for either situation.

The accompanying AR includes procedure language covering topics such as: application; employee notices; concurrent use of ESD-provided

leave; return to work; communications; employer notices; filings; employee protections.

Collective Bargaining Impact

Districts may bargain aspects of paid family leave. Many districts have received requests to bargain regarding over these topics.

Superintendent Scurto

GCBDF_GDBDF Paid Family Medical Leave Insurance 68

- 3. ICB: Religious and Cultural Holidays
IGBHD: Program Exceptions

Summary

ESDs are prohibited from discriminating against student, staff and community members on the basis of religion and other protected classes. To assist ESDs in valuing the cultural and religious backgrounds of the communities that they serve, OSBA is releasing new optional policy ICB. OSBA has also updated policy IGBHD to more closely match the legal requirements for requesting an exemption from school activities.

Collective Bargaining Impact

None

Superintendent Scurto

ICB Religious and Cultural Holidays 72

IGBHD Program Exceptions 75

- 4. JGE: Expulsion

Summary

ORS 339.250(2) requires district school boards to have a policy on expulsion. There has been some confusion on the Board's role in expulsions, especially related to the expulsion hearing. This change clarifies the Board's role and gives the Board the option of delegating the hearings officer role in the policy, thus relieving the board of the obligation to meet every time there is a recommendation for expulsion to designate a hearings officer. The board retains authority on appeal.

Collective Bargaining Impact

None

Superintendent Scurto

D. Read: Administrative Rule Updates

Administrative rules are detailed directions governing the operation of Lane ESD.

The superintendent is authorized to formulate such administrative rules appropriate for the implementation of policies adopted by the Board and necessary for the consistent operation of the ESD. Such administrative rules shall be binding on the employees of Lane ESD and the students in the classrooms of the ESD until modified or repealed.

All new or amended administrative rules will become effective on the day after approved by the superintendent unless an alternative effective date is specified. When approved by the superintendent, administrative rules shall be distributed to staff and other individuals, as appropriate.

The superintendent will make administrative rules available to the Board. The Board may review any administrative rule and may direct its revision if, in the Board's judgment, such rule is not consistent with adopted policies.

Superintendent Scurto

1. EHB-AR Cybersecurity

Summary

Cybersecurity is an increasing issue in schools across the country. To help ESDs establish norms and procedures, OSBA is releasing a new optional policy.

Collective Bargaining Impact

None

Superintendent Scurto

EHB AR Cybersecurity

80

2. GCBDF/GDBDF Paid Family Medical Leave Insurance

Summary

The Oregon Legislature has passed paid family leave laws with benefits becoming available on September 3, 2023. This policy is intended to help ESDs make decisions and implement these laws. The ESD has the option of using the state-run program Paid Leave Oregon, or continuing with an equivalent plan and there is a model policy available for either situation.

This Administrative Rule includes procedure language covering topics such as: application; employee notices; concurrent use of ESD-provided leave; return to work; communications; employer notices; filings; employee protections.

Collective Bargaining Impact

Districts may bargain aspects of paid family leave. Many districts have received requests to bargain regarding over these topics.

Superintendent Scurto

GCBDF_GDBDF AR Paid Family Medical Leave Insurance 84

- 3. AC: Discrimination Complaint Procedure
JFCFF: Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, or Tenn Dating Violence Procedures - Student
KL: Public Complaint Procedure

Summary

The revisions to the complaint procedures are to clarify timelines. ESDs are required to have complaint procedures, and many of those complaints can be appealed up to the state after 30 days at any individual step or 90 days overall. These changes help ESDs process complaints quickly to avoid appeals.

Collective Bargaining Impact

None

Superintendent Scurto

JFCF AR - Hazing Harassment Menacing 88

KL AR Public Complaint Procedures 90

AC-AR Discrimination Complaint Procedure 94

- E. OSBA Annual Convention | Regional Roundtable Discussion

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

Superintendent Scurto, Board Chair

- 10. Information from Administrative Staff

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

Administrative Staff

School Improvement Board Update_11_07_23

97

11. 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: Ruby Bridges Walk to School Day - I am recruiting volunteers for the Ruby Bridges Walk to School Day in Mapleton on November 14th. Warming Center and Emergency Shelter - I am recruiting volunteers to the Warming Center in Florence and the new Emergency Shelter . The Emergency Shelter will be able to accept parents and children.

Sydney Kissinger
Vanessa Truett

Rose Wilde

Jim Crist, Superintendents' Council Advisor
Emilio Hernandez, Community Advisor
Mike Anderson, Liaison, Creswell School District
Erin Zygaitis, Community Advisor

Board, Advisors, Liaisons

Rose Wilde Board Report Nov 2023

98

12. Announcements/Correspondence

Board Chair

A. Acknowledgements and Recognition

Superintendent Tony Scurto

B. Kudos

Kudos to: Stuart
Reported by: Lake
Reason: Loved experiencing you checking in on fellow community members at Lane School!

Kudos to: Ella
Reported by: Lake
Reason: Loved experiencing you checking in on fellow community members at Lane School!

Kudos to: Dustie
Reported by: Lake
Reason: Really grateful for your presence in the classroom and how

much you care about the work that you do!

Kudos to: Justin
Reported by: Lake
Reason: Very grateful for your support and your guidance! <3

Kudos to: All of our IAs
Reported by: Lake
Reason: Grateful for y'all taking on teacher responsibilities during shortages and not having it reflected on your pay!

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

Administrators

C. Announcements

Board Chair

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

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.

Board Chair

13. Adjournment

- The next regular meeting is scheduled to be held Tuesday, December 5, 2023, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

DETOUR-SPOTTING for white anti-racists

jona olsson

For a white people living in North America learning to be anti-racist is a re-education process. I must unlearn the thorough racist conditioning to re-educate and re-condition myself as an anti-racist. I need knowledge, guidance and experience to avoid the detours and traps waiting for me on this journey.

There is little social or political encouragement for this journey of re-education. We are constantly tempted to change course by the racist propaganda of society and our own guilt and denial. In the face of society's and our own resistance, sustaining the will to continue this journey takes bold and stubborn effort.

This journey sends us into unfamiliar territory; we have never been here before. No white person has ever lived in a non-racist North America.) None of us has ever been taught the skills of anti-racist living. Indeed, we have been carefully taught the opposite: how to maintain our white privilege. Racism, the system (of oppression) and advantage (for white people) depends on the collusion and cooperation of white people for its perpetuation.

Most of us first became aware of racial prejudice and injustice as children. As white infants we were fed a pabulum of propaganda. That early "training" was comprehensive and left little room for question, challenge or doubt. Our childhood games, rhymes and media conspired: "Eenie, meenie, minie, mo; Catch a n . . . r by his toe..." We played cowboys and Indians. All of us knew the Indians were the bad guys and had to die. My WWII generation watched "Bugs Bunny" outwit evil Japanese cartoon villains.

As Lillian Smith acknowledged:

"From the day I was born, I began to learn my lessons... we learned the dance that cripples the human spirit, step by step, we who were white and we who were colored... These ceremonials in honor of white supremacy, performed from babyhood, slip from the conscious mind down deep into muscles and glands and become difficult to tear out." (1)

Our generous child wisdom told us racism was wrong, but there was no escape from the daily catechism of racist teaching. We did not choose to learn those lessons. We resisted the lies, the deceit and the injustice of racism, but we did not have to skills to counter the poisonous messages. We could not resist forever. Our conditioning filled us with fear, suspicion and stereotypes that substituted for true knowing of people of color. We internalized our beliefs about people of color, ourselves, other white people and about being white. Those internalized attitudes became actualized into racist behavior.

Seeking to disguise the realities of racism, lies from history are re-conditioned and regurgitated to conform to contemporary language, images, norms, communication and

learning styles. From the Negro slave rapist (played by a white actor) who drives the helpless white woman to her death in "Birth of A Nation," to Presidential candidate, George Bush's Willie Horton scare tactics - the stereotypes have changed little. The packaging is re-configured by political, military, economic moguls who seek the power and profit in fear.

It is this legacy of a racist society that people of conscience struggle to transform. Our anti-racist journey propels us toward a future when this legacy will no longer be inherited by another generation. We journey on unmapped roads, encountering obstacles. We are tempted by short-cuts; take wrong turns and detours that waste our time and drain

Most of the detours or obstacles facing us, as anti-racists, are previously learned attitudes and habitual behaviors birthed in those attitudes. Experience identifying and breaking harmful habits in other arenas of my life has helped me on my justice-seeking journey.

A few years ago a good friend evaluated a white privilege workshop I facilitated. At the end of her comments, she added, "You really should stop hitting your head when you say something you wish you hadn't." I immediately countered in my own defense, "I do NOT hit myself." Righteously, I thought, a good feminist like myself would not commit such an act of internalized sexism, low self-esteem and intolerance for mistakes. I dismissed the whole notion as an aberration in an otherwise astute and thoughtful critique.

A week later during another workshop I noticed that I hit my forehead, just as I realized I had said something inappropriate. My shock of recognition was quickly assuaged by my thought, "Well, I'm sure that's the first time I've ever done that!"

The next week, next workshop... You have moved ahead in this scenario, I'm sure. It has taken two years of attention to remove this behavior, I think, from my repertoire. It required passing through several stages. First, I had to become aware that I did hit myself. Then I had to acknowledge that it was a fairly regular behavior that had roots in my attitudes about myself and my mistakes. Next I had to pay intentional attention to it. For a while I was aware just AFTER I hit my head. Later, I was aware AS I was doing it. Eventually, I caught the initiating arm movement and could stop mid-trajectory. I had to deliberately scrutinize my internalized attitudes. Have I stopped this behavior from reasserting itself? In stressful moments, still, I may catch a flicker of movement. Clearly, I have more work to do.

As I continue my journey toward becoming a re-conditioned and effective anti-racist, I have become aware of "habits," attitudes and their attached behaviors, which divert me from my intended goal. As I encounter each trap or detour, precisely the same stages mentioned above in the hit-the-head scenario, make the process of change possible for me. I must first be fully conscious of what I'm doing, the behavior and its consequences. Next I need to reflect on the behavior and its attitudinal roots. Finally, I determine the change I want to make and the best strategy for achieving it. Sometimes I need to remove the behavior from my personal repertoire. More often though, re-tooling will be necessary to replace the discarded pattern with new behaviors. It will likely take repeated attempts before I have fully internalized and externalized the prescribed change.

My head-hitting behavior has its origins in my own internalized sexism, part of the insidious experience as a female and lifelong target of sexism. I was conditioned as female to believe much of the sexist mythology and lies about myself and other women. Part of my over-compensation for the internalized lie that women aren't as smart as men was /is an absolute in acceptance of my mistakes. As a woman, a target of sexism, I continue to struggle against not just sexism, but against the internalized messages and my own mis-directions and over-compensations.

As a white person, an anti-racist, I am required now to cross the line that separates my experience as target (women) to my place of privilege (white.) Here I must uncover what I have internalized about people of color, myself, other white people and being white. Then I have to identify how those internalized attitudes have been actualized into racist behavior. Like with the head-hitting, it is the behavior that signals the problem area. The behaviors will vary for each white person. I recognize that no two white people share exactly the same experiences and societal moldings. We learned racism in our unique and personal ways from different teachers and at different times. But we all learned the lessons well.

I have observed in myself and other white people of conscience, patterns of guilt, denial and defensiveness that appear regularly in our interactions with people of color and other white people. Below is an examination of several attitudes or behaviors that detour us from our anti-racist journey of re-education. Each one will be formatted in this way:

#) *The Detour*

Attitudes or behaviors that indicate a detour or wrong turn into white guilt, denial or defensiveness.

[A Note: Some statements, at first reading, may seem too obviously racist to be included here. I have found that even as I identify myself as an anti-racist, if I search deeply and honestly enough I still harbor attitudes on some level of consciousness, that sound very much like these. I am also painfully aware that earlier in my life I thought and said these things. That recognition of evolution may help me be an ally to another white person on her or his own anti-racist journey.]

Reality Check and Consequence

A clarification of the underlying meaning and consequence of this behavior pattern.

[A note about consequences: There are always consequences to our actions or inactions. Since our intentions have little or no bearing on these consequences, our unintentional racist behaviors will often have the same consequences as the intentional racism of a confirmed bigot. This is a tough lesson for white people of conscious. If we are doing our best, have good intentions, then we want everything to be made better. We, at least, want to feel better for the attempt. We want others, especially people of color, to appreciate what we've done. This is another trap for white anti-racists.]

1) *I'm Colorblind*

"People are just people; I don't see color; we're all just human." or "I don't think of you as Chinese." or "We all bleed red when we're cut." or "Character, not color, is what counts with me."

Reality Check and Consequence

Statements like these assume that people of color are just like me, white; that they have the same dreams, standards, problems, peeves that I do. "Colorblindness" negates the cultural values, norms, expectations and life experiences of people of color, and most importantly, their experience as a target of racism. Even if an individual white person could ignore a person's color, the society does not. By saying we are not different, that we don't see their color, we are also saying we don't see my white-ness. This denies their experience of racism and our experience of privilege.

"I'm colorblind" can also be a defense when afraid to discuss racism, especially if one assumes all conversation about race or color is racist. Speaking of another person's color or culture is not necessarily racist or offensive. As one of my African American friends says, "I don't mind that you notice I'm Black." Color consciousness does not equal racism.

2) *The Rugged Individual, the Level Playing Field and the Bootstrap Theory*

"America is the land of opportunity, built by rugged individuals, where anyone with grit can succeed if they just pull up hard enough on their bootstraps."

Reality Check and Consequence

These are three of the crown jewels of U. S. social propaganda. They have allowed generation after generation to say, "If you succeed, you did that, but if you fail, or if you're poor, that's your fault." Belief in this propaganda is founded in a total denial of the impact of either oppression or privilege on any person's chance for success.

Attacks on programs like affirmative action find rationalization in the belief that the playing field is now level, that is, that every individual, regardless of color (or gender or disability, etc.) has the same access to the rights, benefits and responsibilities of the society. The rationalization continues: since slavery is ended and people of color have civil rights, the playing field has now been leveled. It follows then, that there is no reason for a person of color to "fail" (whether manifested in low SAT scores or small numbers in management positions) EXCEPT individual character flaws or cultural inadequacies. This form of denial asserts that such "failures" could have no roots in racism and internalized racism.

The consequences include "justified" victim blaming, and denial of the daily impact of generations of institutionalized racism and white privilege.

3) *Reverse Racism*

(a) "People of color are just as racist as white people."

(b) "Affirmative Action had a role years ago, but today it's just reverse racism; now it's discriminating against white men."

(c) "The civil rights movement, when it began was appropriate, valuable, needed. But it's gone to the extreme. The playing field is now level. Now the civil rights movement is no longer working for equality but for revenge." or

(d) "Black Pride, Black Power is dangerous. They just want power over white people." (Include here any reference to pride and empowerment of any people of color.)

Reality Check and Consequence

(a) Let's first define racism:

Racism = Racial Prejudice (white people and people of color have this)
Plus

Systemic, Institutional Power (white people have this)

To say people of color can be racist, denies the power imbalance inherent in institutionalized racism.

Certainly, people of color can be and are prejudiced against white people. That was a part of their societal conditioning. A person of color can act on their prejudices to insult even hurt a white person. But there is a difference between being hurt and being oppressed. People of color, as a social group, do not have the societal, institutional power to oppress white people as a group. An individual person of color abusing a white person - while clearly wrong, (no person should be insulted, hurt, etc.) is acting out a personal racial prejudice, not racism (by this power definition.)

(b) This form of denial is based in the false notion that the playing field is now level. When the people with privilege and historical access and advantage are expected to suddenly (in societal evolution time) share some of that power, it is often perceived as discrimination.

(c + d) c is a statement by Rush Limbaugh. Though, clearly he is no anti-racist, both c + d follow closely on the heels of "reverse racism" and are loaded with white people's fear of people of color and what would happen if they gained "control." Embedded here is also the assumption that to be "pro-Black" (or any color) is to be anti-white. (A similar illogical accusation is directed at women who work for an end to violence against women and girls. Women who work to better the lives of women are regularly accused of being "anti-male.")

4) Blame The Victim

"It's their fault they can't get a job, or be managers." or "We have advertised everywhere, there just aren't any qualified people of color for this job." or "If he only worked harder, applied himself more, or had a stronger work ethic." or

"If she just felt better about herself..." or "Internalized racism is the real problem here." or "She uses racism as an excuse, to divert us from her incompetence." and "If he didn't go looking for racism everywhere..." (As if racism is so hidden or difficult to uncover that people of color would have to search for it.)

Reality Check and Consequence

All "blame the victim" behaviors have two things in common. First, they evade the real problem: racism. Second, they delete from the picture the agents of racism, white people and institutions, who either intentionally perpetuate or unintentionally collude with racism. (Similar to agent deletion in discussions of rape. Most statements refer to a woman being raped, focus on her clothing or behavior at the time of the rape and delete the male rapist from the picture.) As long as the focus remains on people of color we can minimize or dismiss their reactions, and never have to look directly at racism and our own responsibility or collusion.

5) *The White Knight or White Missionary*

"We (white people) know just where to build your new community center." or "Your young people (read youth of color) would be better served by traveling to our suburban training center." or "We (white people) organized a used clothing drive for you, where do you want us to put the clothes?"

Reality Check and Consequence

It is a racist, paternalistic assumption that well meaning white people know what's best for people of color. Decisions, by white people, are made on behalf of people of color, as though they were incapable of making their own. This is another version of "blame the victim" and white is right. It places the problems at the feet of people of color, and the only "appropriate" solutions with white people. Once more the power of self-determination is taken away from people of color. Regardless of motive, it is still about white control.

6) *Lighten Up* (lighten? whiten?)

"Black people are just are too sensitive and thin-skinned." or "Indians should get a sense of humor. We're just kidding around." or "I didn't mean anything racist, it's just a joke."

Reality Check and Consequence

Here are racism and agent deletion in partnership again. The problem and perpetrators are exonerated, because the rationale declares that humor isn't hurtful. This form of denial serves most to trivialize the pain and reality of daily racism.

7) *Don't Blame Me*

"I never owned slaves." or "I didn't vote for David Duke." or "None of my family joined the Klan." or "I taught my children that racism is wrong."

Reality Check and Consequence

Often white people hear blame whenever the issue of racism is brought up, whether or not blame has been placed on us. As beneficiaries of racism and white

privilege, we sometimes strike a defensive posture even when we are not being individually blamed. We may personalize the remarks, put ourselves in the center, but most references to racism are not directed personally at us. It is the arrogance of our privilege, that drags the focus back to us.

When we are being blamed or personally accused of racist behavior, this defensiveness and denial further alienates us and probably precludes our examining our possible racist behavior.

8) BWAME

"**But What About Me.** Look how I've been hurt, oppressed, exploited...?"

Reality Check and Consequence

This diminishes the experience of people of color by telling our own story of hardship. We lose an opportunity to learn more about the experience of racism from a person of color, while we minimize their experience by trying to make it comparable or less painful than ours.

9) We Have Overcome

"We dealt with racism in the 60's with all the marches, sit-ins and speeches by Dr. King. Laws have been changed. Segregation and lynching are ended. We have some details to work out but real racism is pretty much a thing of the past."

Reality Check and Consequence

The absence of legalized, enforced segregation does not equal the end of racism. This denial of contemporary racism, based on inaccurate assessment of both history and current society, romanticizes the past and diminishes today's reality.

We just have to look at the volcanic rise of racist hate groups during the campaign and since the election of President Barack Obama, to know racism is alive and well in the United States.

10) The End Run, Escapism

"Of course, racism is terrible, but what about sexism? or classism? or heterosexism?" or "Racism is a result of classism (or choose any other oppression,) so if we just work on that, racism will end, too."

Reality Check and Consequence

I agree with Audre Lorde's statement, "There is no hierarchy of oppression." I would not establish a rank order for oppressions. At the same time, we cannot attempt to evade recognition and responsibility for any form of oppression. Statements like the ones above divert attention away from racial injustice to focus on some other form of oppression. They

are usually said by white people (women, working class people, Lesbians, gay men or others) who experience both white privilege and oppression in some form. We are all more willing and more comfortable decrying our oppression than scrutinizing our privilege. Oppressions are so inextricably linked that if we allow our fear, guilt and denial to constantly divert us from confronting racism, even while we work to dismantle other forms, no oppression will ever be dismantled.

11) Due Process

"Lady Justice is [color] blind." White parents who tell their children, "The police are here to protect you. If they ever stop you, just be polite and tell the truth." Then when a Black teen is beaten or killed by police, those same parents say, "He must have been doing something wrong, to provoke that kind of police response."

Reality Check and Consequence

Many white people believe that the police, courts, the legal system and social services work without bias; that due process, fair trials, juries, judges, police officers and case workers have everyone's best interest at heart, including people of color. Or at least, no less than they do for white people. This belief clouds reality. We tend to look at isolated incidents rather than the patterns of institutionalized oppression.

The legacy of institutionalized racism has left its indelible mark on the U. S. legal system. Even when individual police officers, judges or juries strive to be fair and unbiased, the system itself has been corrupted by centuries of racism. "Innocent until proven guilty" may be turned to "guilty until proven innocent" for too many people of color who enter the legal system.

12) Innocence By Association

"I'm not racist, because... I have Vietnamese friends, or my lover is Black, or I marched with Dr. King."

Reality Check and Consequence

(Perhaps, if every white person who says they marched with Dr. King actually had, the current situation would look different!)

This detour into denial wrongly equates personal interactions with people of color, no matter how intimate they may be, with anti-racism. There is an assumption that our personal associations free us magically from our racist conditioning.

13) The Penitent

"I am so sorry for the way whites have treated your people." or "I am sorry for the terrible things that white man just said to you."

Reality Check and Consequence

While there is probably no harm in the “sorry,” if it is not attached to some action taken against racism, it is most often just another expression of white guilt. Being an ally to people of color is not limited to our apology for other white people’s behavior, it must include anti-racist action.

14) *The White Wash*

“He’s really a very nice guy, he’s just had some bad experiences with Koreans.” or “That’s just the way Uncle Adolf jokes. He’s very polite to the Black janitor in his building.”

Reality Check and Consequence

This “detour” is another manifestation of our guilt. We attempt to excuse, defend or cover up the racist actions of other white people. We are particularly prone to this if the other person is a family member or friend, or if we feel their actions may reflect on us.

15) *Not Here In Lake Wobegon*

“We don’t have a racism problem here at this (school, organization, community)” or “We didn’t have a racism problem in this town until that Mexican family moved here.”

Reality Check and Consequence

As white people we do not have to think about racism when our school, organization or community is all white. Racism does not usually become apparent TO US until there are people of color in our frame of reference.

16) *I Was An Indian In a Former Life (2)*

“After that sweat lodge I really know what it feels like to be an Indian. I have found my true spiritual path.”

Reality Check and Consequence

This is spiritual or cultural appropriation and poses a serious threat to the integrity and survival of Native cultures. To fill a void in their own spiritual core, some white people are drawn into the New Age garden to pick from a variety of Native spiritual practices usually offered for sale. (White writers, such as Lynn Andrews and others, garner high profits from fictitious “Indian” writing and teaching, while many Native writers can’t find publishers.) Since Native spiritual practice is inseparable from history and current community, it cannot be disconnected from that context to service white people searching for life’s meaning. Appropriating selected parts of Native cultures romanticizes the lives of Native peoples while denying their struggles. Their land and livelihoods stolen, indigenous peoples now see white people trying to steal their spirituality. Rather than escape our white racism by finding a spiritual path, we instead collude in one more way with the genocidal attacks on Native cultures.

17) *Straightening Up or Boys Will Be Boys*

The white heterosexual who says, "we can't talk about AIDS or homophobia because we're trying to work in coalition with a Latino group." White organizations, in which women are unheard, disrespected or prevented from assuming leadership. "We'll deal with any gender inequities or sexism after we solidify this coalition with the NAACP."

Reality Check and Consequence

When white people with privilege in some other aspect of their life (gender, sexual orientation, lack of disability, class, etc.) use their focus on racism as an excuse to not challenge and therefore perpetuate other forms of oppression, the consequence is a disingenuous and unsustainable commitment to justice.

18) *The Isolationist*

"I thought we resolved this issue (racism) when it came up on the board last year." or "We need to deal with this specific incident. Let's not complicate it by bringing other irrelevant issues into it." or "This incident only happened today because the TV news last night showed police beating that Black kid."

Reality Check and Consequence

Attempts are made to isolate a particular incident of racism from of the larger context. We blame a publicized incident of racism outside our organization to rationalize an internal incident and to avoid facing the reality of racism within. When trying to resolve an accusation of racism within an institution, we often see the incident in a vacuum, or as an aberration, in isolation from an historic pattern of racism in this institution and nation. Racism has been institutionalized so that every "incident" is another symptom of the pattern. When we continue to react incident-to-incident, crisis-to-crisis, as though they are unconnected, we will find genuine resolution only further from our reach.

19) *"Bending Over Blackwards"* (3)

"Of course, I agree with you." (Said to a person of color even when I disagree) or "I have to side with Jerome on this. (Even when Jerome, a man of color, represents opinions counter to mine.)"

Reality Check and Consequence

Our white guilt shows up here as we defer to the person of color. The person of color is always right, or we never criticize or challenge her or him. We try not to notice that we notice they are Black or Native American or Latina or Asian or Middle Eastern. We don't disagree, challenge or question a person of color the way we would a white person. And if we do disagree, we don't do it with the same conviction or passion that we would display with a white person. Our racism plays out as a different standard for people of color than for white people.

If this is our pattern, we can never have a genuine relationship with a person of color. People of color know when we are doing this. Our sincerity, commitment and courage will be rightly questioned. We cannot grow to a deeper level of trust and intimacy with people of color we treat this way.

20) *Teach Me or Help Me, I'm Stuck*

"I want to stop acting like a racist, so please tell me when I do something you think is racist." (Spoken to a person of color.)

Reality Check and Consequence

White people often assume that they can learn about racism only from people of color. We further assume that people of color have the energy and/or desire to do this teaching. My understanding is that most people of color are weary of educating white people about racism.

We will get stuck. We'll get frustrated and impatient with ourselves and other white people in this struggle. We'll stay stuck if we don't seek help from other white anti-racists. Our inclination in the past has been to ask people of color to help us. We should seek out other white people BEFORE we go to people of color. Perhaps, as we become more trustworthy as allies, we will build genuine relationships with a few people of color who will offer their reflections for us when we get stuck. But this is at their discretion, not ours. We can't assume or act as though people of color should be so grateful for our attempts at anti-racism, that they will be willing to guide us whenever we are ready to be guided.

21) *White On White, and Righteously So*

"What is wrong with those white people? Can't they see how racist they're being?" or "I just can't stand to be around white people who act so racist anymore." And

You're preaching to the choir

"You're wasting your time with us, we're not the people who need this training."

Reality Check and Consequence

We distance ourselves from "other" white people. We see only unapologetic bigots, card-carrying white supremacists and white people outside our own circle as "real racists." We put other white people down, trash their work or behavior, or otherwise dismiss them. We righteously consider ourselves white people who have evolved beyond our racist conditioning.

This is another level of denial. There are no "exceptional white people." (4) We may have attended many anti-racism workshops; we may not be shouting racist epithets or actively discriminating against people of color, but we still experience privilege based on our white skin. We benefit from this system of oppression and advantage no matter what our intentions are. This distancing serves only to divide us from potential allies and limit our own learning.

22) *Smoke and Mirrors*

We use the current politically correct language; we listen to the right music; we state the liberal line; we're seen at the right meetings with the right people. We even interrupt racist remarks when the right people are watching and when there is no risk to us. We look like anti-racists.

Reality Check and Consequence

This is the "Avon Ally," the cosmetic approach. People of color and other white anti-racists see through this pretense quickly. This pseudo-anti-racist posturing only serves to collude with racism and weakens the credibility of sincere white anti-racists.

23) *I Have To Do My Personal Work*

"I have to do my personal work first." or "Ending racism is only about changing personal attitudes."

Reality Check and Consequence

If we assume that personal reflection and interpersonal work is the end of our job as anti-racists, we will stay out of the public, institutional arenas. We will ignore cultural racist practices that don't include us personally. We won't take action, until we have finished ridding ourselves of all racist conditioning. And since that complete "cure" will never happen, we will never take any institutional or cultural anti-racist action.

24) *Whites Only*

I have no connection with or accountability to people of color. I do all my anti-racism with whites only. I am accountable only to other white people.

Reality Check and Consequence

While it is vitally important for white anti-racists to work with other white people, this detour results in white people again controlling the direction and focus of anti-racism work. Learning to follow the leadership of, and taking direction from people of color, while being accountable to them are all vital components of our ally-ship.

25) *The Accountant*

We keep a tally sheet. If we perform some "feat of anti-racism," we expect reciprocity from an individual or group of color, usually with some prestige or power that can serve our interests.

Reality Check and Consequence

"I scratch your back, you scratch mine is NOT justice seeking nor ally behavior. It serves only to reduce justice work to some kind of power brokering currency.

26) The "Certificate of Innocence"

Some times we seek or expect from people of color some public or private recognition and appreciation for our anti-racism. Other times we are looking for a "certificate of innocence" telling us we are one of the good white people.

Reality Check and Consequence

If our ally commitment depends on positive reinforcement from people of color, we set ourselves up for sure failure. The first time a person of color is displeased with our actions, we could respond, "Well, if the very people I'm doing all this for don't want my help, then why bother?" Clearly, we're challenging racism for "them" not for us. We have not identified our self-interest, as a white person, for fighting racism. Until we do, we will not be able to sustain this lifelong journey.

27) Silence

We stay silent. Our silence is collusion with racism.

Reality Check and Consequence

Our silence may be a product our guilt or fear of making people of color or white people angry with us or disappointed in us. We may be silent because our guilt stops us from disagreeing with people of color. We may be afraid that speaking out could result in losing some of our privilege. We may be silenced by fear of violence. The reasons for our silence are many, but each time we are silent we miss an opportunity to interrupt racism, or to act as an ally or to interact genuinely with people of color or other white people. And no anti-racist action is taken as long as we are silent.

[A note about silence: Silence is a complicated matter. There are times when faced with a potential intervention situation that we may choose not to interrupt - for reasons of good sense or strategy. Anti-racists need courage, but taking foolish risks makes little sense. When the choice is between intervening in this moment, alone, or gathering allies to speak out later in a more strategic way, the latter may prove more effective. Though the fact remains: the racist incident in that moment was not interrupted.]

28) Exhaustion and Despair - Sound the Retreat

"I'm exhausted. I'm only one person. I can stop and rest for a while." or "Racism is so pervasive and entrenched, there just isn't any hope."

Reality Check and Consequence

Despair is a real enemy of anti-racists. If our commitment is a lifelong one, we must find ways to mitigate the effects. Neither burn-out nor desertion are of any use to the struggle. We can remember men who jumped on a "Take Back the Night" bandwagon, challenging violence against women - for a while. Until the attention on them as good men waned. Until the "glamour" of the issue faded. One of the historical, repeated failures of "liberals" in social justice movements has been their short-term and inconsistent commitment to the "issue du jour."

If we quit, for any reason, we are engaging our “default option.” (5) As white people, we can rest, back off, and take a break from the frustration and despair of anti-racism work. There will be no significant consequence to us for this retreat. White people will not think less of us. Racism doesn’t allow such a respite for people of color. One of the elemental privileges of being white is my freedom to retreat from the issue of racism. If things get too tough I can always take a break. And our work against racism doesn’t get done.

THE JOURNEY CONTINUES

Once identified, behaviors like those above are possible to change. The patterns are repeated less often. We re-educate and re-tool ourselves to take more potent anti-racist action. Each anti-racist action we take brings new challenges and learning, propels us forward smarter, more confident, better prepared and most importantly, more effective. Every experience takes us deeper into new territory and the complexities of racism, expanding our vision of the possibilities of a future without racism. Each turn brings us face to face with another set of potential detours and reversals. Like traveling unmarked roads, staying on the right track demands constant attention and intention.

Racism oppresses and exploits people of color. While it grants white people undeniable advantages and benefits, racism also robs each of us of our full humanity. We didn’t construct racism; we inherited it. But the unchallenged perpetuation of racism is our responsibility. Racism continues in the name of all white people.

People of color will continue to demand their rights, opportunities and full personhood. But racism in North America won’t end because people of color demand it. Racism will only end when a significant number of white people of conscience, the people who can wield systemic privilege and power with integrity, find the will and take the action to dismantle it. That won’t happen until white people find racism in our daily consciousness as often as people of color do. For now we have to drag racism into our consciousness intentionally, for unlike our sisters and brothers of color, the most present daily manifestation of our white privilege is the possibility of forgetting about racism.

We cannot.

While there is nothing about racism to celebrate, there is much to celebrate in a life lived in the pursuit of justice. It is the work of a lifetime.

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

Lane ESD
Board Public Comment

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. 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.

Leadership

Lake (they/she) & Miss Dustie

Leadership Class - Purpose:

The purpose of this class is to learn about leadership, build leaders on campus, and build relationships between us and our campus community. We do this through helping to make changes at school and putting together school events. This can look a lot of different ways and can evolve as we go on!

Last time...

In 2019 the Lane School students brought forward these needs:

- Air conditioning in classrooms
- More functional drinking water
- And hot water in sinks throughout campus

You listened to us and approved changes! Thank you so much!

Possible Projects...

1. Garden
2. Playground
3. Fun event(s)
4. Library
5. Wall Ball Wall

In the Works: Wall Painting

When: Friday elective/FLEX crossover

Who: Leadership, invite art electives, open call to artists in FLEX, maint.

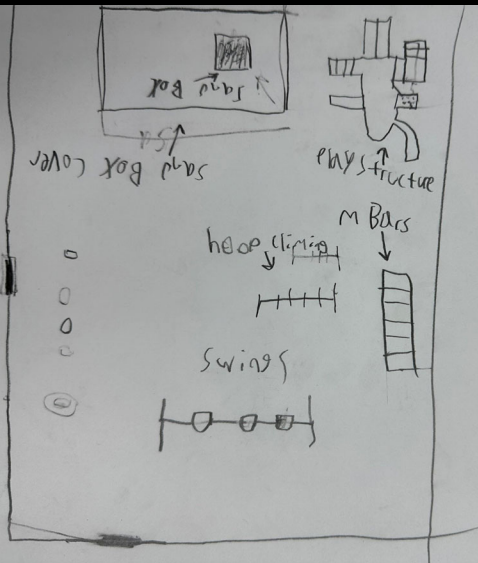
How: blue painters tape, measuring tape, paint brushes, black paint, red paint, yellow paint, paint suits, a ladder, other colors as decided for what we add beyond the photo



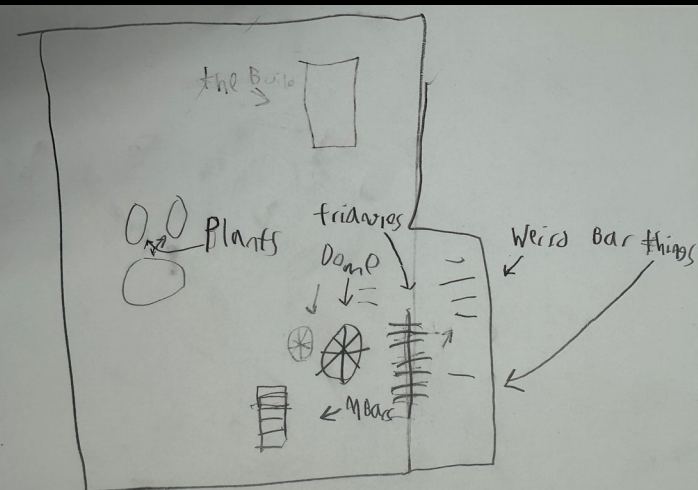
Playground- what to do:

1. Create a sketch
2. Add what we want (list)
3. Add what we want (drawing)
4. How does the draft proposal look?
5. What can we change for cost to make it more appealing to approve?

“New”
Lane
School
Playground



“Old”
Lane
School
Playground



Needed Changes:

1. Swings that work for middle schoolers (currently have small amount of swings, and they only fit small students)
2. Monkey bars that are more comfortable to grip and are taller (middle schoolers tend to be too tall for them and can't use them correctly)
3. A bigger structure (one that includes swings?)
4. Covered bench area (gazebo-type area by the plant section in between playground areas that has sitting available)

Proposals:

- A. Replace parts of the "Old" playground area
- B. Add to the area between the "New" and "Old" playground (but keep the plant spots that are currently there)
- C. Modify some of the bars currently in the "Old" playground to make them more usable (weather stripping, electrical tape)



LANE EDUCATION SERVICE DISTRICT

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EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

LANE EDUCATION SERVICE DISTRICT

1200 Hwy 99 N
Eugene, Oregon 97402

BOARD WORK SESSION

Tuesday, October 3, 2023
Regular Meeting 6:00 PM
Executive Session 5:00 PM

1. Call Executive Session to Order

Chair Sherry Duerst-Higgins called the Executive Session of the Board to order at 5:00 p.m.

The Board of Directors of Lane ESD conducted an 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 Members Present: Chair Sherry Duerst-Higgins, Vice-Chair Leslie Harris, Linda Hamilton, Sydney Kissinger, Vanessa Truett, Rose Wilde, Leonora Kent (remote).

Administrators Present: Christina Okesson (Recording Secretary)

Guests: Rich Cohn-Lee (attorney)

The Executive Session was adjourned at 6:00 p.m.

2. Call Regular Meeting to Order

Chair Sherry 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, Leonora Kent (remote), Sydney Kissinger, Vanessa Truett, Rose Wilde

Board Advisors and Liaisons Present: Emilio Hernandez (Springfield Board Liaison), Mike Anderson (Creswell Board Liaison), Erin Zygaitis (Community Advisor), Andy Grzeskowiak (Superintendents' Council Liaison)

Administrators Present: Superintendent Tony Scurto, Assistant Superintendent Eric Anderson, Brandon Webb (Chief Information Officer), Dave Standridge (Executive Director - Business Services), Cassadie Ross (Director - School Improvement), Ana Quintero-Arias (Director - School Improvement), Brad Johnston (Facilities Manager), Christina Okesson (Recording Secretary)

Guests Present: Tracy Rear (LCEA)

4. Public Participation

This was an opportunity for the audience to address the Board on topics either on, or not on, the agenda.

There were no public participants attending.

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

Chair Sherry Duerst-Higgins read aloud:

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 Calapooya, 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.

1. 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.

6. Agenda Review

The agenda was reviewed.

Added item 7F action item Technology Room remodel.

Action item 7G action item from Executive Session to Conduct Investigation.

7. Action Items

7.A. Declaration of Indigenous Peoples Day 2023

Director Wilde moved:

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.

Director Harris seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-019)**

7.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.

DIRECTOR HARRIS MOVED: 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

Director Wilde seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-020)**

7.C. Accept Financial Report

Executive Director Dave Standridge provided comments on the September 2023 Financial Report. Superintendent Scurto announced that Mr. Standridge has submitted his notice of retirement, effective December 31, 2023. The Board inquired about staff turnover and how to increase retention, and the staffing level in the substitute pool.

DIRECTOR HARRIS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD accepts the Financial Report for September 2023. Director Wilde seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-021)**

7.D. Adopt 2024-25 Budget Calendar

The Board annually adopts a budget calendar which identifies dates and deadlines required for the legal presentation and adoption of the budget. The superintendent prepares and recommends a proposed calendar for Board approval. The calendar will identify dates and activities to include those needed to comply with state law.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD adopts the 2024-25 Budget Calendar as presented. Director Harris seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-022)**

7.E. Approve Integrated Guidance Plan for Martin 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 23-24 school year and CPS level 2 in the 24-25 school year. The Board of Directors of Lane ESD will approve the Integrated Guidance and High School Success plans for the 23-24 and 024-25 school years.

DIRECTOR HARRIS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD approves the Martin Luther King Jr. Program's Integrated Guidance and High School Success Plan for 2023-24 and 2024-25. Director Wilde seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-023)**

7.F. Technology Room Remodel

Superintendent Scurto discussed the proposed remodel of the Technology work area at the Main Campus. The workspace has not been updated since it was first constructed to house the Oregon Total Information Systems, an enterprise organization that once existed and operated at the main campus. Last week we received bids to remodel our technology space here on the main campus. Pertinent factors in determining the need for the remodel include:

- Due to noise pollution and lack of ventilation, the current technology workspace is an unsafe environment for staff. This was reported to us by our Special District liability carrier.
- A remodeled space will have a separate server room that will be built to better protect critical equipment. Equipment will be more secure and be protected from fire, water and other hazards.
- A remodeled space will also hold all the front end security technology equipment (access control, camera equipment) for greater security and organization.
- The main infrastructure will be reorganized for improved cable runs, making future remodels in the building much more efficient.
- The remodeled technology area will provide a more functional workspace to help the technology team with collaboration and project tracking.

Based on four bids received through a formal process, the total cost of the project will be \$884,000 (Construction Bid - \$825,000; Asbestos abatement - \$19,000; Furnishings - \$40,000). A portion of the cost can be covered by the Capital Projects funds, the agency can borrow from the Equipment Replacement fund, and a portion can be covered through a capital loan. The costs for the annual debt service will be spread across multiple programs, as Technology Services serve many internal programs. This project will drain the Capital Projects fund but is identified as a priority. The Ending Fund Balance will not be impacted. The Board inquired about a capital campaign.

The work will begin immediately and conclude in early winter. The architect that designed the Migrant Education Program workspace was used to design the technology remodel. Both Brad Johnston (Facilities Manager) and Brandon Webb provided guidance to the architect. The Technology Services staff have had many opportunities to provide input into design.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD approve the project as presented. Director Hamilton seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-024)**

7.G. Complaint Response

The Board reviewed a complaint related to compensatory education during Executive Session prior to the start of the regular meeting.

DIRECTOR HAMILTON MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD investigate the allegations made in the complaint to determine a lack of timely response to

compensatory investigation, with the ESD standing ready to enter into a conversation related to compensatory education. Director Wilde seconded, and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES. (ESD Resolution #24-025)**

8. Discussion/Reports

8.A. Legislative Update

EI/ECSE Funding

OAESD superintendents are advocating for the restoration a \$22M cut in funding to the Early Intervention/Early Childhood Special Education funding for the 23-25 Biennium.

8.B. Superintendent Report

OAESD Superintendents Council

The OAESD superintendents will meet for a retreat later in the month and will discuss prioritizing items for the short session as well as set goals for the long term. With a focus on increasing special education funding, the Council will be collecting and relying on data. The Council will also discuss regionalized CTE and how it looks across the state with a goal of providing more students with opportunities for Career Technical Education. The new Deputy Superintendent at ODE, Dr. Charlotte Williams, will visit the Superintendents at the retreat. She will be bringing Carmen Urbina and Tenneal Weatherall, cabinet members, and the superintendents have an interest in discussing continuing partnerships with ODE.

OAESD Executive Director Amber Eaton is continuing to recover from her health concern and will return to work in a couple of weeks. Superintendent Scurto continues to serve as the interim for Ms. Eaton until she returns to work.

Ballmer Institute

The University of Oregon's Ballmer Institute has opened slots for Lane County Educators again this year. There are currently 31 participants in the program. As a result of successful donations, the Lane cohort will attend tuition-free (approximately an \$87,000 gift to the Lane County school districts).

Lane AABSS

The Lane African American Black Student Success program has hired Greg Evans as its new administrator. Mr. Evans started work this week.

ODE Compliance Life Skills

Superintendent Scurto commended the Special Education administrative team, Trace Mansfield and Eric Anderson for their work to meet the ODE compliance deadline of September 19. The team made many calls to families and conducted meetings with families regarding compensatory education. Some parents were not interested in meeting the required minutes of instruction required by ODE, satisfied with the time their student is already spending in school. Many parents agreed to a "summer camp" model to provide compensatory education. The need for compensatory education arose when Lane ESD classrooms cut a day per week due to staffing issues coming out of the pandemic. While the days per week were cut, the IEPs were still written as minutes per week. Lane ESD worked on IEP goals for the same number of minutes, but some students missed other parts of the school programming, which is why the summer camp idea makes sense. For some families, other alternative individualized agreements were settled.

Eugene School District 4J Information/Data Share

Lane ESD recently learned that Eugene 4J School District student information was mistakenly sent to a

vendor instead one of our navigators by another Lane ESD employee. The vendor immediately deleted the email and all student information. Lane ESD emailed all Eugene School District families, with twenty responding by email and one phone call response. Steps are being taken to decrease the chance of this happening again. The Board can learn more about the steps being taken when Brandon Webb provides his report.

8.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:

- Do you wish to attend the Thursday Preconference (see attached At-a-Glance Agenda)? (Preconference + Conference is \$870 plus a processing fee)
- What are your preferred pronouns?
- Which Saturday breakfast: Oregon Small Schools or Capital Watch?
- 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.*
- 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.

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.

Brandon Webb, Technology Services: The department is focused on security and data, following local and statewide initiatives for security. Technology leaders from around the state have developed the Center for Excellence to provide guidance on best practices. Federal funding may be soon available to support implementation of best practices. Data Governance covers data for all departments. Technology staff are reviewing ESD student information systems that will house all student information in a centralized space, making it easier to share with districts in a secure manner. Lane ESD is also exploring options for password protecting data in transit.

Sue Mathisen, Special Education: Assistant Superintendent Eric Anderson spoke on behalf of Sue Mathisen. The work with ODE on compensatory education is nearing completion and Mr. Anderson recognized the amount of work that the Special Education team has been investing with student families. Special Education has welcomed three new administrators this year. The Special Education Administrative Team has been collaborating at a high level. Assistant Superintendent discussed Unified Robotics and the collaboration with Eugene School District 4J on this project. The Special Education administrative team is looking for other opportunities for unified activities including the Special Olympics.

Cassadie Ross and Ana Quintero Arias, School Improvement: Ms. Ross and Ms. Quintero-Arias presented slides related to School Improvement update. School Improvement will be meeting November 30 -December 1 to offer professional development in Equity and Diversity, partnering with Springfield Public Schools. Ms. Ross and Ms. Quintero-Arias extended an invitation to the board to participate. The training requires a full two-day commitment. To register, Board members can email Ms. Ross or Ms. Quintero-Arias.

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: No oral report

Linda Hamilton: No oral report

Leslie Harris: No oral report

Nora Kent: No oral report

Sydney Kissinger: Ms. Kissinger attended the community United Way Breakfast and sat with Head Start representatives. The presentation covered all that United Way does for the local community. United Way's fundraising strategy was effective and successful.

On September 19, Ms. Kissinger attended the Legislative Road Show.

Vanessa Truett: No oral report

Rose Wilde: This month I attended several events:

- Sept 7 - **OAESD Governance Council meeting** - we discussed some housekeeping Bylaws issues, affirmed cancellation of the Fall Summit due to staff turnover and leave time, received an update on Strategic Planning (attached), reviewed the budget, and considered the re-application for the Regional Comprehensive Center program. No votes were taken.
- Sept 14 - attended **United Way Community Breakfast**. I was interested to hear how they have decided to move the racial equity advisory group to become a permanent advisory to their board, and how they are experiencing the implementation of their racial equity fund, while learning how to integrate an equitable approach into the core of their operations. We heard from recipients of various community level grants, all focused on the wellness of children. Lane ESD was very well represented by staff and board.
- Sept 19 - attended **OSBA Fall Regional Meeting**, which primarily focused on the legislative issues of 2023 and 2024. It was also well attended by many of our local K-12 boards and Lane ESD board members.
- Sept 20 - stopped by the **Lane School Family night** toward the conclusion and helped clean up. Staff and remaining families appeared happy with the event which had great participation.
- Sept 21 and 22 - participated in two **Days of Caring** projects facilitated by United Way. I helped prepare the new Black People's Collective business incubator and upcoming community center space with a painting project. The center is still coming together but already plans to provide very low cost office space for Black owned businesses and be a hub of community services and supports for the Black community in the region - it is located at [1695 Jefferson Street](#) in Eugene. On the second day I volunteered with 90by30 to repair books for the SMART reading program, which provides new or like-new books to all participants and shares gently used books with other literacy programs around the county.
- **Other educational activities:** My current volunteer role with 90by30 brings me into contact with any Lane County schools implementing the Roots of Empathy Curriculum. This is not a Lane ESD sponsored program and I present myself as a volunteer accountable to 90by30, however some contacts may also know me through Lane ESD. Roots of Empathy is a 27 session SEL curriculum that cultivates children's empathy in the primary grades through a yearlong connection with a local community baby, who visits the same 1st, 2nd, or 4th grade class with a parent 9 times over the year. The program has been implemented in about 10 of our K-12 districts since 2018-2019. I also volunteer in McCornack ES (Eugene 4J) as a Roots of Empathy instructor and in Kennedy MS as a mentor and PTO executive committee member.

Andy Grzeskowiak, Superintendents' Council Advisor: Mr. Grzeskowiak reported a good start of school, meeting staffing milestones. Projects are being implemented around Technology security and network reinforcement, HVAC upgrades, and a covered play area for the elementary campus. The district is participating in the 21st Century Learning grant consortium. Six Siuslaw School District teachers are registered for the Ballmer Institute.

Emilio Hernandez, Liaison, Springfield School District: No oral report

Mike Anderson, Liaison, Creswell School District: Mr. Anderson provided a report on current projects at Creswell School District. The district recently received kudos in the newspaper related to student grades.

Erin Zygaitis, Community Advisor: Attended Bethel GSA fall event. Today is the first day of mentoring at Bethel. They are still looking for more volunteers, even though they have doubled the number of people participating. Tutoring is scheduled on Tuesdays/Wednesdays at lunch period.

11. Announcements/Correspondence

11.A. Acknowledgements and Recognition

11.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

11.C. Announcements

11.C.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

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 next regular meeting is scheduled to be held Tuesday, November 7, 2023, at the Westmoreland Campus, 1717 City View, Eugene.
The meeting was adjourned at 7:06pm

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



LANE EDUCATION SERVICE DISTRICT

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Eugene, OR 97402

541.461.8200
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www.lesd.k12.or.us

EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

2023-24
Addendum 2 to 2018-21 Employment Contract
For Lane ESD Superintendent Tony Scurto

WHEREAS, on August 1, 2023, the Board of Directors for Lane Education Service District moved to enter into an Addendum amending certain provisions of the CONTRACT and otherwise agreed that the CONTRACT shall continue in full force and effect.

Now, THEREFORE, effective November 5, 2023, The Board of Directors of Lane Education Service District and Tony Scurto, agree to the following:

The Superintendent plans to retire on January 1, 2024 and access the work back option contained in PERS legislation. The Superintendent plans to work back for Lane ESD for the remainder of the 2023-24 school year and for the 2024-25 school year. During this time, the entirety of all other provisions of the contract will remain in full force.

Remaining Contract Terms: All other terms of the FIRST CONTRACT shall remain in full force and effect.

Dated: August 1, 2023

Tony Scurto
Superintendent

Sherry Duerst-Higgins
Board Chair

HUMAN RESOURCES REPORT TO LANE ESD BOARD

November 1, 2023

CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Asha, Christina	Program Assistant, Home School/Attendance/SI	11/13/2023	
	Bates, Jaret	Instructional Assistant, Lane School	10/9/2023	
	Goldberg, Caleb	Instructional Assistant, Life Skills	11/6/2023	
	Gonzalez-Martin, Marc	Sign Language Interpreter	10/27/2023	
	Lattlunn, Baihum	Instructional Assistant, Life Skills	11/6/2023	
	Lloyd, Miyanna	Instructional Assistant, Life Skills	10/30/2023	
	Ott, Linda Jo	Instructional Assistant, Lane School	10/27/2023	rehire
	Protheroe, Jenna	Sign Language Interpreter	11/6/2023	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Maoz, Yair	Instructional Assistant, Lane School	10/6/2023	Resignation
	Moore, Ashley	Instructional Assistant, Life Skills	10/6/2023	Resignation
	Morton, Trani	Sign Language Interpreter	9/29/2023	Resignation
	Pearce, Kelley	Instructional Assistant, Life Skills	9/27/2023	Resignation
	Stephens, Jordon (Izzy)	Instructional Assistant, Life Skills	10/17/2023	Resignation
	Viss, Chelsea	Instructional Assistant, Life Skills	10/2/2023	Resignation
	Yaunt, Kayla	Instructional Assistant, Life Skills	10/26/2022	Termination
<i>Change of Status</i>	Velkinburg, Blake	Substitute Coordinator/Program Assistant, Special Education	10/31/2023	was Instructional Assistant

LICENSED STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Clarke, Beth	Specialist, Library Services	11/6/2023	
	Schoenecker, Rachel	Teacher, Life Skills	11/6/2023	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Brannon, Jill	School Nurse	9/25/2023	Resignation
	Golden, Janet	Coordinator, CTE Program of Study	9/29/2023	Retirement
<i>Change of Status</i>	Shaw, Ruth Angelica	Specialist, Migrant Education Program	11/1/2023	was classified

MANAGEMENT STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>				
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Neves, MaryAnn	Office Manager, Special Education	10/18/2023	Resignation
	Standridge, Dave	Executive Director, Business Services	12/29/2023	Retirement
<i>Change of Status</i>				

PROFESSIONAL STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Hostick, Johanna	Project Coordinator, Career Connected Learning	11/8/2023	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

VACANCY NOTICES (Information)

Posting #	Position	Closing Date	Notes
640	Instructional Assistant, Life Skills	11/20/2023	In process
770	Instructional Assistant, Life Skills	Open pool	In process
791	Teacher, Life Skills (23-24)	11/13/2023	In process
793	Teacher, Life Skills (23-24)	Open pool	Position filled

VACANCY NOTICES (Information continued)

Posting #	Position	Closing Date	Notes
822	Teacher, Life Skills (23-24)	Open pool	In process
872	Specialist, Lane Teacher Pathways	10/5/2023	In process
876	Specialist, Migrant Education Program	9/20/2023	Position filled
882	Instructional Assistant, At-Large	11/20/2023	In process
894	Specialist, Library Services	10/9/2023	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	Position filled
910	Teacher, Incarcerated/Adjudicated Youth	11/1/2023	In process
912	Instructional Assistant, Lane School	9/10/2023	Position filled
915	Teacher, Physical Education and Electives	11/3/2023	In process
918	Instructional Assistant, Life Skills	Open pool	In process
920	Substitute Coordinator/Program Assistant, Special Education	10/2/2023	Position filled
921	Project Coordinator, Career Connected Learning	10/2/2023	Position filled
924	Instructional Assistant, At-Large	Open pool	In process
927	Executive Director, Business Services	10/23/2023	In process
929	Instructional Assistant, Lane School	Open pool	Position filled
931	Coordinator, Data and Reporting	10/11/2023	In process
932	School Nurse	10/12/2023	In process
933	Instructional Assistant, Life Skills	Open pool	Position filled
934	Sign Language Interpreter	10/13/2023	Position filled
935	Sign Language Interpreter	Open pool	Position filled
937	Instructional Assistant, Life Skills	Open pool	Position filled
938	Instructional Assistant, Life Skills	Open pool	Position filled
940	Teacher, Emotional/Behavioral Disabilities	10/31/2023	In process
941	Office Manager, Special Education	11/6/2023	In process
944	Data & Community Outreach Lead, Migrant Education Program	11/17/2023	In process

Lane Education Service District
2023-24 General Fund Financial Summary
 October 31, 2023

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

Resources

State School Fund	15,532,800	6,742,503	9,413,414	16,155,917	623,117	4.0%
Property Tax & Timber	8,754,200	23,826	8,766,851	8,790,677	36,477	0.4%
Services to Districts	2,555,400	(1,640)	1,790,794	1,789,154	(766,246)	-30.0% (1)
Other Local Revenue	572,700	275,745	370,781	646,526	73,826	12.9% (2)
Indirect from Grants	670,000	30,279	639,721	670,000	-	0.0%
Total Revenues	28,085,100	7,070,713	20,981,561	28,052,274	(32,826)	-0.1%
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%
Total Resources	31,056,300	10,296,140	20,981,561	31,277,701	221,401	0.7%

Requirements

Salaries	10,981,147	2,507,370	8,688,886	11,196,256	215,109	2.0%
Benefits	7,372,687	1,470,668	5,584,676	7,055,344	(317,343)	-4.3%
Services	5,140,697	833,214	4,033,989	4,867,203	(273,494)	-5.3%
Supplies	446,550	182,183	259,940	442,123	(4,427)	-1.0%
Other	230,100	194,665	42,000	236,665	6,565	2.9%
Interfund Transfers	459,000	429,000	30,000	459,000	-	0.0%
Transit Cash to Districts	3,410,163	-	4,137,921	4,137,921	727,758	21.3%
Total Expenditures	28,040,344	5,617,100	22,777,412	28,394,512	354,168	1.3%
Ending Fund Balance: Unreserved	2,050,000	-	-	1,835,441	(214,559)	-10.5%
Ending Fund Balance: District Reserves	965,956	-	-	1,047,749	81,793	8.5%
Total Requirements	31,056,300	5,617,100	22,777,412	31,277,701	221,401	0.7%

Change in Unreserved Fund Balance - (214,559)

Unreserved Ending Fund Balance 7.3% 6.5%

(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.

Response Summary:

Grant Report

Q2. Has this proposal been discussed and supported by your department's executive director?

- Yes

Q4. Details

Project Name	BOLI Pre-Apprenticeship Health
Department Submitting Proposal	SI/CTE
Person Submitting Proposal	Shareen Vogel
Potential Funder (please include link to RFP if available)	BOLI Future Ready Round 4, https://www.oregon.gov/boli/apprenticeship/pages/boli-apprenticeship-grants.aspx
Requested Funding Amount	270000
Person who will manage grant if funded	Shareen V.

Q5. Grant Period

Length of grant	One year
Anticipated start date (mm/dd/yyyy)	01/01/2024
Anticipated end date (mm/dd/yyyy)	12/31/2024

Q6. Is indirect rate allowed?

- Yes

Q7. Note restrictions, if any:

Administrative costs will be the applicant's responsibility to justify. Typically, administrative costs are 10%. Applicants that have a federally negotiated rate, may request that rate if needed.

Q8. Does the funding include any state or federal funds?

- Yes

Q9. Is a match required from Lane ESD or participating districts (direct funds, FTE, services)?

- No

Q10. Does the grant require any commitment from the ESD or districts beyond the term of the grant?

- No

Q12. Are there contracted services included in the grant that would require bid or RFP?

(See Procurement policy: <http://policy.osba.org/laneesd/D/DJC%20G1.PDF>)

- No

Q13. Does the grant require a 501(c)3 to apply?

- No

Q46. Does the grant require "reporting" and/or updates?

- Yes

Q47. What kind of reporting is being asked for?

Awarded programs will be required to submit monthly reports regarding program and fiscal activities via an online portal. These reports will be due on the 10th of each month. Grantees are also required to upload monthly financial receipts for all expenditures. Grant recipients are also required to attend one-hour monthly industry specific collaborative meetings. The CTE team already attends these meetings and does the same reporting for both the MFG and CST BOLI grants.

Q48. Who will be doing the ongoing reporting (programmatic and fiscal responsibilities) within your department?

The CTE team.

Q24. Have you discussed the data collection and reporting needs with your data coordinator?

- No

Q14. Is this proposal supported by and does it include collaboration with district partners?

- Yes

Q15. Select districts eligible for participation and who have confirmed interested in participation.

- Bethel
- Creswell
- Eugene
- Lowell
- Marcola
- Pleasant Hill
- Siuslaw
- South Lane
- Springfield

Q17. Please, provide a brief overview of the grant, including the purpose and intended outcomes.

Lane County has 11 Health Science CTE Programs in area high schools that are supported by Lane ESD. These Programs range from small rural to large Districts. These programs teach and train in an array of focus areas such as nursing, dental or medical assistant. Lane ESD proposes to develop a BOLI approved Pre-Apprenticeship Certification in coordination with Lane Community College and Allied Health West. We aim to establish a comprehensive pre-apprenticeship certification that is focused on helping students access promising healthcare avenues. This endeavor emerges from an acute awareness of the barriers that underserved communities face in accessing top-tier healthcare education. To fortify the foundation of this initiative, we are forging a robust partnership with Lane Community College. This alliance seeks to create a symbiotic relationship where students receive tailored guidance from early education stages, aligning them with the evolving demands of the healthcare sector. Moreover, a cornerstone of our project is the development and implementation of a dual enrollment (College Now) process. This innovative approach will empower high school students, allowing them to gain a head start in their healthcare journeys. They can either seamlessly transition into the medical assistant apprenticeship, some direct healthcare roles post high school, or further their educational pursuits in specialized healthcare programs. Students across Lane County will have access to and experience CTE models of high-quality, equitable and culturally relevant curriculum. Exposure activities will start in middle school and advance to skill-based training and industry-recognized credentials. This regional approach will develop programs. The instructional content to be developed and taught specifically to support and target at-risk populations of students who are underserved by traditional learning systems and instructional styles. All Lane County students will have equitable access to high-wage/in-demand career pathways in healthcare through hands on training sessions, workshops, etc. The funds from this grant will compensate the PLC Lead in Health Professions for hours needed to represent our high school CTE Programs in conversations and planning with LCC and community partners in the development of this certification. We will have a year to design the certification and process. In addition, we will use a majority of these grant funds to purchase needed equipment and supplies for our CTE Health Science Programs of Study.

Q18. Describe how this proposal supports the equity vision and mission of Lane ESD.

Vision: Building a beloved community of learners.

Mission: Collaborating to empower all learners with justice- centered opportunities, equitable leadership, and a passion for lifelong learning.

This Pre-Apprenticeship Certificate will support/augment all 16 districts & 11 Health Science Programs of Study with high-quality training and activities that will culminate in a path to a Pre-Apprenticeship Certification. Lane ESD is uniquely positioned to develop strategies to recruit and retain historically marginalized students-- and this grant will support our agencies equity vision and mission. All 16 participating Districts have higher than state average economically disadvantaged students; 15 have more than 14% qualifying as Students with Disability; 31% of CTE participants have IEP's; 13% identify as ELL students. Lane ESD will focus on recruitment of and provide opportunities for all underserved students by building program and curriculum supports (with the help of this grant) that create a successful Pre-Apprenticeship Certification.

Primary Activities:

- In collaboration with Lane CC faculty and industry partners, we will meticulously craft a healthcare-centric curriculum that resonates with industry requisites.
- We will operationalize a streamlined dual enrollment process, ensuring high school students can effortlessly integrate into our program.
- Periodic mentorship sessions will be organized, offering students invaluable insights from seasoned healthcare professionals. These sessions will demystify the industry, offering practical advice and guidance.
- Hands-on training sessions and workshops will be conducted regularly. These sessions will simulate real-world healthcare scenarios, equipping students with pragmatic skills.

Outcomes:

- We anticipate a consistent stream of adept students making the transition from high school, either diving directly into a Medical Assistant Apprenticeship, rewarding healthcare careers or advancing to specialized educational programs.
- Our project will democratize healthcare education, making it accessible and achievable for even the most underserved segments of our community.
- Students will be able to expedite their career trajectories, armed with the knowledge and skills they acquired through our program.
- Our initiative will foster enduring relationships between Lane Community College, our 16 School Districts (and specifically 11 CTE Programs of Study in Health Science) and the broader healthcare ecosystem, ensuring sustained community growth.

Q19. Indicate which of Lane ESD's Equity Goals this proposal will directly address.

- 1. All decisions and actions will reflect the guiding principles and affirmations in our Equity Lens document.
- 2. Lane ESD staff along with community partners will be equity leaders trained to dismantle systems of oppression through interrupting inequitable policies and practices by providing culturally specific curriculum that reflects the histories of our students.
- 3. All ESD staff and educators we serve will be provided the equity tools and training needed to inspire student learning, so all youth thrive.
- 4. Youth, from all backgrounds, will have access to highly engaging and culturally relevant learning opportunities connected to our communities and delivered by diverse, qualified, and passionate educators.
- 5. While amplifying youth voice, we will build trusted and inclusive relationships with our families and elevate the engagement of community partners that lead to improved equitable student outcomes.

Q20. Describe how the voices of diverse members of the community have been part of the design and implementation process of this proposal.

Our initiative will foster enduring relationships between Lane Community College, our 16 School Districts (and specifically 11 CTE Programs of Study in Health Science) and the broader healthcare ecosystem and community partners. Leading up to this grant opportunity, the ESD has been engaged in conversations around health career education and access for students with groups such as the NAACP, Lane County Public Health, Lane Workforce Partnership, LCOG, Peace Health, LCC, and many others. This grant would give us a foundation and focus to further these conversations and bring diverse partners together.

Q21. How will this proposal dismantle systems of racism and oppression that might exist?

The most recent Oregon Employment Department occupational projections, predict a 10 year/ 18% increase in Lane County HealthCare employment needs, the majority are high-skill, high-wage, and in-demand occupations. This is coupled with a system that has been historically ensnared by systemic barriers, hindering their access to premier healthcare education. This has culminated in a palpable underrepresentation in the broader healthcare workforce. Our project directly confronts and seeks to dismantle these obstacles. By curating an educational experience tailored to the unique needs and aspirations of these communities, we are laying the groundwork for a more inclusive healthcare sector. By offering a clear, structured, and supportive pathway as a comprehensive and collective support system, we are addressing a pressing workforce deficit in our community's healthcare realm. This is particularly pertinent for roles like Medical Assisting, which are pivotal yet often overlooked. Our project is not just an educational initiative; it is a movement to redefine community healthcare, making it more inclusive, efficient, and impactful.

Q22. Who might this proposal impact positively and who might it negatively impact?

Positive impact for all of our Districts, with special focus on our rural communities. I don't see any negative impact.

Q23. How will you ensure that equitable outcomes are achieved and what data will be collected to measure success?

BOLI requires monthly reporting and we have a close relationship with LCC to track who is getting access, etc.

Q25. Does the grant require hiring or reallocating personnel (include stipends and temporary employment)?

- Yes

Q26. Describe any increase or reallocation of FTE of current employees anticipated in the grant

We have budgeted for .20 Administrative support (this has been Jenna Mendenhall with the previous BOLI grants) to assist with reporting and tracking, beginning in July 2024 (so as not to supplant).

Q27. Describe the number of new positions, FTE, length of employment, and type of position outlined in the proposal?

None

Q28. If stipends are involved, describe the # of stipends and rate of pay (hourly, daily, lump sum, etc.).

We have budgeted for compensation for a PLC Lead Health Science Teacher for summer/fall 2024, \$30,000 for this work over the course of the 6 months, with the majority over the summer.

Q29. Will the purchase of computers, software, or other equipment be required for staff hired or assigned to the grant?

- Yes

Q30. What equipment will these grant funds be used to purchase?

This is what will be determined through this process- all equipment will be purchased through the grant, but end up in District hands (CTE Health Science Programs).

Q31. What use of facilities are anticipated (workspace, training space, meeting space)?

If applicable, please include use during weekends and break periods.

N/A

Q32. What other internal supports at Lane ESD will you need for the project to succeed?

We will be working closely with our teams across the agency to make folks aware of this and get their input as we move forward (i.e. Migrant, LAABSS, SPED).

Q33. Will the proposal require partnership with agencies other than our component districts?

- Yes

Q34. Which agencies will Lane ESD partner with during the proposed project?

LCC, LWP, Apprenticeship/Industry partners within the Healthcare sector

Q35. What grant funding, or in kind support will these partners receive?

LCC is writing their own portion of the grant (BOLI does not allow for subcontracting). They will be receiving close to \$300K to pay for faculty curriculum development and project development support in tandem with our grant.

Q36. Does the project involve research that requires the human subjects' releases?

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

Response Summary:

Grant Report

Q2. Has this proposal been discussed and supported by your department's executive director?

- Yes

Q4. Details

Project Name	FORM (Future Of Realizing Manufacturing)
Department Submitting Proposal	CTE
Person Submitting Proposal	Shareen V.
Potential Funder (please include link to RFP if available)	ODE CTE Revitalization; 23-25
Requested Funding Amount	500000
Person who will manage grant if funded	Shareen V.

Q5. Grant Period

Length of grant	18 months
Anticipated start date (mm/dd/yyyy)	01/01/2024
Anticipated end date (mm/dd/yyyy)	06/30/2025

Q6. Is indirect rate allowed?

- Yes

Q7. Note restrictions, if any:

N/A

Q8. Does the funding include any state or federal funds?

- Yes

Q9. Is a match required from Lane ESD or participating districts (direct funds, FTE, services)?

- No

Q10. Does the grant require any commitment from the ESD or districts beyond the term of the grant?

- No

Q12. Are there contracted services included in the grant that would require bid or RFP?

(See Procurement policy: <http://policy.osba.org/laneesd/D/DJC%20G1.PDF>)

- Yes

Q13. Does the grant require a 501(c)3 to apply?

- No

Q46. Does the grant require "reporting" and/or updates?

- Yes

Q47. What kind of reporting is being asked for?

Quarterly updates

Q48. Who will be doing the ongoing reporting (programmatic and fiscal responsibilities) within your department?

CTE team; Shareen V. and Kathy M.

Q24. Have you discussed the data collection and reporting needs with your data coordinator?

- Yes

Q14. Is this proposal supported by and does it include collaboration with district partners?

- Yes

Q15. Select districts eligible for participation and who have confirmed interested in participation.

- Bethel
- Blachly
- Creswell
- Crow-Applegate-Lorane
- Eugene
- Fern Ridge
- Junction City
- Lowell
- Mapleton
- Marcola
- McKenzie
- Oakridge
- Pleasant Hill
- Siuslaw
- South Lane
- Springfield

Q17. Please, provide a brief overview of the grant, including the purpose and intended outcomes.

Lane County has 10 CTE high school Manufacturing Programs of Study at various stages of development. These CTE Programs range from small rural to large districts. In addition, the Lane Education Service District launched the Lane Career Academy (LCA) in Fall 2023, as a regional CTE model, supported by all 16 School Districts as extensions of their CTE Programs of Study. Students from all Manufacturing Programs of Study have an opportunity to participate at LCA: HOPE Factory in this advanced experience as an extension of their CTE Manufacturing Program. Through this CTE Revitalization proposal, we will design a regional hub known as FORM (Future Of Realizing Manufacturing) that proposes a centralized system to support student success in the Manufacturing sector through a regional gap analysis by individual Program of Study, that looks at student recruitment, professional development, curriculum, local industry partners and recognized certifications/credentials, as well as work based learning opportunities and propose an implementation plan for each Program, with specific supports for each Manufacturing Programs of Study to reach a high quality level.

Q18. Describe how this proposal supports the equity vision and mission of Lane ESD.

Vision: Building a beloved community of learners.

Mission: Collaborating to empower all learners with justice- centered opportunities, equitable leadership, and a passion for lifelong learning.

This proposal will support the equity vision and mission of LESD by supporting and leveraging community and agency resources to directly engage and outreach with our District populations of students that are most marginalized and historically underrepresented. By using grant funds to support both a LAABSS Navigator and Native Youth Wellness staff, as well as collaborating with Education Specialists, YTP, SPED, and Migrant Education, we are truly collaborating to empower and lift our Lane County learners.

Q19. Indicate which of Lane ESD's Equity Goals this proposal will directly address.

- 1. All decisions and actions will reflect the guiding principles and affirmations in our Equity Lens document.
- 2. Lane ESD staff along with community partners will be equity leaders trained to dismantle systems of oppression through interrupting inequitable policies and practices by providing culturally specific curriculum that reflects the histories of our students.
- 3. All ESD staff and educators we serve will be provided the equity tools and training needed to inspire student learning, so all youth thrive.
- 4. Youth, from all backgrounds, will have access to highly engaging and culturally relevant learning opportunities connected to our communities and delivered by diverse, qualified, and passionate educators.
- 5. While amplifying youth voice, we will build trusted and inclusive relationships with our families and elevate the engagement of community partners that lead to improved equitable student outcomes.

Q20. Describe how the voices of diverse members of the community have been part of the design and implementation process of this proposal.

A vast array of voices have (and will be) part of this project proposal; this includes faculty, staff, and students at Lane Community College, Lane Workforce Partnership, specific industry partners, including Industrial JATC's and the local chapter of Society of Manufacturing Engineers and all of our local Districts.

Q21. How will this proposal dismantle systems of racism and oppression that might exist?

This project proposed to open access and awareness of manufacturing training and career opportunities to students across Lane County. This includes giving our students of color and those who may experience disabilities the chance to see themselves in these positions. By collaborating with teams of professionals that specifically support these students, we are helping to dismantle systems of racism and oppression that might exist.

Q22. Who might this proposal impact positively and who might it negatively impact?

This proposal will positively impact all Districts and the network of professionals that support manufacturing in Lane County.

Q23. How will you ensure that equitable outcomes are achieved and what data will be collected to measure success?

Through Perkins data collection, we will be able to see which students are accessing Manufacturing Programs and those who are not. In addition, regular reports/updates on overall process, progress of each CTE Program, will be tracked.

Q25. Does the grant require hiring or reallocating personnel (include stipends and temporary employment)?

- No

Q29. Will the purchase of computers, software, or other equipment be required for staff hired or assigned to the grant?

- No

Q31. What use of facilities are anticipated (workspace, training space, meeting space)? If applicable, please include use during weekends and break periods.

Main campus room reservations for teacher/industry collaborative meetings, trainings, etc. All part of the normal usage.

Q32. What other internal supports at Lane ESD will you need for the project to succeed?

None

Q33. Will the proposal require partnership with agencies other than our component districts?

- Yes

Q34. Which agencies will Lane ESD partner with during the proposed project?

Lane Community College and Lane Workforce Partnership

Q35. What grant funding, or in kind support will these partners receive?

Faculty professional development and reimbursement for any space rental.

Q36. Does the project involve research that requires the human subjects' releases?

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

LANE EDUCATION SERVICE DISTRICT
GRANTS/CONTRACTS AWARDED
November 2023

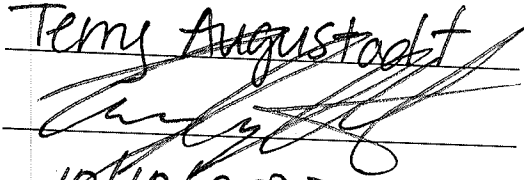
Fund Number	Title	Description	Monitor	Beginning Date	Ending Date	Award Amount
209	ESSER III EI/ECSE	To build capacity in the area of EI/ECSE.	Mathisen	7/01/21	9/30/24	\$693783.00
224	Title I-C Regular	The purpose of the program is to provide supplementary instructional and social service support for migrant children whose education and lives are interrupted by frequent moves.	Arias	7/01/23	6/30/24	\$807,777.00
224	Title I-C Preschool	Funds used by ESD's to implement a preschool MEP program.	Arias	7/01/23	9/30/24	\$60,324.00
231	21 st CCLC Cohort yr 5	Fifth year of award to plan, implement and expand projects that benefit the educational, health, social services, cultural and recreational needs of the community.	Ross	7/01/23	9/30/24	\$424,600.00
243	Perkins State Inst.	Funds used to continue to increase capacity in the Perkins program.	Vogel	7/01/23	9/30/24	\$115,189.98
248	Title III-A English Language Acquisition	English language learners attainment of English proficiency; development of high levels of academic achievement, development of high-quality language instruction and educational programs; development and enhancement of capacity building; promotion of parental and community participation.	TBD	7/01/23	9/30/24	\$66,832.00
TOTAL						\$2,881,551.00

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2024-25**

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

The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2022. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2024-25.

Name (Number) of District: Marcola School District
 Date of Board Action: 10/09/2023
 District Representative: Terry Augustadt
 Signature: 
 Date Submitted: 10/10/2023

Select One

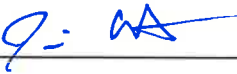
<input checked="" type="checkbox"/>	<p>Not to Exceed 50% <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
<input type="checkbox"/>	<p>More than 50% to 75% <i>The school district may request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

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2024-25**

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

The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2022. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2024-25.

Name (Number) of District:	Pleasant Hill School District #1
Date of Board Action:	October 16, 2023
District Representative:	Jim Crist, Superintendent
Signature:	
Date Submitted:	November 1, 2023

Select One

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



September 25, 2023

RESOLUTION NO. 23-24: 8

BE IT RESOLVED, That the Board of Directors, School District No. 52, Lane County, hereby issues a Notice of Intent to Maintain Participation in the Formal Governance of Lane Education Service District by Requesting 50% or Less in ADMw Transit Dollars for fiscal year 2024-2025, as per the attached form.

ATTEST

Kraig Sproles
Clerk – Kraig Sproles

Robin Zygaits

Chair – Robin Zygaits

MOVED BY

Caleb Clark

SECONDED BY

Ashley Espinoza

DATE

9.25.2023

RESOLUTION:

Passed / Failed

BOARD MEMBERS	AYE	NAY	ABSTAIN	ABSENT
Debi Farr				✓
Ashley Espinoza	✓			
Paul Jorgensen	✓			
Caleb Clark	✓			
Curt Nordling	✓			
Robin Zygaits	✓			
Drae Charles	✓			

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2024-25**

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


The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2023. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2024-25.

Name (Number) of District: Bethel School District #52

Date of Board Action: September 25, 2023

District Representative: Kraig Sproles, Superintendent

Signature: 

Date Submitted: September 28, 2023

Select One

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

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2024-25**

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


The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2022. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2024-25.

Name (Number) of District: Blachly SD 90

Date of Board Action: September 13, 2023

District Representative: Adam Watkins

Signature: 

Date Submitted: 9/18/23

Select One

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

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2024-25**

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

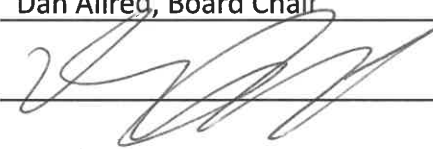
The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2022. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2024-25.

Name (Number) of District: Junction City School District #69

Date of Board Action: October 23, 2023

District Representative: Dan Allred, Board Chair

Signature: 

Date Submitted: October 24, 2023

Select One

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

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2024-25**

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

The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2023. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2024-25.

Name (Number) of District: _____

Date of Board Action: _____

District Representative: _____

Signature: _____

Date Submitted: _____

Select One

	<p>Not to Exceed 50% <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
	<p>More than 50% and less than 100% <i>The school district may request up to 99% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
	<p>100% <i>The school district may request up to 100% of their funds and be considered withdrawn from Lane ESD. This precludes the school district from voting for the Lane ESD local service plan. See ORS 334.015</i></p>

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

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

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2024-2025**

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


The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2023. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2024-2025.

Name (Number) of District: Lane County School District 97J
dbas Siuslaw School District 97J

Date of Board Action: October 11, 2023

District Representative: Andrew S. Grzeskowiak, Superintendent
Siuslaw School District 97J

Signature: 

Date Submitted: October 12, 2023

Select One

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

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2024-25**

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

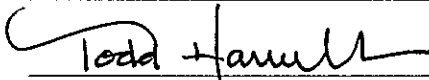
The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2022. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2024-25.

Name (Number) of District: Springfield Public Schools, SD19

Date of Board Action: October 9, 2023

District Representative: Todd Hamilton

Signature: 

Date Submitted: 10 OCTOBER 2023

Select One

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

OSBA Model ESD Sample Policy

Code: EHB

Adopted:

Cybersecurity

The purpose of information security is to protect the confidentiality, integrity and availability of ESD data as well as any information systems that store, process, or transmit ESD data, and protect the information resources of the ESD from unauthorized access or damage.

The underlying principles followed to achieve that objective are:

1. Information Confidentiality: The ability to access or modify information is provided only to authorized users for authorized purposes;
2. Information Integrity: The information used in the pursuit of the ESD objectives can be trusted to correctly reflect the reality it represents; and
3. Information Availability: The information resources of the ESD, including the network, the hardware, the software, the facilities, the infrastructure, and any other such resources, are available to support the objectives for which they are designated.

The requirement to safeguard information resources must be balanced with the need to support the pursuit of legitimate ESD objectives. The value of information as a resource increases through its appropriate use; its value diminishes through misuse, misinterpretation, or unnecessary restrictions to its access.

This policy and accompanying administrative regulation applies to all staff and third-party agents of the ESD as well as any other ESD affiliate, including students, who are authorized to access ESD data and to all computer and communication devices and systems that store, process, or transmit ESD data.

END OF POLICY

Legal Reference(s):

[ORS Chapter 192](#)

[ORS 334.125](#)

[ORS 336.184](#)

[ORS 646A.600 - 646A.626](#)

Children's Internet Protection Act, 47 U.S.C. §§ 254(h) and (l); 47 C.F.R. § 54.520.

Children's Online Privacy Protection Act of 1998, 15 U.S.C. §§ 6501 to 6505; 16 C.F.R. § 312.

Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 C.F.R. § 99.

Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. § 1320d; 45 C.F.R. §§ 160, 164.

Protection of Pupil Rights, 20 U.S.C. § 1232h; Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. § 98.

OSBA Model ESD Sample Policy

Code: GCBDF/GDBDF

Adopted:

Paid Family Medical Leave Insurance *

(Version 1)

{Highly recommended policy. This version is designed for ESDs who are participating in Paid Leave Oregon (PLO). If the ESD is using an approved equivalent plan, the ESD should not adopt this version or use the accompanying administrative regulation. Contributions for PLO begin on January 1, 2023 with benefits available starting September 3, 2023. There is a possibility the Oregon Legislature or the Oregon Department of Employment will change laws prior to the September start date, so the ESD may choose to wait on adoption. If there are new laws, OSBA will update this sample prior to the effective date. Some ESDs are bargaining aspects of this leave: policy language should not conflict with language in collective bargaining agreements.}

The ESD participates in Paid Family and Medical Leave Insurance (PFMLI) and Paid Leave Oregon (PLO)¹. This includes submitting employee and employer contributions to the Employment Department (“Department”) as required by state law.² The ESD does not administer PFMLI or PLO. All applications and questions should be directed to the Department.

Definitions

1. “Family leave” means leave from work taken by a covered individual:
 - a. To care for and bond with a child during the first year after the child’s birth or during the first year after the placement of the child through foster care or adoption; or
 - b. To care for a family member with a serious health condition.
2. “Family leave” does not mean:
 - a. Leave described in Oregon Revised Statute (ORS) 659A.159 (1)(d) (non-serious health condition of child or school or child care provider closure due to public health emergency);
 - b. Leave described in ORS 659A.159 (1)(e) (death of a family member); or
 - c. Leave authorized under ORS 659A.093 (leave for spouses of members of the military upon deployment or call to active duty).
3. “Family member” means:
 - a. The spouse of a covered individual;
 - b. A child of a covered individual or the child’s spouse or domestic partner;

¹ Paid Leave Oregon is the program developed by the Oregon Department of Employment to administer Paid Family and Medical Leave Insurance.

² The overall contribution will be determined by the Department director, and is initially set at 1 percent (up to \$132,900). *{For ESDs with 25 or more employees:}* The employer contribution is 40 percent and the employee contribution is 60 percent of this amount. *{For ESDs with fewer than 25 employees:}* The employee contribution is 60 percent of this amount and the employer contribution is waived. The amount will be set annually by November 15. See ORS 657B.150. *{ESDs may agree to pay the employee contribution, see any applicable employment agreements.}*

- c. A parent of a covered individual or the parent’s spouse or domestic partner;
 - d. A sibling or stepsibling of a covered individual or the sibling’s or stepsibling’s spouse or domestic partner;
 - e. A grandparent of a covered individual or the grandparent’s spouse or domestic partner;
 - f. A grandchild of a covered individual or the grandchild’s spouse or domestic partner;
 - g. The domestic partner of a covered individual; or
 - h. Any individual related by blood or affinity whose close association with a covered individual is the equivalent of a family relationship.
4. “Medical Leave” means leave from work taken by a covered individual that is made necessary by the individual’s own serious health condition.
5. “Safe leave” means related to domestic violence, harassment, sexual assault, stalking and relocation for health and safety reasons as provided in ORS 659A.272.
6. “Serious health condition” means an illness, injury, impairment, or physical or mental condition of a claimant or their family member that:
- a. Requires inpatient care in a medical care facility such as, but not limited to, a hospital, hospice, or residential facility such as, but not limited to, a nursing home or inpatient substance abuse treatment center;
 - b. In the medical judgment of the treating health care provider poses an imminent danger of death, or that is terminal in prognosis with a reasonable possibility of death in the near future;
 - c. Requires constant or continuing care, including home care administered by a health care professional;
 - d. Involves a period of incapacity. “Incapacity” is the inability to perform at least one essential job function, or to attend school or perform regular daily activities for more than three consecutive calendar days. A period of incapacity includes any subsequent required treatment or recovery period relating to the same condition. The incapacity must involve one of the following:
 - (1) Two or more treatments by a health care provider; or
 - (2) One treatment plus a regimen of continuing care.
 - e. Results in a period of incapacity or treatment for a chronic serious health condition that requires periodic visits for treatment by a health care provider, continues over an extended period of time, and may cause episodic rather than a continuing period of incapacity, such as, but not limited to, asthma, diabetes, or epilepsy;
 - f. Involves permanent or long-term incapacity due to a condition for which treatment may not be effective, such as, but not limited to, Alzheimer’s Disease, a severe stroke, or terminal stages of a disease. The employee or family member must be under the continuing care of a health care provider, but need not be receiving active treatment;
 - g. Involves multiple treatments for restorative surgery or for a condition such as, but not limited to, chemotherapy for cancer, physical therapy for arthritis, or dialysis for kidney disease that if not treated would likely result in incapacity of more than three calendar days;
 - h. Involves any period of disability due to pregnancy, childbirth, miscarriage or stillbirth, or period of absence for prenatal care; or
 - i. Involves any period of absence from work for the donation of a body part, organ, or tissue, including preoperative or diagnostic services, surgery, post-operative treatment, and recovery.

Eligibility

1. To be eligible for PLO benefits, an individual must:
 - a. Be an employee of the ESD³;
 - b. Earn at least \$1,000 in the base or alternate base year⁴;
 - c. Contribute to the PLO in accordance with state law;
 - d. Experience an event qualifying the employee for:
 - (1) Family leave;
 - (2) Medical leave; or
 - (3) Safe leave.
 - e. Submit an application to Department;
 - f. Have not exceeded maximum paid leave for the year; and
 - g. Have no current disqualifications⁵.

Leave

PLO can be used for family leave, medical leave or safe leave. Up to 12 weeks of paid leave can be taken per benefit year.⁶ Leave can be taken in one-day increments and can be consecutive or nonconsecutive.

Any family leave or medical leave taken under PLO must be taken concurrently with any leave taken by an eligible employee under ORS 659A.150 - 659A.186 (OFLA) or under the federal Family and Medical Leave Act of 1993 (P.L. 103-3, FMLA) for the same purposes.

The ESD will maintain an employee's existing health benefits while the employee is using leave. The employee will be required to pay the employee's contribution to premiums.

END OF POLICY

Legal Reference(s):

[ORS 657B](#)
[OAR 471-070](#)

³ PFMLI is a state-wide benefit, and not unique to the ESD. An eligible individual does not need to be an employee of the ESD in order to be eligible for PFMLI, but this policy only applies to employees of the ESD.

⁴ Pay could come from another Oregon employer.

⁵ Disqualifications may include eligibility for Workers' Compensation or Unemployment or determination of a willful false statement or failure to report a material fact in order to obtain benefits. See OAR 471-070-1010(1)(h).

⁶ In some pregnancy-related situations, employees may be able to take two additional weeks, for a total for 14 weeks.

OSBA Model ESD Sample Policy

Code: ICB
Adopted:

Religious and Cultural Holidays**

Accommodation for Religious Instruction and Cultural Observance

The ESD recognizes each student’s individual right to free exercise of religion. The ESD may accommodate students’ religious or cultural¹ observance, while neither promoting one religion or culture over another nor preferring religion over non-religion. Specific requests for religious or cultural accommodation should be directed to the student’s teacher, principal or program supervisor in accordance with Board policy IGBHD, Program Exemptions.

Release Time for Religious and Instruction and Cultural Holidays

The ESD will permit elementary and secondary school students to be released from school each week consistently for religious instruction in accordance with Oregon law.

Accommodation of Absences for Religious and Cultural Reasons

Any student unable to attend classes on a particular day due to religious beliefs or cultural observance shall be excused from attendance requirements for that day. No such absence shall be counted against a student in determining eligibility for educational benefits, exclusion from programs, reduction of grades or failure.

Scheduling Around Major Religious and Cultural Holidays

For purposes of this policy, “major religious or cultural holidays”² are holidays, observance of which: (1) is common among adherents of a student’s religion or culture; (2) include ritual or worship obligations or practices that cannot reasonably be fulfilled during school activities;³ and (3) fulfillment of such obligations or practices would necessarily conflict with scheduled school activities.⁴

1. Schoolwide and Gradewide Events. Schools should avoid scheduling important events that by their nature cannot be made up (such as picture day, open house, prom, graduation, and Outdoor School) on days that conflict with major religious or cultural holidays that may impact student attendance or participation. Such events shall be scheduled on major religious or cultural holidays only if such scheduling is reasonably necessary to carry out the proper functioning of a school program or course

¹ An example of a major non-religious cultural holiday would be the Chinese New Year.

² ESDs are encouraged to engage with the community to identify holidays that are observed by students, staff and community members that would be considered major religious or cultural holidays.

³ For example, holiday-related dietary restrictions may still be observed while at school, but group prayer or ritual hymns may not.

⁴ If such obligations occur in the evening, then there would be no constraints on scheduling such activities during the school day, so long as the students will be timely released to engage in such evening activities.

of study, to avoid an unreasonable burden on other students, or if such scheduling is outside the control of school employees.

The ESD will make a good faith effort to identify major religious or cultural holidays observed in the local community by consulting generally accepted sources of information. Students and families may request that one or more holidays from their religious or cultural tradition be included on the ESD's list of major religious or cultural holidays under this policy.

2. **Field Trips, Co-Curricular and Extra-Curricular Activities.** When scheduling other special events such as field trips, try-outs, plays, concerts and major co-curricular and extra-curricular activities, staff must consider the potential for students to experience conflicts on major religious or cultural holidays. Staff will inform students and parents of plans as far in advance as possible, so that conflicts with major religious or cultural holidays can be avoided, if it is possible to do so without making burdensome demands on programs or other students, and otherwise accommodated if not. Parents and students are encouraged to communicate their need for accommodation to the school, for major religious or cultural holidays not already recognized by the ESD.

The field trip approval process will include a question about scheduling and major religious or cultural holidays. For a field trip to be scheduled on a major religious or cultural holiday, an administrator must review and approve the request. Administrator approval is also required to schedule a major co-curricular or extra-curricular activity on a major religious or cultural holiday when scheduling is within the control of the school or ESD.

3. **Tests and Assignments.** Any tests and assignments a student misses because of religious instruction or religious or cultural observances shall be given to the student at another time. Teachers shall provide students a meaningful opportunity and reasonable time to make up missed classwork, tests, quizzes, and final exam reviews, and to complete homework due on that day or the following school day. When scheduling tests, staff must consider the potential for students to experience conflicts on major religious or cultural holidays. Make-up opportunities will not be required of a student on the school day immediately after a student is absent from school to observe a major religious or cultural holiday.
4. **Final Exams.** Final exams are scheduled based on the ESD-adopted calendar. The Board should consider the likely resulting exam schedule and possible conflicts with major religious or cultural holidays as they consider calendar options.

Communication

The superintendent will prepare guidelines implementing this policy, including a list of major religious holidays and cultural holidays, which will be communicated to staff. School staff will be informed at least twice per year of dates of major religious or cultural holidays. Parents will be informed at least annually about this policy and their student's right to request accommodation. Information including a list of major religious or cultural holidays will be made available on the ESD website. Parents are encouraged to communicate their student's need for accommodation to the school.

The superintendent shall reconsider the scope of this policy and recommend changes to the Board as needed if the total number of school days identified as major religious or cultural holidays is likely to impose an unreasonable burden on the ESD's ability to schedule important school events.

END OF POLICY

Legal Reference(s):

[ORS 334.125](#)
[ORS 336.035\(2\)](#)
[ORS 336.465](#)
[ORS 336.615](#)
[ORS 336.625](#)

[ORS 336.635](#)
[OAR 581-002-0035](#)
[OAR 581-021-0009](#)
[OAR 581-021-0071](#)

[OAR 581-022-2050](#)
[OAR 581-022-2110](#)
[OAR 581-022-2505](#)

OSBA Model ESD Sample Policy

Code: IGBHD
Adopted:

Program Exemptions**

The ESD may ~~Board shall~~ excuse students from a state-required program or learning activity for reasons of religion ~~or~~ disability¹ or for other reasons deemed appropriate by the ESD. Requests for excusal or accommodation must be in writing and must include the reasons for the request and a proposed alternative for an individualized learning activity which substitutes for the period of time exempt from the program and meets the goals of the learning activity or course being exempt. Requests may be filed by the student's parent or guardian, or by a student who is 18 years of age or older or who is an emancipated minor. Requests must be submitted to the teacher and program supervisor.

The ESD will determine if credit will be granted for any alternative activity.
~~An alternative education program for credit may be provided.~~

END OF POLICY

Legal Reference(s):

~~ORS 336.035(2)~~
~~ORS 336.465~~
~~ORS 336.615~~
~~ORS 336.625~~
~~ORS 336.635~~ ORS 334.125

OAR 581-021-0009
~~OAR 581-022-1910~~
[OAR 581-022-2050](#)
[OAR 581-022-2110](#)
[OAR 581-022-2505](#)

¹ If the ESD receives a request for a disability accommodation, the ESD should consider its obligations under the Individuals with Disabilities in Education Act and Section 504 of the Rehabilitation Act.

OSBA Model ESD Sample Policy

Code: JGE

Adopted:

Expulsion**

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

A student may **only** be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's **conduct** ~~behavior~~ have been ineffective, except that expulsion may not be used to address truancy; or
3. When required by law.

The use of expulsion for discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observations or upon a report from an employee, the student's conduct poses a **direct** threat to the health or safety of students or employees; or
3. When the expulsion is required by law.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. ~~By waiving the right to a hearing, the student and parent agree to abide by the findings of a hearings officer.~~

The Board delegates the authority to decide on an expulsion to the superintendent.^{1} The superintendent may designate another person to handle the potential expulsion, and the superintendent, a designee or another individual may act as the hearings officer. The ESD may contract with an individual who is not employed by the ESD to serve as the hearings officer. The hearings officer will not be associated with the initial actions of the building administrators. The hearings officer will conduct the hearing and make a final decision regarding the expulsion. A decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review.

If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the

^{1} The Board can retain authority for all expulsions. If the Board chooses not to delegate this authority, any recommendations for expulsion from administration would come to the Board for resolution. The Board would have to meet and determine next steps for all expulsions.

Board, the student and the student's parents at the same time. At a future meeting, the Board will review the hearings officer's decision and will affirm, modify or reverse the decision.

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service² or by certified mail³ at least five days prior to the scheduled hearing. Notice shall include:
 - a. The specific charge or charges and the specific facts that support the charge or charges;
 - ~~b. The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion;~~
 - ~~e.b. A recommendation~~ statement of the intent to consider the charges as reason for expulsion;
 - ~~d.c.~~ The student's right to a hearing;
 - ~~e.d.~~ When and where the hearing will take place; and
 - ~~f.e.~~ The student may be represented by counsel or other persons ~~right to representation.~~
- ~~2. The Board may expel, or may delegate the authority to decide on an expulsion to the superintendent or superintendent's designee, who may also act as the hearings officer. The ESD may contract with an individual who is not employed by the ESD to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators;~~
- ~~3.2. Expulsion hearings will be conducted in private and will not be open to the general public, unless the student or the student's parents request otherwise;~~
- ~~4.3. In If the case the parent or student has difficulty does not understanding the English language or has other serious communication disabilities, the ESD will provide an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and student. translator;~~
- ~~5.4. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney, and/or parent or other person. The ESD's attorney may be present;~~
- ~~6.5. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;~~
- ~~7.6. The student shall be permitted to be present and to hear the evidence presented by the ESD;~~
- ~~8.7. The hearings officer or the student may record the hearing;~~
- ~~9.8. Strict rules of evidence shall not apply to the proceedings. However, this shall not limit the hearings officer's control of the hearing;~~

² The person serving the notice shall file a return of service. (OAR 581-021-0070)

³ When "certified mail is given to a parent of a suspended student, the notice shall be placed in the mail at least five days before the date of the hearing." (OAR 581-021-0070)

~~10. If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board, findings as to the facts, the recommended decision and whether or not the student has committed the alleged conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be available in identical form to the Board, the student if age 18 or over and the students' parents at the same time. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion;~~

~~If the Board has delegated authority to the superintendent [or designee] to act as the hearings officer, the superintendent may designate themselves, or a third party, as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent or the student if age 18 or over to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board, and will be available in identical form to the Board, the student and the student's parents at the same time. At its next regular or special meeting the Board will review the hearings officer's decision and will affirm, modify or reverse the decision;~~

11.9. A Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:

- a. The name of the minor student;
- b. The issues involved, including a student's confidential record;
- c. The discussion;
- d. The vote of Board members, which may be taken in executive session when considering an expulsion.

~~Prior to expulsion, the ESD must propose alternative programs of instruction or instruction combined with counseling to a student subject to expulsion for reasons other than a weapons-policy violation, the ESD must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification. The ESD must document to the parent of the student that proposals of alternative education programs have been made.~~

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)
[ORS 332.061](#)
[ORS 334.125](#)
[ORS 336.615 - 336.665](#)

[ORS 339.115](#)
[ORS 339.240](#)
[ORS 339.250](#)

[OAR 581-021-0050 - 021-0075](#)
[House Bill 2514 \(2019\)](#)

OSBA Model ESD Sample Policy

Code: EHB-AR
Revised/Reviewed:

Cybersecurity

{Optional AR.}

Throughout its lifecycle, an information system that stores, processes or transmits ESD data shall be protected in a manner that is considered reasonable and appropriate, as defined in documentation approved and maintained by the Technology Services Department, given the level of sensitivity, value and criticality that the ESD data has to the ESD.

Individuals who are authorized to access ESD data shall adhere to the appropriate Roles and Responsibilities, as defined in this administrative regulation.

Roles and Responsibilities

“Designated Information Security Officer (ISO)” means an employee designated by the superintendent to oversee the information security program. The ISO will be a senior-level employee in the ESD. The responsibilities of the ISO include the following:

1. Developing and implementing a ESD-wide information security program;
2. Documenting and disseminating information security policies and procedures;
3. Coordinating the development and implementation of required information security training and awareness program for staff and administrators;
4. Coordinating a response to actual or suspected breaches in the confidentiality, integrity or availability of ESD data and following statutory requirements;
5. Implement and oversee secure authentication processes and protocols. Multi-Factor Authentication (MFA) for logins; and [-]
6. Implementing and conducting IT security audits.

“Data owner” means a management-level employee of the ESD who oversees the lifecycle of one or more sets of ESD data. Responsibilities of a data owner include the following:

1. Assigning an appropriate classification to ESD data;
2. Determining the appropriate criteria for obtaining access to ESD data;
3. Ensuring that data custodians implement reasonable and appropriate security controls to protect the confidentiality, integrity and availability of ESD data;
4. Understanding and approving how ESD data is stored, processed, and transmitted by the ESD and by third-party agents of the ESD; and

Commented [CO1]: Suggest "change to "Implement and oversee user identity authentication procedures" (something more broad so that if MFA changes to something else we don't need to re-write policy)

Commented [CO2]: Suggest change to "Implement and conduct IT security audit procedures"

Commented [CO3]: Does this imply Matt needs to be in management? Or is he not a "data owner"

Commented [BW4R3]: No, I don't believe that means Matt needs to be Management

5. Understanding how ESD data is governed by ESD policies, state and federal regulations, contracts and other legal binding agreements.

“Data custodian” means an employee of the Technology Services Department who has administrative and/or operational responsibility over ESD data. In many cases, there will be multiple data custodians. A data custodian is responsible for the following:

1. Understanding and reporting on how ESD data is stored, processed and transmitted by the ESD and by third-party agents of the ESD;
2. Implementing appropriate physical and technical safeguards to protect the confidentiality, integrity and availability of ESD data;
3. Documenting and disseminating administrative and operational procedures to ensure consistent storage, processing and transmission of ESD data;
4. Provisioning and deprovisioning access to ESD data as authorized by the data owner;
5. Understanding and reporting on security risks and how they impact the confidentiality, integrity and availability of ESD data;
6. Back up data daily; and
7. Force email and domain passwords to expire at least annually.

“User,” for the purpose of information security, means any employee, contractor or third-party agent of the ESD who is authorized to access ESD Information Systems and/or ESD data. A user is responsible for the following:

1. Adhering to policies, guidelines and procedures pertaining to the protection of ESD data;
2. Reporting actual or suspected vulnerabilities in the confidentiality, integrity or availability of ESD data to a manager or the Technology Services Department; and
3. Reporting actual or suspected breaches in the confidentiality, integrity or availability of ESD data to the Technology Services Department.

Classification of Information

Data classification, in the context of information security, is the classification of data based on its level of sensitivity and the impact to the ESD should that data be disclosed, altered or destroyed without authorization. The classification of data helps determine what baseline security controls are appropriate for safeguarding that data. All ESD data should be classified into one of three sensitivity levels or classifications: confidential, sensitive and public. In some cases, data could fall into multiple categories, i.e., salaries.

Data should be classified as confidential when the unauthorized disclosure, alteration, or destruction of that data could cause a significant level of risk to the ESD or its affiliates. Examples of confidential data include data protected by state or federal privacy regulations and data protected by confidentiality

agreements. The highest level of security controls should be applied to confidential data. Examples: student data, evaluation and disciplinary records.¹

Data should be classified as sensitive when the unauthorized disclosure, alteration or destruction of that data could result in a moderate level of risk to the ESD or its affiliates. By default, all ESD data that is not explicitly classified as confidential or public data should be treated as sensitive data. A reasonable level of security controls should be applied to private data. Examples: salaries and staff personal contact information.

Data classified as sensitive may be disclosable as public record under Oregon Revised Statute (ORS) Chapter 192. However, the sensitivity level of the data can warrant the assigned data classification and associated safeguard security controls.

Data should be classified as public when the unauthorized disclosure, alteration or destruction of that data would result in little or no risk to the ESD and its affiliates. Examples of public data include information intended for broad use within the ESD community at large or for public use. While little or no controls are required to protect the confidentiality of public data, some level of control is required to prevent unauthorized modification or destruction of public data. Examples: board minutes and policies.

Online Services and Applications

ESD employees are encouraged to research online services or applications to support the pursuit of ESD objectives. However, ESD employees are prohibited from installing or using applications, programs or other software, or online systems/websites that store, collect or share confidential or sensitive data, until the ISO approves the vendor and software or service. Before approving the use or purchase of any such software or online service, the ISO, or designee, shall verify that it meets the requirements of all applicable laws, regulations and board policies, and that it appropriately protects ESD data. This prior approval is required whether or not the software or online service is obtained or used without charge.

Implementation

The Technology Services Department is directed to develop operating policies, standards, baselines, guidelines and procedures for the implementation of this administrative regulations to include, but not limited to, addressing data encryption, logical access control, physical access control, vulnerability management, risk management and security logging and monitoring.

Violations of Policy and Misuse of Information

Violations of this administrative regulation include, but are not limited to: accessing information to which the individual has no legitimate right; enabling unauthorized individuals to access information; disclosing information in a way that violates applicable policy, procedure or other relevant regulations or laws; inappropriately modifying or destroying information; inadequately protecting information; or ignoring the explicit requirements of data owners for the proper management, use and protection of information resources.

¹ These examples are for IT purposes and may not be consistent with record request and disclosure requirements.

Violations may result in disciplinary action in accordance with ESD policies, procedures and/or applicable laws. Sanctions may include one or more of the following:

1. Suspension or termination of access;
2. Disciplinary action up to and including dismissal; and
3. Civil or criminal penalties.

Employees are to report suspected violations of this administrative regulation to the ISO or to the appropriate data owner. Reports of violations are considered sensitive information until otherwise designated.

OSBA Model ESD Sample Policy

Code: GCBDF/GDBDF-AR
Revised/Reviewed:

Paid Family Medical Leave Insurance (PFMLI)

Application

Employees may submit applications for Paid Leave Oregon (PLO) to the Oregon Employment Department (“Department”).¹ Applications may be submitted up to 30 days prior to the start of the leave and up to 30 days after the start of the leave.² The Department may require verification from the employee.³ The Department will make all decisions regarding acceptance and denial of an application, including determining the amount of the benefit.⁴ The ESD cannot accept, file, process or make decisions on applications.

An employee may appeal an approval or denial of claim, the amount of a weekly benefit or a disqualification from receipt of benefits to the Department in accordance with Oregon Revised Statute (ORS) 657B.010 and Oregon Administrative Rule (OAR) 471-070-2220.

Employee Notice to ESD

If the leave is foreseeable⁵, the employee must provide the ESD with written notice⁶ at least 30 calendar days prior to the leave.^{7} If the leave is not foreseeable⁸ the employee must give oral notice to the ESD within 24 hours of the start of the leave, and must provide written notice within 3 days after the start of leave.⁹ The ESD requests as much advanced notice as possible.

¹ For application requirements see ORS 657B.060 and Oregon Administrative Regulation (OAR) 471-070-1100. *{Include link to Department website once available.}*

² Exceptions may be granted when the applicant can demonstrate good cause for late submission.

³ See verification requirements in OAR 471-070-1110 - OAR 471-070-1130.

⁴ The benefit may be less than the employee’s salary. See ORS 657B.050.

⁵ Examples of foreseeable leave include, but are not limited to, an expected birth, planned placement of a child, or a scheduled medical treatment for a serious health condition of the eligible employee or a family member of the eligible employee. See OAR 471-070-1310(1).

⁶ Written notice includes, but it not limited to, handwritten or typed notices, and electronic communication such as text messages and email.

⁷ *{OAR 471-017-1310(5) states “An employer that requires eligible employees to provide a written notice before the eligible employee commences leave, must outline the requirement in the employer’s written policy and procedures.”}*

⁸ Leave circumstances that are not foreseeable include, but are not limited to, an unexpected serious health condition of the eligible employee or a family member of the eligible employee, a premature birth, an unexpected adoption, an unexpected foster placement by or with the eligible employee, or for safe leave.

⁹ If other leave also applies (OFLA, FMLA, etc.), notice requirements for those types of leave may also apply.

The notice must include:

1. The employee's first and last name;
2. Type of leave;
3. Explanation of the need for leave; and
4. Anticipated timing and duration of leave, including if it is continuous or intermittent.

Notice need only be given one time, but the employee shall notify the ESD as soon as practicable if dates of scheduled leave change, are extended, or were initially unknown. This notice does not need to mention PFMLI or PLO to satisfy the notice requirements.^{10}

Failure to comply with these notice requirements may result in a penalty imposed by the Department. The Department may reduce the amount of the benefit by 25 percent in accordance with OAR 471-070-1310(9)-(10).

Concurrent Use of ESD-Provided Paid Leave^{11}

The ESD allows employees to use employer-provided paid leave in addition to receiving PLO benefits to replace an employee's wages up to 100 percent of the eligible employee's average weekly wage. Example:

An employee applies and is approved for PLO for a personal serious medical condition. The Department determines that the rate of pay will be 75 percent of the employee's regular salary. The employee will be allowed to use available ESD-provided paid leave (sick, vacation or otherwise) for days that PLO is received, but is limited to only utilizing an amount that increases the employee paid leave to 100 percent of regular payment. In this example, the amount would be 25 percent.

Return to Work

Upon completion of leave, the employee is entitled to return to the position held in the ESD prior to the leave, if that position still exists and if the employee had been employed in the ESD for 90 days prior to taking leave.¹² If the position no longer exists, the employee is entitled to a position equal to their previous position, with equal benefits, pay and other terms and conditions of employment.

Communications Between the ESD and the Department

Upon receipt of an application or update in information from an ESD employee for PLO, the Department will notify the ESD. The ESD may provide additional information to the Department within 10 days. This information may include, but is not limited to, information about the employee's notice to the ESD or verification of the employee's continued employment with the ESD. If the ESD does not report such

¹⁰ {An ESD requiring written notice must outline the requirements in policy and procedures. A copy of the written policy and procedure must be provided to all eligible employees at the time of hire and each time the policy and procedure changes and in the language that the employer typically uses to communicate with the employee.}

¹¹ {Consider any bargaining requirements prior to adopting this language.}

¹² If the employee's leave also qualifies for OFLA/FMLA protection, see also Board policy GCBDA/GDBDA - Family Medical Leave * and its accompanying administrative regulations.

information to the Department, the Department will proceed using available information. The ESD can provide additional information to the Department as it becomes available.

If the Department requests additional information from the ESD, the ESD will respond within 10 calendar days.

Once the Department has issued a decision regarding an application submitted by an employee of the ESD, the Department will notify the ESD regarding the approval or denial and any applicable dates and periods of leave. The ESD cannot appeal a Department decision.

ESD Notice to Employees

At the time of hire and each time the policy or procedure changes, the ESD must provide notice to employees. This notice must be in the language that the employer typically uses to communicate with employees and will include:

1. The right of an eligible employee to claim and receive family and medical leave insurance benefits;
2. The procedure for filing a claim for benefits;
3. That an eligible employee must provide notice to the ESD before the employee commences leave, and a description of the penalties for failure to comply with the notice requirements;
4. The right of an eligible employee to job protection and benefits continuation;
5. The right of an eligible employee to appeal a decision or determination made by the Department director;
6. That discrimination and retaliatory personnel actions against an employee for inquiring about the PFMLI or PLO, taking leave under the program or claiming PFMLI or PLO benefits are prohibited;
7. The right of an employee to bring a civil action or to file a complaint for violation of ORS 657B.060 or 657B.070; and
8. That any health information related to family leave, medical leave or safe leave provided to an employer by an employee is confidential and may not be released without the permission of the employee unless state or federal law or a court order permits or requires disclosure.¹³

The ESD will display this notice in an area that is accessible to and regularly frequented by employees in each building or worksite. The ESD will provide this notice to employees working remotely by hand delivery, regular mail or through an electronic delivery method at the time of hire or assignment to remote work.

ESD Filings

¹³ Paid Leave Oregon will provide a model notice, <https://paidleave.oregon.gov/DocumentsForms/Paid-Leave-ModelNotice-Poster-EN.pdf>. This policy can also be used as the notice.

The ESD will file the Oregon Quarterly Tax Report, the Oregon Employee Detail Report and any other reports required by law. If the ESD fails to submit required filings or report, or fails to pay all required contributions, the ESD may be penalized in accordance with OAR 471-070-8520.

Employee Protections

No employee or prospective employee will be discriminated or retaliated against for inquiring about PFMLI or PLO, giving notification of leave under PLO, taking PLO leave or claiming PLO benefits. Eligible employees have a right to file a complaint and/or bring a civil action for violations of ORS 657B.060 or ORS 657B.070.

Any health information related to family leave, medical leave or safe leave provided to the ESD by an employee is confidential and may not be released without the permission of the employee unless state or federal law or a court order permits or requires disclosure.

OSBA Model ESD Sample Policy

Code: JFCF-AR

Revised/Reviewed:

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, or Teen Dating Violence Reporting Procedures – Student

The assistant superintendent has responsibility for investigations concerning acts of hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying, and incidents of teen dating violence. The investigator(s) shall be a neutral party having had no involvement in the report presented.

All reports will be investigated in accordance with the following procedures:

Step 1 Any reports or information on acts of hazing, harassment, intimidation or bullying, menacing, acts of cyberbullying, or incidents of teen dating violence (e.g., complaints, rumors) shall be presented to the assistant superintendent. Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair. All such information will be reduced to writing and will include the specific nature of the offense and corresponding dates.

Step 2 The ESD official(s) receiving the report shall promptly investigate. Parents will be notified of the nature of any complaint involving their student. The ESD official(s) will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The ESD official(s) conducting the investigation shall notify the person making the report within 10 working days of receipt of the information or report, in writing when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3 If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within 10 working days.

Step 4 If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the complaint. The Board shall provide a written decision to the person making the report within ~~30~~ 10 working days following completion of the hearing of receipt of the appeal by the Board.

Reports against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide in open session, ~~within [20] days,~~ what action, if any, is warranted. A final decision will be made within 30 days of receipt of the report.

Reports against the Board as a whole or against an individual Board member should be made to the Board chair on behalf of the Board. The Board chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final decision will be made within 30 days of receipt of the report.

Reports against the Board chair may be made directly to the Board vice chair on behalf of the Board. The Board vice chair shall present the report to the Board. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. After receiving the results of the investigation, the Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final decision will be made within 30 days of receipt of the report.

Timelines may be extended upon written agreement between both parties. This also applies to reports filed against the superintendent or any Board member.

Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all reported acts of hazing, harassment, intimidation or bullying, menacing, cyberbullying, and incidents of teen dating violence and documentation will be maintained as a confidential file in the ESD office.

OSBA Model ESD Sample Policy

Code: KL-AR(1)

Revised/Reviewed:

Public Complaint Procedure

~~[1]~~A parent or guardian of a student attending a school operated by the ESD or is receiving services from the ESD, or a person who resides in the ESD, a staff member, or a student who wishes to express a concern should discuss the matter with the school employee involved.

The Supervisor: Step One

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the administrator within five working days of the employee's response. The supervising administrator shall evaluate the complaint and render a decision within five working days after receiving the complaint. (A form is available, but is not required.)

The Superintendent: Step Two

If Step One does not resolve the complaint, within 10 working days of the written response from the supervising administrator, the complainant may file a written, signed complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy.

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved, prepare a report of their findings and conclusion, and provide the report ~~[2]~~in writing or in an electronic form to the complainant within 10 working days after receiving the written complaint.

The Board: Step Three

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision. The Board will review the findings and conclusion of the superintendent in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision as the ESD's final decision. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues.

~~¹[For ESD information. The ESD's timeline established by each step of the ESD's complaint procedure for alleging a violation found in OAR 581-002-0003, beginning here, must be within 30 days of the submission of the complaint at any step, unless the ESD and complainant have agreed in writing to a longer time period for that step. However, the ESD's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the ESD and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)]~~

~~²[If the Board chooses to accept the superintendent's decision as the ESD's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).]~~

If the Board chooses not to hear the complaint, the superintendent's decision in Step Two is final³.

The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.

The complainant shall be informed in writing or in electronic form of the Board's decision within ~~30~~20 days from the receipt~~hearing~~ of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain the reasons for the ESD's decision. The Board's decision will be final.

The timelines may be extended upon written agreement between the ESD and the complainant.

Complaints against an administrator or supervisor should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~3~~10 days of receipt of the request to place the complaint on the Board agenda. The written decision of the Board will address each allegation in the complaint and reasons for the ESD's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. The Board may use executive session if the subject matter qualifies under Oregon law. A final written decision regarding the complaint shall be issued by the Board within ~~3~~10 days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the ESD's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~3~~10 days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the ESD's decision.

Complaints against the Board chair may be referred directly to the ESD counsel or Board vice chair on behalf of the Board. The ESD counsel or Board vice chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision

³ ~~[If the Board chooses to accept the superintendent's decision as the ESD's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).]~~

regarding the complaint shall be issued by the Board within ~~30~~ 40 days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the ESD's decision.

The ESD's final decision for a complaint processed under this administrative regulation that alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 – 339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the ESD's decision. If the complainant, who is a parent or guardian of a student attending school in the ESD or is receiving services from the ESD, a student or a person that resides in the ESD, and this complaint is not resolved through the complaint process, the complainant may appeal⁴ with the ESD's final decision to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 – 581-002-0023.

⁴ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

[Name of ESD]

COMPLAINT FORM

TO: Employee* Administrator/Supervisor* Superintendent Board chair Board vice chair * Form available, but is not required.

Person Making Complaint _____

Phone Number _____ Email _____

Nature of Complaint _____

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

Signature of Complainant: _____ Date: _____

.....

Office Use

Disposition of Complaint: _____

Signature: _____ Date: _____

cc: ESD Office

OSBA Model ESD Sample Policy

Code: AC-AR

Adopted:

Discrimination Complaint Procedure

{Required AR. Federal law requires educational entities to have complaint procedures for different types of discrimination. Some of the state requirements that apply to school districts regarding the complaint procedures do not apply to ESDs. Consequently, ESDs can make adjustments to this language.}

Any person, including students, staff, visitors and third parties, may file a complaint.

Complaints regarding discrimination or harassment, on any basis protected by law, shall be processed in accordance with the following procedures:

Step 1: ~~1~~ Complaints may be oral or in writing and must be filed with the program administrator. Any staff member that receives an oral or written complaint shall report the complaint to the program administrator.

The program administrator shall investigate and determine the action to be taken, if any, and reply in writing, to the complainant within 10 school days of receipt of the complaint.

Step 2: If the complainant wishes to appeal the decision of the program administrator, the complainant may submit a written appeal to the superintendent or designee within five school days after receipt of the program administrator's response to the complaint.

The superintendent or designee shall review the program director's decision within five school days and may meet with all parties involved. The superintendent or designee will review the merits of the complaint and the program director's decision. The superintendent or designee will respond in writing, to the complainant within 10 school days.

Step 3: If the complainant is not satisfied with the decision of the superintendent or designee, a written appeal may be filed with the Board within five school days of receipt of the superintendent's or designee's response to Step 2. The Board may decide to hear or deny the request for appeal at a Board meeting. The Board may meet with the concerned parties and their representative at the next regular or special Board meeting. The Board's decision will be final and will address each allegation in the complaint and contain reasons for the Board's decision. A copy of the Board's final decision shall be sent to the complainant in writing or electronic form within ~~3~~10 days of ~~this meeting~~ receipt of the appeal by the Board.

If the program director is the subject of the complaint, the individual start at Step 2 and should file a complaint with the superintendent or designee.

¹ ~~1~~ For ESD information. The ESD's timeline established by each step of the ESD's complaint procedure, must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. However, the ESD's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005) ~~1~~

If the superintendent is the subject of the complaint, the complaint may start at step 3 and should be referred to the Board chair. The Board may refer the investigation to a third party.

Complaints against the Board as a whole or against an individual Board member may start at step 3 and should be submitted to the Board chair and may be referred to ESD counsel. Complaints against the Board chair may start at step 3 and be referred directly to the Board vice chair.

The timelines established in each step of this procedure may be extended upon mutual consent of the ESD and the complainant in writing, but will not be longer than 30 days from the date of the submission of the complaint at any step. The overall timeline of this complaint procedure may be extended beyond 90 days from the initial filing of the complaint upon mutual consent of the ESD and the complainant in writing.

The complainant, if a person who resides in the ESD or is a parent or guardian of a student who attends a school operated by the ESD or is a student, is not satisfied after exhausting local complaint procedures, the ESD fails to render a written decision within 30 days of submission of the complaint at any step or fails to resolve the complaint within 90 days from the initial filing of the complaint, may appeal² the ESD's final decision to the Deputy Superintendent of Public Instruction under Oregon Administrative Rule (OAR) 581-002-0001 – 581-002-0023. The ESD shall provide a copy of the OARs upon request.

² An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

DISCRIMINATION COMPLAINT FORM

Name of Person Filing Complaint Date School or Activity

Student/Parent Employee Job applicant Other _____

Type of discrimination:

- | | | |
|--|--|---|
| <input type="checkbox"/> Race | <input type="checkbox"/> Mental or physical disability | <input type="checkbox"/> Age |
| <input type="checkbox"/> Color | <input type="checkbox"/> Marital status | <input type="checkbox"/> Sexual orientation |
| <input type="checkbox"/> Religion | <input type="checkbox"/> Familial status | <input type="checkbox"/> Pregnancy |
| <input type="checkbox"/> Sex | <input type="checkbox"/> Economic status | <input type="checkbox"/> Discriminatory use of a Native American mascot |
| <input type="checkbox"/> National or ethnic origin | <input type="checkbox"/> Veterans' status | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Gender identity | | |

Specific complaint: (Please provide detailed information including names, dates, places, activities and results of the discussion.) _____

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

This complaint form should be mailed or submitted to the program administrator.

Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

Our School Improvement Team | Board Report | 11.07.23

Integrated Guidance Community Engagement Event 11/3:

The School Improvement team hosted our third full-day Integrated Guidance event for our component districts at Lane Community College on November 3. The purpose of these events is to bring our districts' Integrated Planning teams together for support and to foster collaboration and increase connections across our region. While our two events last year were focused on Community Partnerships and Career Technical Education, respectively, this event centered authentic Community Engagement with identified focal group populations. Staff from our Lane African American Black Success, Native Youth Wellness, and Migrant Education programs hosted breakout sessions. This is one phase of [ongoing support](#) for our districts through the IG process and is being led by our Integrated Guidance administrator, Maddy Ahearn.

Curriculum Leaders:

The October Curriculum Leaders meeting focused on updates to standards and graduation requirements. Daniel Gallo presented the new Transformative Social Emotional Learning standards, Leah Dunbar shared the updated Ethnic Studies standards, and Maddy Ahearn provided an overview of the newest graduation requirements around higher education and career path skills and personal finance education. The presentations were followed by updates from our community partners and the School Improvement team. See the full [October 3 agenda](#).

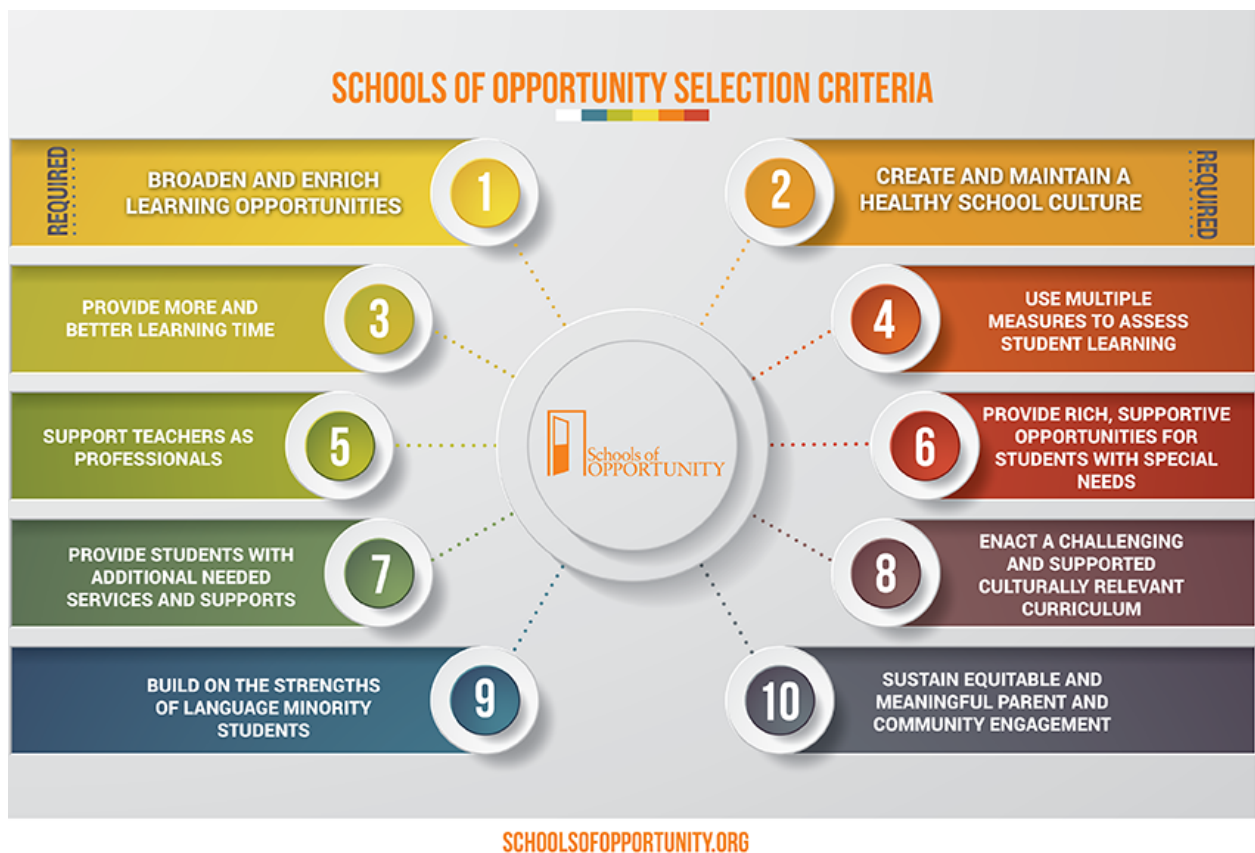
Strategic Plan Updates:

The School Improvement team is hosting a two day professional learning opportunity *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. Please [register here](#) if you'd like to join us.

Rose Wilde Lane ESD Board Member Report
November 7, 2023

Trainings and Lectures

October 10, 6-9pm. Attend the Round Table Club presentation comparing student responses to the question “How should schools be evaluated” from a local alternative high school program to the research presented in *Schools of Opportunity, 10 Research-Based Models of Equity in Action* (2023) Edited by Adam York, Kevin Welner, Linda Molner Kelley.



October 25, Workshop by Eva Farah - [Isang Bagsak: situating a movement](#). Learned about struggles for Filipino justice after centuries of colonization and emigration through exploring the life story of Larry Itliong, Filipino American farmworker rights organizer who joined with Cesar Chavez, Dolores Huerta and farmworkers to demand better working conditions. Larry Itliong was recently celebrated in California on the date of his birth, October 25. Brief information about Larry Itliong here: <https://www.msn.com/en-us/news/us/larry-itliong-filipino-american-leader-in-the-labor-movement-honored-across-california/ar-AA1iQLA0>

Upcoming local Native American Heritage Month Celebrations and Events

Multiple additional events on the UO Campus, see here for more:

<https://socialsciences.uoregon.edu/native-studies/events>

Nov. 8, 3:30-4:30pm: Acorn Circle Native American Program in Cottage Grove

“Coyote and the Fish Trap” storybook, Past/Present tense verbs, and Make Your Own Coyote Mask: This free learning session will include hearing the story “Coyote and the Fish Trap”, learning about tenses in verbs, learning a few words in Chinuk wawa and making a paper coyote mask to take home. Bring home an acorn! Curriculum by the Confederated Tribes of Grand Ronde, adaptation and teaching by the staff of Singing Creek Educational Center. Teachers and parents are welcome to attend. Supported by the Woodard Family Foundation, the City of Cottage Grove, and participating libraries. Best for ages 6–10. At Cottage Grove Library on Wednesday, Nov. 8, 3:30–4:30pm. [More information here.](#)

<https://www.singingcreekcenter.org/event/acorn-circle-native-american-program-session-three-coyote-cottage-grove-library/>

November 9, 4-5:30pm “Tribal Histories of the Willamette Valley” by Dr. David Lewis - Book Celebration, Many Nations Longhouse, University of Oregon

https://calendar.uoregon.edu/event/tribal_histories_of_the_willamette_valley_a_book_talk_and_celebration_with_dr_david_lewis_grand_ronde

The Willamette Valley is rich with history—its riverbanks, forests, and mountains home to the tribes of Kalapuya, Chinook, Molalla, and more for thousands of years. This history has been largely unrecorded, incomplete, poorly researched, or partially told. In these stories, enriched by photographs and maps, Oregon Indigenous historian David G. Lewis combines years of researching historical documents and collecting oral stories, highlighting Native perspectives about the history of the Willamette Valley as they experienced it.

The timeline spans the first years of contact between settlers and tribes, the takeover of tribal lands and creation of reservations by the US Federal Government, and the assimilation efforts of boarding schools. Lewis shows the resiliency of Native peoples in the face of colonization.

Undoing the erasure of these stories reveals the fuller picture of the colonization and changes experienced by the Native peoples of the Willamette Valley absent from other contemporary histories of Oregon.

November 9, 6pm Oregon Culture Night, Traditional Weaving of the First People of Southern Oregon 6:00 p.m.

<https://mnch.uoregon.edu/>

Seventh-generation Indigenous basketweaver Stephanie Craig (Confederated Tribes of Grand Ronde) and Dakota Zimmer (Confederated Tribes of Grand Ronde) demonstrate and discuss stick and root baby baskets from the Rogue River and Umpqua region of southern Oregon. Learn about harvesting, preparation, and storage

of Indigenous plants and the cultural values, lessons, and ancestral relationships that are woven into this vibrant tradition. Included with regular admission; free for MNCH members and UO ID card holders. Show your Oregon Trail or other EBT card for an admission discount.

Nov. 17, 1:30-2:30pm: Acorn Circle Native American Program in Cottage Grove

“Coyote and the Fish Trap” storybook, Past/Present tense verbs, and Make Your Own Coyote Mask: This free learning session will include hearing the story “Coyote and the Fish Trap”, learning about tenses in verbs, learning a few words in Chinuk wawa and making a paper coyote mask to take home. Bring home an acorn! Curriculum by the Confederated Tribes of Grand Ronde, adaptation and teaching by the staff of Singing Creek Educational Center. Teachers and parents are welcome to attend. Supported by the Woodard Family Foundation, the City of Cottage Grove, and participating libraries. Best for ages 6–10. At Springfield Library on Friday, Nov. 17, 1:30-2:30pm. [More information here.](#)

<https://www.singingcreekcenter.org/event/acorn-circle-native-american-program-session-three-coyote-springfield-library/>

Nov. 17 & 18: Native American Cultural Presentations

Join us for a wonderful cultural presentation with Deitrich Peters of the Confederated Tribes of Grand Ronde! Join us in honor of Native American Heritage Month, with Deitrich Peters of the Grand Ronde Tribe. Deitrich (Deitz) has graciously agreed to share elements of his regalia and will play flute music, talk about his culture, and answer questions. SCEC Executive Director Karen Rainsong will attend and display items of Kalapuya material culture. Bring the whole family. We may have coloring sheets and other items for the kids to take home. FREE

- Friday, Nov. 17, 6:30pm-7:30pm at Cottage Grove Library and Community Center, 700 E Gibbs Ave, Cottage Grove. Seating is limited, please arrive 10 minutes early. [Details here.](#)
<https://www.singingcreekcenter.org/event/native-american-cultural-presentation-at-cottage-grove-library/>
- Saturday, Nov. 18, 11:00am-12:00pm at Springfield Library, 225 5th St, Springfield. Seating is limited, please arrive 10 minutes early. [Details here.](#)
<https://www.singingcreekcenter.org/event/native-american-cultural-presentation-at-springfield-library/>

Nov. 18 and 19 2pm illioo Native Theatre: The Woman who was a Red Deer Dressed for the Deer Dance. Very Little Theater. <https://thevlt.com/>

illioo Native Theatre, in partnership with Minority Voices Theatre at Very Little Theatre presents *The Woman Who Was a Red Deer Dressed for the Deer Dance*. This is the story of a grandmother and her grand-daughter who live in “different worlds” — the grandmother holds on to her cultural practices during a time of reservation

termination; the grand-daughter must navigate a contemporary world. In this play, we witness their struggles as Indigenous women to honor tradition and culture in the contemporary world. Each must reach across a generational divide to (re)connect to one another and the meaning of heritage in the present day. This show plays at Very Little Theatre in our intimate Stage Left space.

November 28, 11am-2pm, Decolonization 101 with Live Oak on Zoom. Sliding scale (\$0-\$149). We engage with lecture, small group reflection, and discussion. Indigenous participants are welcome for free, and are invited to share their experiences if they wish.

Are there stumbling blocks navigating relationships within Native/non-native collaborations? Do you need support thinking about Native issues in your work? How is decolonization relevant to you?

Topics:

- Knowing the People of the Land
- Colonial History and Policy
- Demystifying Sovereignty
- Stereotypes and Misconceptions
- Unpacking Decolonization
- Settler Privilege
- Introduction to Allyship
- and more

More information and registration information here: <https://liveoaknative.com/trainings/>