

<b>LANE EDUCATION SERVICE DISTRICT</b>	<b>BOARD MEETING</b>
1200 Hwy 99 N	Tuesday, March 5, 2024
Eugene, Oregon 97402	Regular Meeting: 6:00 PM

**LANE ESD BOARD MEETING  
AGENDA**  
Tuesday, March 5, 2024

1. Work Session: Superintendent Evaluation and Board Self-Evaluation

Board of Directors

A. Superintendent Evaluation

The Board will begin discussing the Superintendent evaluation and goals for 2023-24 and 2024-25.

Superintendent Scurto, Board Chair

Ashland Superintendent Evaluation 2023-2024 13

Superintendent Scurto Goals for 2023-24 21

OSBA Superintendent Evaluation Workbook 23

CBG - Evaluation of the Superintendent 63

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Superintendent Scurto Goals for 2024-25 100

B. Board Self-Evaluation

The Board and Superintendent will discuss the Board's self-evaluation.

Superintendent Scurto, Board Chair

OSBA Board Self Evaluation Tool 102

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.

Vice-Chair Leslie Harris

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.

Comments Regarding Staff Members - Speakers 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 Board consideration of a complaints involving a staff member. The association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the staff member, his/her supervisor and the Board.

The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point. To make a comment or present a topic during public comment, if the opportunity is available on the Board agenda, please complete the Intent to Speak card and submit it to the Board secretary prior to the start of the meeting. An individual that has submitted an Intent to Speak card and has been invited to speak by the Board chair, will be allowed three minutes.

Any person, who is invited by the Board chair to speak to the Board during a meeting, should state his/her name and address and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.

6. Agenda Review

Board Chair

7. Action Items

Board Chair

A. Consent Agenda

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

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

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

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

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

- 1. Human Resource Report, dated February 29, 2024
- 2. Authorize Contracts for Licensed Staff for 2024-25
- 3. Authorize Contracts for Licensed, Administrative Staff for 2024-25

Board Chair

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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 January 2024.

Board Chair

January 2024 Financial Report

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C. Approve Grant

The Board accepts its responsibility to provide from public funds sufficient supplies and equipment for an effective program; it recognizes, however, that from time to time individuals and organizations in the community may wish to contribute additional supplies or equipment to enhance or extend the instructional program.

Lane ESD shall pursue federal, state or private grants or other such funds that will assist the ESD in meeting adopted Board and ESD goals. Proposals for external funds will be submitted to the Board for evaluation and approval. In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the Board, the superintendent is authorized to use his/her judgment in approving it for submission.

The superintendent will review the proposal with the Board at its next regular meeting. The Board reserves the right to reject funds associated with any grant which has been approved.

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

The Meyer Memorial Trust (Meyer) has awarded a grant in the amount of \$50,000 (Grant) to Lane Education Service District (Grantee) for support of the Lane Regional Teacher Pathways Program (Grant Purpose).

**BE IT RESOLVED** that the Board of Directors of Lane ESD accepts the grant as presented.

Superintendent Scurto, Board Chair

Award Letter 120953.docx

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D. Declaration of Classified Employee Appreciation Week

**BE IT RESOLVED**

**WHEREAS**, the education of youth is essential to the future of our community, state, country and world; and

**WHEREAS**, classified employees are the backbone of our public education system; and

**WHEREAS**, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

**WHEREAS**, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

**WHEREAS**, our community depends upon and trusts classified employees to serve students; and

**WHEREAS**, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

**NOW, THEREFORE, BE IT RESOLVED** that the Lane Education Service District Board of Directors proclaims March 4-8, 2024, to be **CLASSIFIED EMPLOYEE APPRECIATION WEEK**; and

**BE IT FURTHER RESOLVED** that the Lane Education Service District Board of Directors strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

Board Chair, Superintendent Scurto

E. Declare Women in History Month

The National Women's History Month's theme for 2024 celebrates "Women Who Advocate for Equity, Diversity and Inclusion." The theme recognizes women throughout the country who understand that, for a positive future, we need to eliminate bias and discrimination entirely from our lives and institutions.

Women from every background have long realized that an uneven playing field will never bring equality or justice. Many feel the critical need to speak up and work harder for fairness in our institutions and social interactions.

During 2024, we recognize the example of women who are committed to embracing everyone and excluding no one in our common quest for freedom and opportunity. They know that people change with the help of families, teachers and friends, and that young people in particular need to learn the value of hearing from different voices with different points of view as they grow up.

Today, equity, diversity and inclusion are powerful driving forces that are having a wide-ranging impact on our country. As members of families, civic and community groups, businesses and legislative bodies, women are in the forefront of reevaluating the status quo. They are looking anew at what harmful social policies and behaviors exist and, often subtly, determine our future. In response, women in communities across the nation are helping to develop innovative programs and projects within corporations, the military, federal agencies and educational organizations to address these injustices.

It takes courage for women to advocate for practical goals like equity, diversity and inclusion when established forces aim to misinterpret, exploit or discredit them. Throughout 2024, we honor local women from the past and present who have taken the lead to show the importance of change and to establish firmer safeguards, practices and legislation reflecting these values. Following decades of discrimination, we are proud to celebrate women who work for basic inclusion, equality and fairness.

**Whereas**, March is National Women's History Month, and the National Women's History Alliance has designated the theme for Women's History Month 2024 as "Women Who Advocate for Equity, Diversity, and Inclusion"; and

**Whereas**, this theme recognizes the invaluable contributions of women who have dedicated themselves to advocating for equity, diversity, and inclusion in all aspects of society; and

**Whereas**, women from diverse backgrounds have long been at the forefront of efforts to address systemic inequities and promote a more inclusive and just society; and

**Whereas**, the courageous advocacy of women for practical goals such as equity, diversity, and inclusion serves as a beacon of inspiration for all individuals and communities; and

**Whereas**, in 2024, we honor the women who have tirelessly worked to dismantle barriers,

challenge prejudices, and create opportunities for all individuals, regardless of their background and attacks against Diversity, Equity, and Inclusions programs and training in our institutions;

**Now, therefore be it resolved**, that **Lane Education Service District**, do hereby proclaim March 2024 as Women's History Month in Lane County; and

**Be it further resolved** that, We encourage our communities and organizations to celebrate the achievements of women who have championed equity, diversity, and inclusion, and reaffirm our commitment to advancing these principles in our society. Let us honor the women who have dedicated themselves to advocating for equity, diversity, and inclusion, and let us continue to work together to build a more just, equitable, and inclusive world.

Superintendent Scurto, Board Chair

8. Discussion/Reports

A. Legislative Update

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

Superintendent Tony Scurto

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B. Superintendent Report

Superintendent Tony Scurto

C. Discuss Work Session Topic: Superintendent Evaluation

The Board of Directors and Superintendent Scurto will review their discussion coming out of the Work Session (item 1.A.), and come to consensus on how to proceed with the Evaluation of the Superintendent.

Superintendent Scurto, Board Chair

D. Discuss Work Session Topic: Board Self Evaluation

The Board of Directors and Superintendent Scurto will review their discussion coming out of the Work Session (item 1.B.), and come to consensus on how to proceed with the Self-Evaluation of the Board.

Superintendent Scurto, Board Chair

9. Information from Administrative Staff

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

Facilities:

4. Technology Office Remodel - The Technology Office Remodel is moving along. The server room/MDF phase of the project is near completion. Technology and Facilities plan to move all servers and critical infrastructure into new space on the weekend of March 16-17. After that is complete, the contractor will begin to build out the new office area.
5. TAPS Grants for facilities assessment and long range planning - We are still waiting on a response from ODE to find out whether we will be awarded the grant.
6. Westmoreland Security Upgrades - Facilities is currently collecting bids on perimeter fencing and gates at Westmoreland. This will enclose the entire campus to help keep unwanted visitors from entering the property. This work will be completed this summer.
7. Main Campus Chiller Replacement - This project is out to bid on OregonBuys and bids will be accepted on March 28th.
8. Main Campus Security Upgrades - Cameras and new access control system will be installed at the Main Campus in the beginning of April following the completion of the new server room. Cameras will be placed to cover all exterior property and main hallways on the interior. A new intercom system will be included that will allow us to monitor front doors and provide guest access more efficiently.

Administrative Staff

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10. Board Member Reports and Comments/Agenda Planning

Lane ESD Board, Liaisons, Advisors

A. Agenda Planning

Board members will discuss items for future Board meetings.

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:** On February 22 I coordinated a special celebration of our Community Free Lunch program which has been serving lunches for 29 years two days a week. I invited the Mayor and City Councilors as well as the local press and radio station. It was well attended. Mostly low income seniors and unhoused folks as well as families partake in the program.

**Sydney Kissinger**

**Vanessa Truett**

**Rose Wilde**

**Troy Stoops**, Superintendents' Council Advisor

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

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

**Erin Zygaitis**, Community Advisor

Board, Advisors, Liaisons

11. Announcements/Correspondence

Board Chair

A. Acknowledgements and Recognition

Superintendent Tony Scurto

B. Kudos

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

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

Administrators

C. Announcements

Board Chair

1. **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.

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

**MARCH**

8 Lane Council of Governments Member Appreciation Dinner

9 OSBA Board Meeting

12 OSBA Executive Committee Meeting

**APRIL**

9 OSBA Executive Committee Meeting

12. Adjournment

- The next regular meeting is scheduled to be held Tuesday, April 2, 2024, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

# Superintendent Evaluation

Strategic Plan  
2023-2024

# Strategic Plan Focus Area 1 - Instructional Development and Engagement

*The District will strengthen instructional learning outcomes with will lead to student success*

## Focus Area #1:

### Instructional Development and Engagement

*The District will strengthen instructional learning outcomes that will lead to student success*

Initiative	Strategy	Equity Information	Communication
Student-Centered Instruction	<ul style="list-style-type: none"> <li>● Constructing Meaning training and implementation.</li> <li>○ Training provided for teachers and administrators</li> <li>○ Design a system of observation and reflection as part of implementation</li> <li>○ Offer refresher/extension training to previously trained staff</li> <li>● Literacy Training K-5</li> <li>● Develop a framework for providing culturally responsive teaching and relevant instruction.</li> <li>● Provide training opportunities around foundations of teaching, such as lesson planning, planning with purpose, curriculum maps, classroom management, etc.</li> <li>● District mentor program</li> <li>● Maintain manageable special education caseloads</li> <li>● Provide English Language Development supports with staffing levels</li> </ul>	<ul style="list-style-type: none"> <li>● Use and train staff culturally and linguistically responsive teaching</li> <li>● Provide training using a culturally responsive approach</li> </ul>	<ul style="list-style-type: none"> <li>● The District will create a three-year professional development plan for all District staff that will have all the strategies listed incorporated into the plan. The professional development plan will be shared with staff in August 2023.</li> <li>● Create an online hub for professional learning opportunities that use multiple methods of learning</li> <li>● Develop and provide easy access to protocols for professional collaboration</li> <li>● The District will create a one-page document that provides information to new teachers on the mentor program along with District Information. In addition, time will be given to instructional coaches during August for development of the mentor program to be implemented within each school</li> <li>● Special Programs Director will provide information to special education staff that shows a breakdown of special education caseloads</li> <li>● The Director of Instructional Support will meet with English Language Development staff in April 2023 to review caseloads.</li> </ul>

# Strategic Plan Focus Area 2 - Workforce

*The District will hire, support, develop and retain diverse and student-centered staff*

## Focus Area #2: Workforce

### Workforce

*The District will hire, support, develop and retain diverse and student-centered staff*

Initiative	Strategies	Equity Information	Communication
<b>Workforce Engagement and District/School Culture</b>	<ul style="list-style-type: none"> <li>• New comprehensive District website</li> <li>• Monthly District Staff Newsletter</li> <li>• Establish and Communicate District Level Protocols</li> <li>• Professional Development for Staff on Professionalism in the Workplace</li> <li>• Equity Training for all Staff</li> <li>• Wellness Plan and Opportunities</li> <li>• Bi-Weekly Communication from District/Buildings</li> <li>• Implement Mentor Program</li> </ul>	<ul style="list-style-type: none"> <li>• Diverse communication to meet varied needs (verbal, online, hardcopies, etc.)</li> <li>• Protocols, programs, and procedures established with input from all stakeholders: <i>Who is at the table?</i></li> <li>• Recruitment and training is culturally responsive</li> </ul>	<ul style="list-style-type: none"> <li>• The District will survey staff in June 2023 to find out what specific needs they have for the District website. The District will set up the website and advertise. The District will have a set plan to implement a process for changing or adding items to the website</li> <li>• The District will create a monthly staff newsletter beginning in August 2023 that will include Human Resource information, updated District news, important calendar items, updated strategic planning items, highlights of District staff.</li> <li>• Review with staff in Fall 2023 the purpose and need for equity training when staff come back to work.</li> <li>• District staff will provide information to staff in August 2023</li> </ul>

# Strategic Plan Focus Areas 3 - Relationship Building

*The District will advance and nurture a welcoming and inclusive learning community where every student feels safe, valued, and connected*

## Focus Area #3:

### Relationship Building

*The District will advance and nurture a welcoming and inclusive learning community where every individual feels safe, valued, and connected.*

Initiative	Strategies	Equity Information	Communication
<p><b>Build a culture of belonging through appreciation, validation, acceptance, and fair treatment</b></p>	<ul style="list-style-type: none"> <li>Review and implement equity audit findings</li> <li>Continue training with fidelity with Positive Behavior Support and Restorative Practices</li> <li>Maintain low class sizes in grades K-5</li> <li>Student Attendance Initiative</li> <li>Maintain services of the Student Intervention Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Diverse communication to meet varied needs (verbal, online, hardcopies, etc)                             <ul style="list-style-type: none"> <li>Protocols, programs, and procedures established with input from all stakeholders: <i>Who is at the table?</i></li> <li>Training is culturally and linguistically responsive</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Review findings from equity audit with school board and administration. Review findings with parents via newsletter and with student groups.</li> <li>Work with building administrators with communication for staff and parents on the purpose and implementation of PBIS.                             <ul style="list-style-type: none"> <li>In June - Begin an attendance initiative with a communication plan to start the school year. Presentations will be in person and completed in email. (Extensive communication with parents/students/staff)</li> <li>Provide information to staff, school board members, and parents on research and relevancy around class sizes. This will be completed at a board meeting as well as in the District newsletter.</li> </ul> </li> </ul>

# Scoring Guide

The scoring guide rating information will be broken into the following categories: Ineffective, Developing, Effective, and Accomplished, and there will be one score for each priority area.

Ineffective - The strategic plan strategies are not being implemented. The equity lens is not being used for these strategies. There has been no communication with our community, students, and staff.

Developing - The strategic plan strategies are in the early stages of being implemented. There has been no indication that the strategies are impacting student learning and staff support. The equity lens may be used, but the strategies have not been implemented enough to see if there is an impact on student learning staff support. There has been very little communication with our community, students, and staff.

Effective - The strategic plan strategies have been implemented. The strategies are making an impact on student learning and staff support. The equity lens is used in making decisions and carrying out the stated priorities. Communication has been clear and effective concerning our community, students, and staff.

Accomplished - The strategic plan strategy is fully implemented. The strategies are making a positive impact on student learning and staff support. The use of the equity lens is helpful in making decisions and carrying out the stated priorities. Communication has been clear and effective concerning the strategies and useful to our community, students and staff.

# Superintendent Self-Evaluation and Rating Opinion

The superintendent will complete a self-evaluation that will show one score for each priority and comments for each priority.

## Superintendent Evaluation

2023-2024

Please use the scoring guide to rate the superintendent's effectiveness in carrying out the strategic plan priorities.

The scoring guide rating information will be broken into the following categories: Ineffective, Developing, Effective, and Accomplished, and there will be one score for each priority area.

The superintendent will complete a self-evaluation that will show one score and comments for each priority.

At the end of the evaluation, please review the additional strategic plan information.

mflukinger@astoriak12.org [Switch account](#)

🔒 Not shared

### Focus Area 1 - Instructional Development and Engagement

Focus Area #1:

#### Instructional Development and Engagement

*The District will strengthen instructional learning outcomes that will lead to student success*

Initiative	Strategy	Equity Information	Communication
Student-Centered Instruction	<ul style="list-style-type: none"> <li>Constructing Meaning training and implementation.                             <ul style="list-style-type: none"> <li>Training provided for teachers and administrators</li> </ul> </li> <li>Design a system of observation and reflection as part of implementation.                             <ul style="list-style-type: none"> <li>Offer reteaching/extension training to previously trained staff</li> <li>Literacy Training K-5</li> <li>Develop a framework for providing culturally responsive teaching and relevant instruction</li> <li>Provide training opportunities around foundations of teaching, such as lesson planning, learning by purpose, curriculum maps, classroom management, etc.</li> <li>District mentor program</li> <li>Maintain masterlists</li> <li>Special education casebooks</li> <li>Provide English Language Development supports with staffing levels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use and train staff culturally and linguistically responsive teaching                             <ul style="list-style-type: none"> <li>Provide training using a culturally responsive approach</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The District will create a three-year professional development plan for all staff that will have all the strategies incorporated into the plan. The professional development plan will be shared with August 2023.                             <ul style="list-style-type: none"> <li>Create an online hub for professional learning opportunities that use multiple methods of learning</li> <li>Develop and provide easy access protocols for professional collaboration</li> <li>The District will create a one-pager document that provides information to teachers on the mentor program along District information. In addition, time is given to instructional coaches during 4 for development of the mentor program implemented within each school.</li> <li>Special Programs Director will inform staff of special education staff 1 shows a breakdown of special education casebooks.</li> <li>The Director of Instructional Development supports with staffing levels</li> <li>The Director of Instructional Development will meet with English Language Development staff in April 2023 to review casebooks</li> </ul> </li> </ul>

### Focus Area 1 - Instructional Development and Strategies

#### Board Member Rating Opinion

##### Ineffective

The strategic plan strategies are not being implemented. The equity lens is not being used for these strategies.

There has been no communication with our community, students, and staff.

##### Developing

The strategic plan strategies are in the early stages of being implemented. There has been no indication that the strategies are impacting student learning and staff support. The equity lens may be used, but the strategies have not been implemented enough to see if there is an impact on student learning staff support.

There has been very little communication with our community, students, and staff.

##### Effective

The strategic plan strategies have been implemented. The strategies are making an impact on student learning and staff support. The equity lens is used in making decisions and carrying out the stated priorities.

Communication has been clear and effective concerning our community, students, and staff.

##### Accomplished

The strategic plan strategy is fully implemented. The strategies are making a positive impact on student learning and staff support. The use of the equity lens is helpful in making decisions and carrying out the stated priorities.

Communication has been clear and effective concerning the strategies and useful to our community, students and staff.

- Ineffective
- Developing
- Effective
- Accomplished

# Superintendent Evaluation - Board Opinion and Comments

The Board will use scoring guide to rate the superintendent's effectiveness in carrying out the strategic plan priorities. There will be one score for each priority area.

## Superintendent Evaluation

2023-2024

Please use the scoring guide to rate the superintendent's effectiveness in carrying out the strategic plan priorities.

The scoring guide rating information will be broken into the following categories: Ineffective, Developing, Effective, and Accomplished, and there will be one score for each priority area.

The superintendent will complete a self-evaluation that will show one score and comments for each priority.

At the end of the evaluation, please review the additional strategic plan information.

mflukinger@astoriak12.org [Switch account](#)

Not shared

### Focus Area 1 - Instructional Development and Engagement

Focus Area #1:

#### Instructional Development and Engagement

The District will strengthen instructional learning outcomes that will lead to student success

Initiative	Strategy	Equity Information	Communication
Student-Centered Instruction	<ul style="list-style-type: none"> <li>Constructing Meaning training and implementation.                             <ul style="list-style-type: none"> <li>Training provided for teachers and administrators</li> <li>Design a system of observation and reflection as part of implementation</li> <li>Offer reteaching/extension training to previously trained staff</li> <li>Library Training K-5</li> <li>Develop a framework for providing culturally responsive teaching and relevant instruction</li> <li>Provide training opportunities around foundations of teaching, such as lesson planning, learning style barriers, curriculum maps, classroom management, etc.</li> <li>District mentor program</li> <li>Maintain magnet/special education caseloads</li> <li>Provide English Language Development supports with staffing levels</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Use and train staff culturally and linguistically responsive teaching</li> <li>Provide training using a culturally responsive approach</li> </ul>	<ul style="list-style-type: none"> <li>The District will create a three-year professional development plan for all staff that will have all the strategies for incorporated into the plan. The professional development plan will be shared with August 2023.</li> <li>Create an online hub for professional learning opportunities that use multiple methods of learning</li> <li>Develop and provide easy access protocols for professional collaboration</li> <li>The District will create a one-pager document that provides information to teachers on the mentor program along District information. In addition, time is given to instructional coaches during 4 for development of the mentor program implemented within each school.</li> <li>Special Programs Director will inform letter to special education staff 1 shows a breakdown of special education caseloads.</li> <li>The Director of Instructional Dev will meet with English Language Dev staff in April 2023 to review caseloads</li> </ul>

### Focus Area 1 - Instructional Development and Strategies

#### Board Member Rating Opinion

##### Ineffective

The strategic plan strategies are not being implemented. The equity lens is not being used for these strategies.

There has been no communication with our community, students, and staff.

##### Developing

The strategic plan strategies are in the early stages of being implemented. There has been no indication that the strategies are impacting student learning and staff support. The equity lens may be used, but the strategies have not been implemented enough to see if there is an impact on student learning staff support.

There has been very little communication with our community, students, and staff.

##### Effective

The strategic plan strategies have been implemented. The strategies are making an impact on student learning and staff support. The equity lens is used in making decisions and carrying out the stated priorities.

Communication has been clear and effective concerning our community, students, and staff.

##### Accomplished

The strategic plan strategy is fully implemented. The strategies are making a positive impact on student learning and staff support. The use of the equity lens is helpful in making decisions and carrying out the stated priorities.

Communication has been clear and effective concerning the strategies and useful to our community, students and staff.

- Ineffective  
 Developing  
 Effective  
 Accomplished

## Additional Strategic Plan Information

- **What do the strategic plan indicators show for improvement in student learning?**
- **What do the strategic plan indicators show for improvement in workforce strategies?**
- **How will the District monitor the overall effectiveness of the implementation of the strategic plan?**

**Strategies and Actions (aligned with Lane ESD Strategic Plan Goals) for 2023-24**  
**Tony Scurto, Lane ESD Superintendent**

I. Implement the use of Lane ESD's Equity Lens

[\(Goal #1\)](#)

Action

- A. Have Equity Lens document laminated and present for
  - 1. All members at Leadership Team meetings
  - 2. All members at Lane ESD Board meetings
  - 3. All members at Lane ESD Management Team meetings
- B. Ask pertinent questions from Equity Lens when decisions are made at
  - 1. Leadership Team meetings
  - 2. Lane ESD Board meetings
  - 3. Management Team meetings

II. Engage in and provide Professional Development

[\(Goal #2 and #3\)](#)

Action

- A. Personal Professional Development
  - 1. National Equity Project: Leading for Equity (white affinity space); winter 2023
  - 2. Deeper Learning Conference, Spring 2023
  - 3. Participate in the Equity Community Consortium (ECC)
    - a. Leaders Group
    - b. Share best practices happening in our region with our agency
  - 4. Look for further opportunities in the summer and fall of 2023
- B. All Staff Professional Development
  - 1. Work with Management Team to create framework for PD
    - a. Create a system that allows for Classroom Staff participation
      - i. Consider time/place
      - ii. Consider synchronous and asynchronous elements
    - b. Structure all-staff days so that equity training is centered
      - i. In Large group setting
      - ii. And possibly smaller break out sessions
  - 2. Seek advice on Equity training from the Lane Equity Advisory Committee (Lane EAC)

III. Recruitment and Retaining of Lane ESD Staff

[\(Goal #4, #2\)](#)

Action

- A. Expend Recruitment and Retention Grant by June 2023
- B. Find new avenues for Recruitment/Retention Resources
- C. Increase the diversity of Lane ESD staff

1. Ensure Lane ESD HR Department posts positions with job boards that are affiliated with historically underrepresented candidates
  2. Ensure staff responsible for screening applications and interviewing applicants have received anti-biased training
- D. Implement exit interviews starting in the 2023-24 school year.

IV. Support Component School District Leadership

[\(Goal #2, #4 and #5\)](#)

Action

- A. Convene monthly Lane County Superintendent Council meetings
- B. Work with component district leadership to incorporate Lane ESD programs into their schools and curriculum.
- C. With input from all 16 Lane County School Districts, create and implement the Local Service Plan.
- D. Convene weekly virtual check-ins for Superintendents to have networking opportunities.
- E. Visit all 16 Lane County School Districts at least once per school year.
- F. Visit (or have designee) visit all 16 Lane County School Board meetings at least once per school year.
- G. Respond in a timely manner to questions, concerns, requests from our component school district leaders.

V. Develop a Communication Plan

[\(Goal #2, #3, #5\)](#)

Action

- A. Contract communication consultant services
  1. Internal Communications—monthly newsletter similar to the Flash sent to all Lane ESD staff.
  2. External Communications—quarterly newsletter sent to all Lane ESD education and community partners
- B. Create a system for collecting items, events from various Lane ESD programs



**ESD**  
**SUPERINTENDENT**  
**EVALUATION**  
**WORKBOOK**

Revised June 2017

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

# ESD Superintendent Evaluation Workbook

## **A Guide for Education Service District Boards**

### Oregon School Boards Association

Dear ESD board member:

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

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

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

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

We are here whenever you need assistance.

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

Jim Green, OSBA Executive Director

## **Mission Purpose Accountability of ESDs**

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

ORS 334.005

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# OSBA ESD Superintendent Evaluation Overview

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

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

**VISION:** What does success look like?

**STRUCTURE:** Developing a clear written evaluation plan and timeline.

**ACCOUNTABILITY:** Measuring the superintendent's performance.

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

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

Most boards find themselves asking questions such as these:

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

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

## WHAT SHOULD WE EVALUATE?

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

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

## **THREE-PART EVALUATION TOOL**

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

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

### **Part 1: Performance Standards**

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

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

### **Part 2: ESD Superintendent's Goals**

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

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

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

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

### **Superintendent Self-Evaluation**

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

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

### **COMPILING RESULTS**

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

## HOW CAN WE DO IT OBJECTIVELY AND FAIRLY?

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

### Documentation

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

### Written Comments

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

### Public Meetings Law

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

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

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

### **Evaluation Conferences**

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

# **WHEN SHOULD THE SUPERINTENDENT'S EVALUATION TAKE PLACE?**

## **Pre-Evaluation**

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

## **Contract Extension Review**

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

## **Review Results**

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

## **At Conclusion of the Evaluation**

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

## **Communication with the Community**

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

# TIMELINE AND ACTION

## **March/April** (prior to completion of the budget)

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

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

## **July/October/January**

4. Superintendent reports interim progress on ESD and evaluation goals to the board. The July update deals with the previous school year while the October/January updates provide progress on the current school year.  
*(While the updates will be done in an open meeting, any conversation about the superintendent's performance should be done in executive session.)*

## **January**

5. *(Optional, if discussed in the beginning of the evaluation cycle.)* Depending on who will receive the feedback from the 360-degree survey, the board or the superintendent prepares questions, selects individuals to participate, distributes the forms, collects and collates the results.
6. Superintendent completes a self-assessment of the evaluation forms Parts 1 and 2.
7. Board members complete Parts 1 and 2 of the superintendent evaluation form.

## **February**

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

## **By March 15** (or date specified in contract)

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

## **As soon as evaluation is complete**

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

# ESD SUPERINTENDENT EVALUATION FORMS

## Part 1: Performance Standards

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### Instructions

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

# Standard 1: VISIONARY LEADERSHIP

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

## Performance Indicators:

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

The superintendent:

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

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

## Summary Rating — Standard 1:

*(check one)*

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

Comments:

## Standard 2: POLICY AND GOVERNANCE

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

### Performance Indicators:

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

The superintendent:

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

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

### Summary Rating — Standard 2:

*(check one)*

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

Comments:

# Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

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

## Performance Indicators:

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

The superintendent:

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

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

## Summary Rating – Standard 3:

*(check one)*

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

Comments:

# Standard 4: EFFECTIVE MANAGEMENT

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

## Performance Indicators:

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

The superintendent:

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

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

## Summary Rating — Standard 4:

*(check one)*

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

Comments:

# Standard 5: RESOURCE MANAGEMENT

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

## Performance Indicators:

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

The superintendent:

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

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

## Summary Rating — Standard 5:

*(check one)*

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

Comments:

# Standard 6: LABOR RELATIONS

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

## Performance Indicators:

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

The superintendent:

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

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

## Summary Rating – Standard 6:

*(check one)*

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

Comments:

# Standard 7: ETHICAL LEADERSHIP

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

## Performance Indicators:

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

The superintendent:

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

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

## Summary Rating — Standard 7:

*(check one)*

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

Comments:

# ESD SUPERINTENDENT EVALUATION FORMS

## Part 2: Goals

---

### Instructions

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

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

**Goal Statement 1:**

---

**The superintendent's performance:**

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

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

Comments:

**Goal Statement 2:**

---

The superintendent's performance:

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

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

Comments:

**Goal Statement 3:**

---

The superintendent's performance:

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

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

Comments:

# BOARD RATINGS SUMMARY FORMS

## Part 1 & 2: Performance Standards and Goals

---

### Instructions

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

### Sample Computation

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

## Recommended grading:

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

# EVALUATION FORMS

## Part 3: 360-Degree Evaluation

---

### **Instructions for Board and Superintendent**

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

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

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

## **STEPS FOR THE SUPERINTENDENT AND/OR BOARD:**

### **Step 1:**

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

Suggested questions:

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

### **Step 2:**

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

### **Step 3:**

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

### **Step 4:**

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

### **Step 5:**

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

# EVALUATION FORMS

## Part 3: 360-Degree Evaluation

---

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

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

---

### Question 1:

---

#### The superintendent's performance:

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

#### Explanation of your rating, examples:

# EVALUATION FORMS

## Part 3: 360-Degree Evaluation

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

---

**Question 2:**

---

**The superintendent's performance:**

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

**Explanation of your rating, examples:**

# EVALUATION FORMS

## Part 3: 360-Degree Evaluation

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

---

### Question 3:

---

The superintendent's performance:

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

Explanation of your rating, examples:

# **SAMPLE: EVALUATION SUMMARY**

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

---

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

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

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

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

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

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

# GOAL-SETTING WORKSHEET

Goal Statement:

---

Action Steps	Timeline	Estimated Resources	Who is responsible?
1.			

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2.

---

3

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4.

---

Evaluation Plan: Communication Plan:

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## **PERTINENT OREGON REVISED STATUTES (ORS)**

### **ORS 192.660 Executive sessions permitted on certain matters**

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

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

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

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

### **ORS 334.175 Core Services**

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

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

(b) Improve student learning;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(5) A local service plan must:

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

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

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

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

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

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

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

### **ORS 334.005 Mission**

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

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

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

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

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

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

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

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

### **ORS 342.513 Renewal or nonrenewal of contracts for following year**

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

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

### **ORS 342.120(1)**

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

# Oregon School Boards Association Selected ESD Sample Policy

Code: **CBG**

Adopted:

## Evaluation of the Superintendent

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

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

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

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

END OF POLICY

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### Legal Reference(s):

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

[ORS 332.107](#)

[ORS 332.505](#)

[ORS 342.513](#)

[ORS 342.815](#)

[OAR 581-022-1720](#)

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



## CONTACT

**OREGON SCHOOL BOARDS ASSOCIATION**

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

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

FAX 503-588-2813

**OSBA.ORG**



# Lane Education Service District

Code: CBG  
Adopted: 7/27/93  
Revised/Readopted: 1/22/02; 2/5/19  
Orig. Code: CBG

## Evaluation of the Superintendent

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

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

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

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

END OF POLICY

---

### Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)  
[ORS 334.225](#)

[ORS 342.513](#)  
[ORS 342.815](#)

[OAR 581-024-0245](#)

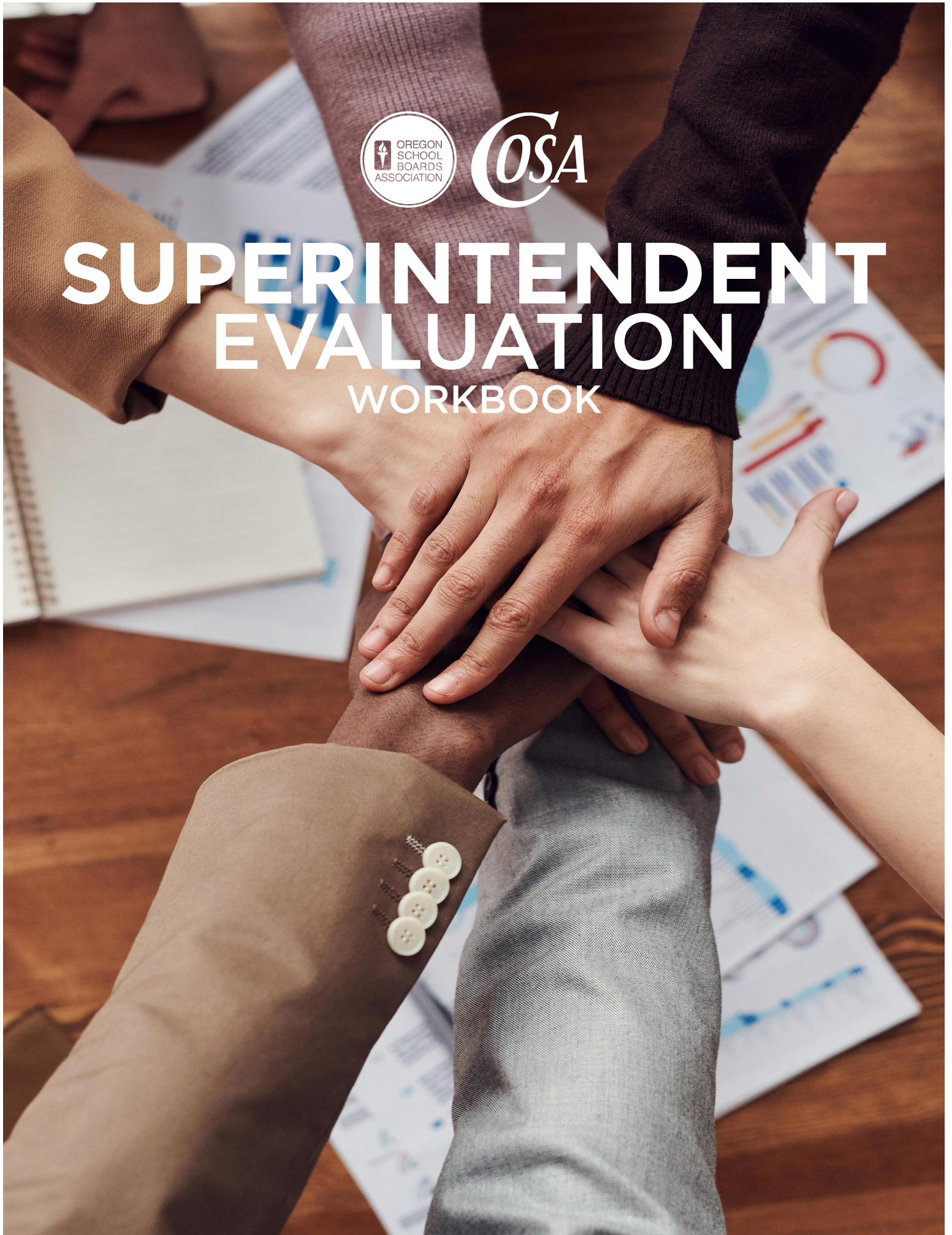
Hanson v. Culver Sch. Dist. (FDAB 1975).

### Cross Reference(s):

BDC - Executive Sessions



# SUPERINTENDENT EVALUATION WORKBOOK



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**OREGON SCHOOL  
BOARDS ASSOCIATION**

1201 Court St NE, Ste 400 | Salem, OR 97301  
503-588-2800 or 800-578-6722  
[www.osba.org](http://www.osba.org) | [info@osba.org](mailto:info@osba.org)



**COALITION OF OREGON  
SCHOOL ADMINISTRATORS**

707 13th St SE, Suite 100 | Salem, OR 97301  
503-581-3141  
[www.cosa.k12.or.us](http://www.cosa.k12.or.us)

*rev 6/2020*

June 1, 2020

Dear Oregon School Boards and Superintendents,

The research is clear — a healthy and productive relationship between a school board and its superintendent is essential to the sustained success of any school district or ESD. Simply put, when superintendents and school boards work effectively together, especially over the long term, their schools and students do better.

The role of the superintendent is critical — and together with support provided by the school board through constructive direction, guidance and evaluation of the superintendent, sets the foundation and ensures success. The evaluation of the superintendent is the responsibility of the school board. This OSBA and COSA endorsed process is intended to guide the evaluation process between the school board and their superintendent with a collaborative approach that is designed to continuously improve not only the performance of the superintendent, but also the system they lead. The evaluation of the superintendent, if done well, should provide useful feedback to the superintendent, as well as clear accountability for the superintendent and the school board.

In the 2019-20 school year, OSBA and COSA partnered to produce this co-endorsed superintendent evaluation process. The purpose of this endeavor was to bring clarity and consistency to school boards' performance expectations of superintendents and to provide guidance to boards and superintendents for an effective evaluation process based on evidence-based practices and continuous improvement. The process for developing this handbook included many opportunities for superintendents and school board members to provide input.

The responsibility for evaluating the superintendent resides with the school board; however, this process should be done in a collaborative manner. School boards may choose to work with a consultant to assist them in this process. This process should be an iterative cycle that helps guide and focus the key work in Oregon districts and supports the continuous improvement of Oregon superintendents.

Sincerely,



Jim Green, OSBA Executive Director



Craig Hawkins, COSA Executive Director

# SUPERINTENDENT EVALUATION OVERVIEW

Selecting the superintendent and evaluating their performance is one of the school board's most important responsibilities.

This workbook is designed to help boards and superintendents navigate the evaluation process together and it is intended to be collaborative and keep the board's role at the forefront.

## A HIGH-QUALITY SUPERINTENDENT EVALUATION:

- develops good board/superintendent relationships
- clarifies roles
- identifies superintendent professional development opportunities
- provides a mechanism for public accountability
- provides input and feedback to the superintendent to guide continuous improvement

## PERFORMANCE EVALUATIONS ARE MOST EFFECTIVE WHEN THEY ARE DESIGNED AND USED FOR:

- strengthening the board/superintendent relationship
  - reviewing past performance
  - communicating future expectations and goals
  - determining future professional development for the superintendent
  - making ongoing employment decisions (contract extension and compensation)
- 

## FIVE-PART EVALUATION TOOL

OSBA and COSA have developed a five-part tool for evaluating superintendents.

- **PART 1 SUPERINTENDENT PERFORMANCE STANDARDS. (Appendix A)**  
These are based on the Professional Standards for Educational Leaders (PSEL, 2015) and District Level National Educational Leadership Preparation Standards (NELP, 2018) and augmented by standards jointly developed by the Coalition of Oregon School Administrators (COSA) and the Oregon School Boards Association (OSBA).
- **PART 2 SUPERINTENDENT GOALS. (Appendix B)**  
This section evaluates progress toward the superintendent's goals established by the board and superintendent at the beginning of the evaluation cycle.
- **PART 3 EVIDENCE OF PERFORMANCE. (Appendix C)**  
This consists of the superintendent's self-evaluation and their regular reporting to the board on progress toward standards and goals. This area may be supported by artifacts or documents specifically in those areas where the board may lack direct knowledge.

- **PART 4 FEEDBACK ON PERFORMANCE. (OPTIONAL, Appendix D)**  
This consists of a targeted feedback survey (TFS)<sup>1</sup> of the superintendent's performance by selected staff and members of the community that have frequent, consistent interactions with the superintendent.
- **PART 5 EVALUATION SUMMARY. (Appendix E)**  
This is the summary of the evaluation the board writes to share its unified message with the superintendent and the public.

School board members typically complete ratings in Parts 1 and 2 individually and should consider information gathered in Parts 3 and 4 (if used) in these ratings. The individual board member ratings are then compiled and summarized into one comprehensive evaluation. Part 5 is a written report given by the board for discussion with the superintendent and placed in the superintendent's personnel file. A summary of the evaluation is shared with the public at the conclusion of the formal evaluation cycle. It is important that the board speak with one voice that represents the consensus of the board.

## HOW CAN WE EVALUATE OBJECTIVELY AND FAIRLY?

Objective and fair evaluations take into consideration policy, the superintendent's employment contract, standards, goals, articles of evidence and targeted feedback surveys. At the beginning of each evaluation cycle, the board should review the superintendent's contract and its own policy regarding superintendent evaluation. With that information, the board then determines the criteria, process and timeline so there are no surprises when the formal evaluation occurs. To be fair and objective, boards should only introduce additional criteria during the year in extenuating circumstances and should follow policy CBG for guidance on doing so. **It is the board's responsibility to ensure that policy and contractual timelines are met.**

## DOCUMENTATION

The processes outlined in this workbook are more than a checklist. They require the objective consideration of evidence demonstrating the degree to which each standard has been met. This evidence can be through direct interaction and observation of the superintendent's performance or may be obtained through the superintendent's self-evaluation and/or information gained through a targeted feedback survey. Documentation may be provided by the superintendent orally, as written lists, or as specific documents. Some boards and superintendents may select an artifacts of evidence approach<sup>1</sup>.


## EVALUATION CONFERENCES AND CHECK-INS

Face-to-face conversations between the board and superintendent during the evaluation cycle are essential to an effective process. Regular reports to the board by the superintendent and check-in meetings should occur at least quarterly throughout the year. This provides the superintendent and board an opportunity to be updated on the superintendent's progress toward meeting the goals and performance standards, and to provide feedback on any concerns the board might have. This also allows the superintendent an opportunity to seek further guidance and support from the board, or provide further clarification about the progress needed to meet the targets, and make mid-year corrections on the path to achieving goals and standards. The final evaluation conference is where the board and superintendent meet to discuss the superintendent's performance and an evaluation report is presented.

<sup>1</sup> Described later in this workbook

# SUPERINTENDENT EVALUATION AT A GLANCE

Time to start thinking about next year!



## **MARCH THROUGH AUGUST | PRE-EVALUATION**

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

## **AUGUST THROUGH MARCH\* | CHECK-IN MEETINGS**

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

## **JANUARY THROUGH MARCH\* | GATHER INFORMATION**

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

## **MARCH\* | EVALUATION RESULTS**

By March 15<sup>th</sup>, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

## **MARCH\* | EVALUATION CONCLUSION**

The board adopts the short narrative summary in open session. This corresponds to Part 5.

\*Review the superintendent's contract and district policy for any applicable deadlines.

## PERFORMANCE RATINGS

**PART 1** (In Appendix A) includes eight standards with descriptors. Board members should not rate descriptors but, rather, consider them as a whole in determining the overall rating for that performance standard.

The scoring guide for each standard uses the following four categories:

**4 = ACCOMPLISHED | 3 = EFFECTIVE | 2 = DEVELOPING | 1 = INEFFECTIVE**

Read each standard's descriptions carefully while considering your rating and select the score that most closely matches your judgment and the evidence provided of the superintendent's work in this area.

**PART 2** (In Appendix B) includes any goals that were set for the superintendent during the evaluation cycle. The superintendent's goals should be rated with the same scale. It is highly recommended that the superintendent provides a self-evaluation on their performance in the standards, goals and any other criteria determined for the evaluation cycle. This self-evaluation and any accompanying evidence provided in Part 3 shall be provided to the board prior to conducting their evaluation of the superintendent's performance.

## WRITTEN COMMENTS

Written comments from individual members of the board help clarify ratings on standards and goals; however, they are not intended as direct feedback to the superintendent. They may contribute to the board's one-voice message to the superintendent that can help clarify the evaluation feedback.

The written comments may be prepared by a board member or consultant working on behalf of the board. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final evaluation report and summary to the superintendent and the community.

## PUBLIC MEETINGS LAW

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

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

# TIMELINE AND ACTION

## 1. **PRE-EVALUATION** (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statutes, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

## 2. **CHECK-IN MEETINGS** (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

## 3. **GATHER INFORMATION** (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

## 4. **EVALUATION RESULTS** (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

## 5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

### HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." ([ODE Teacher and Administrator Evaluation and Support Systems Frequently Asked Questions](#), Revised August 2018, Question #8.)

## **PERTINENT OREGON REVISED STATUTES (ORS) AND OREGON ADMINISTRATIVE RULES (OAR)**

### **ORS 192.660 Executive sessions permitted on certain matters; procedures; news media representatives' attendance; limits.**

- (1) ORS 192.610 to 192.690 do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 to 192.690 for holding the executive session.
- (2) The governing body of a public body may hold an executive session: ...
  - (i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing...
- (8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs.

### **OAR 199-040-0020 Permitted Topics for Executive Session**

- (3) Compensation, including salaries and benefits, must not be discussed or negotiated during an executive session under ORS 192.660(2)(a), (b) or (i).

### **ORS 342.513 Renewal or nonrenewal of contracts for the following year.**

- (1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in ORS 342.815 (Definitions for ORS 342.805 to 342.937). In case the district school board does not renew the contract, the material reason therefore shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator.
- (2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

**ORS 342.120(1)** "Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

## OREGON SCHOOL BOARDS ASSOCIATION SELECTED SAMPLE POLICY CBG

Adopted:

### EVALUATION OF THE SUPERINTENDENT

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

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

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

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

END OF POLICY

### LEGAL REFERENCE(S):

ORS 192.660(2), (8)

ORS 332.107

ORS 332.505

ORS 342.513

ORS 342.815

OAR 581-022-2405

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

**(There are no OSBA-recommended Administrative Regulations (ARs) associated with this policy. If your district has an AR for this policy, we recommend you delete it.)**

## POST-EVALUATION TASKS

As soon as one evaluation cycle is complete, a new one begins. It is important that the momentum from the previous cycle be maintained and that a new cycle with standards, goals and expectations begins immediately.

Based on the outcomes of the previous year's goals, as well as current and future district initiatives, the superintendent should draft goals for the next evaluation period, which the board should consider, discuss, potentially amend, and then formally adopt. This must be done in open session. These goals should be measurable and should reflect the superintendent's role in the overall vision and/or goals of the district.

The board should ensure that the standards, process, components and timeline that the board adopts are consistent with evaluation language in the superintendent's contract. This should be done prior to adopting the process and tool for the new cycle.

The board should also adopt the standards to measure the superintendent's performance, the timeline of the new evaluation cycle and determine whether a targeted feedback survey will be conducted as part of the evaluation cycle.

A critical element of the evaluation cycle is scheduling designated evaluative check-ins between the board and superintendent, which may take place in executive session if they meet legal criteria. This allows the conversation to occur candidly. These are more than just updates at board meetings; these check-ins are meant to focus specifically on the superintendent's performance throughout the year, reflecting progress on goals, performance against standards and any specific concerns the board may have.

An overall performance evaluation should never be a surprise to a superintendent or the board; evaluative check-ins throughout the year allow the superintendent to understand the board's perspective on the superintendent's performance, make any course corrections necessary, and ask for support where needed. We recommend that these check-ins occur quarterly and be embedded in the evaluation timeline adopted by the board.

# TIMELINE

MAR.	APR.	MAY	JUNE	JULY	AUG.	SEPT.	OCT.	NOV.	DEC.
	JAN.	FEB.	MAR.		APR.				

## PRE-EVALUATION

Adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4.

## CHECK-IN MEETINGS

We recommend that these occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress. This also includes a final check-in in which the superintendent can present their self-evaluation. These are generally done in executive session. This correlates to Part 3.

## GATHER INFORMATION

Board members rank the superintendent on Parts 1 and 2. If the board chose to have additional stakeholders fill out surveys or provide information, now is the time to conduct those surveys.

## EVALUATION RESULTS

# APPENDICES

## APPENDIX A

### PART 1

## EVALUATION COMPONENT PERFORMANCE STANDARDS

### INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

### SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

#### KEY:

**4 = ACCOMPLISHED PERFORMANCE**

Performance in this area is routinely outstanding and acts as a model for others.

**3 = EFFECTIVE PERFORMANCE**

Performance in this area consistently meets the standard.

**2 = DEVELOPING**

Performance occasionally meets the standard but is not yet consistent.

**1 = INEFFECTIVE**

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

## STANDARD 1

# VISIONARY DISTRICT LEADERSHIP

### DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING



COMMENTS

## STANDARD 2

# ETHICS AND PROFESSIONAL NORMS

### DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING



COMMENTS

## STANDARD 3

# INCLUSIVE DISTRICT CULTURE

### DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING



COMMENTS

## STANDARD 4

# CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

### DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING

4

3

2

1

N/A

COMMENTS

## STANDARD 5

# COMMUNICATION AND COMMUNITY RELATIONS

### DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING

4

3

2

1

N/A

COMMENTS

## STANDARD 6

# EFFECTIVE ORGANIZATIONAL MANAGEMENT

### DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING

4

3

2

1

N/A

COMMENTS

## STANDARD 7

# EFFECTIVE FINANCIAL MANAGEMENT

### DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING



COMMENTS

## STANDARD 8

# POLICY, GOVERNANCE AND ADVOCACY

### DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING 

COMMENTS

# APPENDIX B

## PART 2

### EVALUATION COMPONENT GOALS

#### INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**

# SAMPLE GOAL STATEMENT 1:

---

## PERFORMANCE INDICATORS:

*(Insert indicators of success here)*

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5

**SUMMARY RATING — GOAL 1:** *(check one)*  4  3  2  1  N/A

## COMMENTS:

# APPENDIX C

## PART 3

### EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent’s day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

#### STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"><li>• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.</li><li>• Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision.</li><li>• Implements the district’s continuous improvement plan and communicates its progress.</li></ul>	<ul style="list-style-type: none"><li>• Evidence of how you have constructed and enacted an equity vision and mission across the district and community:<ul style="list-style-type: none"><li>· Newspaper, school banners, website, photo, or other media</li><li>· Actions communicating clear and coherent vision: newsletter, professional development, etc.</li><li>· Meetings or presentations to collaborate and implement vision, mission, goals and plans</li></ul></li><li>• Models learning through attending professional development opportunities and applying knowledge (transparency)</li><li>• Presentation of at least one plan (e.g., CIP or SIA application)</li><li>• Resources are clearly aligned with the vision and strategic initiatives:<ul style="list-style-type: none"><li>· Budget examples of how funds support the vision/strategic initiatives</li><li>· Staffing patterns that reflect where there is an identified need</li><li>· Data support goals that are aligned to student learning and growth</li></ul></li><li>• Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans</li></ul>

## STANDARD 2: ETHICS AND PROFESSIONAL NORMS

### DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

### ARTIFACTS

- Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices
- Evidence of ability to confront conflict and build consensus
- Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation
- Reflective journals and evidence of adaptative behavior
- Equity and inclusion plan
- Agendas and/or minutes from meetings that demonstrate collaboration with external partners

## STANDARD 3: INCLUSIVE DISTRICT CULTURE

### DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

### ARTIFACTS

- Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)
- Diversity training/awareness plan; evidence of an equity lens and implementation of the plan
- Sections in employee handbooks that demonstrate an inclusive district culture
- External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)
- Evidence that all student needs are addressed equitably
- Response to staff or public concerns/issues (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)
- Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

## STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

### DESCRIPTORS

### ARTIFACTS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome date, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district's mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

## STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

### DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

### ARTIFACTS

- Evidence of participation in community/school events
- Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)
- Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports
- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)
- Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.
- Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities
- Memberships and participation with community organizations (e.g., PTA, city council, etc.)
- Participation in state, regional and national initiatives (documentation)
- Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)
- Response to public and/or stakeholder concerns/issues (documentation)
- Union collaboration (e.g., minutes, negotiations, grievances, etc.)
- Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.
- An internal or external communication plan
- Schedules of staff meetings, administrative council meetings, etc.

## STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

### DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contract effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

### ARTIFACTS

- Staff recruitment and retention plan (including demographics to match student and community population)
- Union collaboration (minutes, negotiations, grievances, etc.)
- Uses data from a variety of sources to inform labor trends, negotiations and bargaining
- Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.)
- Staff attendance and retention rates
- Development plans for improving the capacity of leadership at all levels
- Documentation of coaching for instruction, curriculum, assessment and inclusion
- Meaningful engagement of staff to improve cultural competency and equitable practice (documentation)
- Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

## STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

### DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

### ARTIFACTS

- District budget reflects priorities and expectations
- Economic vision that includes participation with community development groups/stakeholders
- Enrollment trend forecasts
- External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)
- Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.
- Grants received/applied for that are aligned with goals of the district, plans for sustainability
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Construction project(s) management, including timelines, budgets and implementation techniques
- Policies/procedures for management of funds and other resources to make progress or achieve district goals

## STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

### DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

### ARTIFACTS

- Administrative team meeting agendas
- Board and administrative goals
- Board meeting agendas
- Timeliness of board packets
- Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials
- Collaborative partners (documentation)
- Comprehensive District Improvement Plan
- External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)
- Onboarding plan for board members to understand roles and responsibilities
- Meaningful interpretive reports of student achievement data delivered in accessible language
- Notes from state officials
- Participation in state, regional, national initiatives (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- State Report Card data (including disaggregated data by sub-groups and groups of interest)
- Work with city council on city/school initiatives (documentation)
- Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

# APPENDIX D

## PART 4

### EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

---

#### STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent’s goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number or participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

# APPENDIX E

## PART 5

### SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.



**OREGON SCHOOL  
BOARDS ASSOCIATION**

1201 Court St NE, Ste 400 | Salem, OR 97301  
503-588-2800 or 800-578-6722  
[www.osba.org](http://www.osba.org) | [info@osba.org](mailto:info@osba.org)



**COALITION OF OREGON  
SCHOOL ADMINISTRATORS**

707 13th St SE, Suite 100 | Salem, OR 97301  
503-581-3141  
[www.cosa.k12.or.us](http://www.cosa.k12.or.us)

**Strategies and Actions (aligned with Lane ESD Strategic Plan Goals) for 2024-25**  
**Tony Scurto, Lane ESD Superintendent**

I. Continue to implement the use of Lane ESD's Equity Lens

[\(Goal #1\)](#)

Action

- A. Consistent application of the Equity Lens in Cabinet meetings and for executive decisions.
- B. Systematic incorporation of the Equity Lens at Board Meetings.

II. Engage in and provide Professional Development

[\(Goal #2 and #3\)](#)

Action

- A. Personal Professional Development
  - 1. Participate in CFEE (either June or July 2024)
  - 2. Participate in the Equity Community Consortium (ECC)
    - a. Leaders Group
    - b. Share best practices happening in our region with our agency.
- B. All Staff Professional Development
  - 1. By the end of July 2024, all Cabinet members will have completed CFEE training.
  - 2. Working with Cabinet, continue to implement equity professional development
    - a. Use WestEd's *Engaging Equity* modules as the base.
    - b. Consider differentiating PD among departments.
  - 3. Seek advice on Equity training from the Lane Equity Advisory Committee (Lane EAC).

III. Support Component School District Leadership

[\(Goal #2, #4 and #5\)](#)

Action

- A. Convene monthly Lane County Superintendent Council meetings
- B. Work with component district leadership to incorporate Lane ESD programs into their schools and curriculum.
- C. With input from all 16 Lane County School Districts, create and implement the Local Service Plan.
- D. Convene weekly virtual check-ins for Superintendents to have networking opportunities.
- E. Visit all 16 Lane County School Districts at least once per school year.
- F. Visit (or have designee) visit all 16 Lane County School Board meetings at least once per school year.
- G. Respond in a timely manner to questions, concerns, requests from our component school district leaders.

IV. Develop a Communication Plan

[\(Goal #2, #3, #5\)](#)

Action

- A. Contract communication consultant services
  - 1. Internal Communications—monthly newsletter similar to the Flash sent to all Lane ESD staff.
  - 2. External Communications—quarterly newsletter sent to all Lane ESD education and community partners
- B. Create a system for collecting items, events from various Lane ESD programs

V. Create the 2025-27 Local Service Plan

[\(Incorporating all Goals\)](#)

Action

- A. Include School Improvement leaders and specialists in the planning process.
- B. Use components districts' IGA plans as guidance.
- C. Work toward a simplified summary of the plan to share with district staff, boards and the community.



# BOARD SELF-EVALUATION

OREGON BOARD STANDARDS FOR GOVERNANCE



LEADERSHIP TO LIFT OUR PROMISE OF GRADUATION



**Oregon School Boards Association**

1201 Court St NE, Ste 400  
Salem, OR 97301  
503-588-2800 or 800-578-6722  
Fax: 503-588-2813

**[www.osba.org](http://www.osba.org)**  
[info@osba.org](mailto:info@osba.org)

rev 6/2017

# INTRODUCTION

## SCHOOL BOARD SELF-EVALUATION

### WHY EVALUATE?

The culture of an organization is set at the top, and it is no different for school and educational organizations. School boards must be strong, effective leaders to meet the challenges faced by public education today. School board members direct the affairs of the district by setting goals, developing policy, communicating and evaluating, all with a focus on the achievement and best interests of all students in the district. Self-assessment by the board provides valuable information, discussion and communication.

### SELF-EVALUATION BY THE BOARD:

- Holds the board accountable to itself, the staff and the community.
- Allows for reflection by board members on their individual and collective behavior and performance.
- Fosters open communication.
- Improves decision-making by enhancing a common understanding of philosophies and goals.
- Resolves differences of opinion and challenges assumptions.
- Provides insight into how and why decisions are reached.
- Allows new board members an opportunity to understand board processes.
- Identifies strengths and weaknesses of individual board member performance and that of the board as a whole.
- Holds the board accountable in its role as representative of the public.
- Provides a starting point for effective goal setting and long-range planning.

Board self-evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for the school system and community. Commitment to quality, excellence, continuous learning and local control of the educational system is demonstrated when boards lead by example.

Oregon School Boards Association’s Board Self-Evaluation document is designed to provide both a clear objective system for board evaluation and flexibility. Part 1 of the evaluation follows a set of performance standards focused on the roles, responsibilities and work of the board. Part 2 focuses on the board’s performance in supporting the achievement of district goals.

Part 1 and Part 2 mirror the first two parts of the OSBA superintendent evaluation document and are intended to be used together, the board first undergoing a self-evaluation and then performing the superintendent evaluation. The board evaluation, unlike the superintendent evaluation, does not include a Part 3: 360-degree evaluation. This is because board members are subject to recall and undergo an election every four years. That election serves as a de facto 360-degree evaluation. For boards that would like to survey the community regarding their performance, the questions in Part 1 and Part 2 of the board self-evaluation can be put to administrators, staff and community members and will serve well as a 360-degree evaluation.

# BOARD SELF-EVALUATION FORMS

## PART 1: PERFORMANCE STANDARDS

### Instructions

1. Attached are the forms to be completed by each board member rating each of the eleven performance standards. A separate page is provided for each performance standard. Each board member should rate all eleven of the performance standards.
2. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion of the results of the evaluation.
4. Each board member's forms should be returned to the consultant, board chair or designated board member for compilation. Your board may also have chosen to fill it out online for electronic compilation.
5. The board will meet to discuss the results and future steps to improve or build upon the prior year's results.

# STANDARD 1

## LEADERSHIP: MISSION, VISION AND GOALS

The board of education periodically reviews the district's vision and mission statements, and annually adopts board and district goals which support the district vision and mission.

### Indicators:

- The board, along with the superintendent, has reviewed and re-adopted the written district vision and mission statements in a three-year cycle.
- Board members can clearly articulate the vision, mission and goals of the district.
- Annually the board, with the superintendent's input and collaboration, has reviewed, rewritten and adopted the board and district goals.
- The board has adopted objectives, activities and a calendar to monitor action plans on agreed-upon goals, including periodic superintendent updates as part of regular board meetings.
- The board has delegated to the superintendent the authority to administer and evaluate the adopted action plans.
- The board and superintendent have mutually agreed which goals and expected performance indicators will be included in the superintendent's formal evaluation.
- The superintendent's evaluation instrument for the current year has been developed and adopted by the board.

### Board performance for this standard:

#### 0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### 1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### 2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### 3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### 4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:

# STANDARD 2

## POLICY AND GOVERNANCE

The board establishes and follows local policies, procedures and good governing practices.

### Indicators:

- The board has established, adopted and revised policies so that they are clear, up to date and in compliance with state and federal laws and rules.
- The board requests the superintendent's recommendation on all proposed policies.
- The board provides opportunities for public and staff review of proposed policies before they are given to the board for final action.
- A procedure is in place for established policies to be reviewed on a regular basis.
- The board follows its own policies regarding board operations.
- The board delegates all decisions regarding district operations, personnel management and procedures to the superintendent.
- The board sets annual goals and keeps those goals at the forefront of all board and district decisions throughout the year.

### Board performance for this standard:

#### 0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### 1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### 2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### 3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### 4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:

# STANDARD 3

## COMMUNITY RELATIONS

The board establishes and promotes effective two-way communication with parents, students, staff and community members.

### Indicators:

- The board and individual board members demonstrate respect and cooperation in their relationships with the community and staff.
- The board works with the superintendent to seek and receive input from citizens on matters relating to the school district using an agreed-upon process.
- The board communicates with the community using forums, groups, the media and/or other vehicles following agreed-upon procedures.

### Board performance for this standard:

#### 0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### 1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### 2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### 3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### 4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:

# STANDARD 4

## CULTURAL RESPONSIVENESS AND EDUCATIONAL EQUITY

The board develops and promotes understanding and awareness of cultural diversity and ensures fair and equitable policies, practices and educational opportunities for all members of the educational community.

### Indicators:

- Board outreach and community engagement activities accommodate cultural differences in values and communication.
- The board actively encourages and expects the superintendent to facilitate the participation of culturally diverse groups.
- The board has a process to review policies for cultural, racial and ethnic bias.
- Board members approach decision-making from multiple perspectives, asking questions regarding the impact of each decision on diverse cultures.
- District staff is representative of the community.

### Board performance for this standard:

#### 0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### 1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### 2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### 3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### 4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:

# STANDARD 5

## ACCOUNTABILITY AND PERFORMANCE MONITORING

The board constantly monitors progress towards district goals and compliance with written board policies using data as the basis for assessment.

### Indicators:

- The board models a culture of high expectations throughout the district.
- The board's priority and focus are on curriculum, student achievement and student success.
- The board appropriates resources based on student achievement priorities.
- The board supports reward, consequence and recognition systems to encourage high levels of staff and student achievement.
- Student results are measured against expectations set by district standards.
- The board and all stakeholders clearly understand, and are held accountable for, their roles and responsibilities in creating and supporting a culture of high expectations throughout the system.
- The board uses data to identify discrepancies between current and desired outcomes.
- The board identifies and addresses priority needs based on data analysis.
- The board communicates to the public how policy decisions are linked to student achievement data.

### Board performance for this standard:

#### 0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### 1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### 2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### 3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### 4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:

# STANDARD 6

## BOARD OPERATIONS: MEETINGS

Board meetings are effective, efficient, orderly and respectful. The board members focus on the policy and governance roles of the board.

### Indicators:

- The agenda is properly posted and developed according to board policy.
- Board members know how to add or change agenda items both before and during a meeting and do so in a clear, constructive manner that does not allow for surprises.
- The board agenda reflects the goals, policies and appropriate governance role of the board and is followed by the board.
- The board has procedures in place to allow for public input in a respectful manner.
- The chair runs an orderly meeting, with clear instructions and directions to the public as well as board members.
- The board discusses only those topics that the majority of board members wish to take up.
- Everyone in attendance can clearly hear board discussion.
- Board discussions are effective and result in clear decisions.
- Minutes properly record actions of the board and are maintained as required by the public records law.
- Board members respect the confidentiality of executive sessions.
- Board members do not surprise the administration or fellow board members at meetings.

### Board performance for this standard:

- 0 **UNACCEPTABLE**  
No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.
- 1 **NEEDS IMPROVEMENT**  
Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.
- 2 **GOOD**  
At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.
- 3 **EXCELLENT**  
Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.
- 4 **OUTSTANDING**  
All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:

# STANDARD 7

## BOARD OPERATIONS: BOARD MEMBER COMMUNICATIONS

Board members are all kept equally fully informed on matters of board business, and communicate with each other in a respectful and lawful manner.

### Indicators:

- Board members all receive the same information from the district office on matters of board business.
- Board members share information appropriately through the chair between meetings and do not surprise each other in public.
- Board members communicate with each other in a respectful manner.
- Board members respect the right of the public to observe discussion of board and district business by board members.
- All deliberation and discussion between board members is held at properly posted public meetings.

### Board performance for this standard:

#### 0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### 1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### 2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### 3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### 4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:

# **STANDARD 8**

## **BOARD OPERATIONS: BOARD-STAFF RELATIONS**

Board members are respectful of staff members in all communications and follow board-staff communication policy and procedures.

### **Indicators:**

- The board recognizes and protects the chain of command.
- The board works with the superintendent to provide a process, and the board follows that process, to receive input from the staff in decision-making on significant issues where staff input is appropriate.
- Board members treat staff members in a respectful manner at all times.

### **Board performance for this standard:**

#### **0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### **1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### **2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### **3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### **4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### **Comments:**

## **STANDARD 9**

# **BOARD OPERATIONS: BOARD-SUPERINTENDENT RELATIONS**

The board and superintendent have an established operating agreement, treat each other honestly and respectfully and communicate openly in a professional manner.

### **Indicators:**

- The board supports the school administration before critical groups and individuals in the community.
- The board reserves statements critical of the superintendent's actions, and evaluation of the superintendent, for executive sessions.
- Board members fully inform the superintendent of situations arising in the district that impact the district.
- Board members do not interfere in district operations, and fully delegate, and respect the delegations of, operational decisions to the superintendent and administration.
- Board members do not avoid difficult decisions when requested or required to take a position.

### **Board performance for this standard:**

#### **0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### **1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### **2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### **3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### **4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### **Comments:**

# STANDARD 10

## VALUES, ETHICS AND RESPONSIBILITY FOR SELF

The board, collectively and individually, takes full responsibility for board activity and behavior, the work it chooses to do and how it chooses to do the work.

### Indicators:

- The board polices its own members when they step outside of board policy and agreements.
- The board leads the district with clear goals, policies and expectations and does not expect others to interpret the board's intent.
- Board members do not participate in discussion or deliberation of those topics which may result in a decision that might bring them personal benefit or avoidance of a detriment.
- Board deliberations and actions are limited to board work, not staff work.
- Board members exercise their authority only as a whole board at properly posted meetings.

### Board performance for this standard:

#### 0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### 1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### 2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### 3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### 4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:

# STANDARD 11

## BOARD SYSTEMATIC IMPROVEMENT

The board participates in annual training and professional development, and at least annually participates as a team with the superintendent in a team-building retreat focused on assessment and goals.

### Indicators:

- Each board member participates in training and professional development available through OSBA conferences, conventions, workshops or online.
- The board annually evaluates its performance in fulfilling the board's duties and responsibilities, and its ability to work as a team.
- **The board and superintendent meet in a retreat environment to review:**
  - Progress made on, and revision of, action plans to accomplish the district's vision/philosophy/goals.
  - The strengths and improvements needed in the district.
  - Any compelling problem(s) or emerging issue(s).
  - Trends, opportunities and anticipated challenges in the school district.
  - Board leadership and educational philosophy and performance.
  - Board/superintendent operational agreements and evaluation documents.

### Board performance for this standard:

#### 0 UNACCEPTABLE

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

#### 1 NEEDS IMPROVEMENT

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

#### 2 GOOD

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

#### 3 EXCELLENT

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

#### 4 OUTSTANDING

All of the indicators for this standard have been completed. This is an area of model performance for the board.

### Comments:

# BOARD SELF-EVALUATION FORMS

## PART 2: GOALS

The board of directors has primary responsibility for setting district goals, providing the supports needed to meet the goals and monitoring the progress towards achieving them.

### Instructions

1. Attached are forms to be completed by each board member rating the board's performance in meeting the goals agreed to by the board at the beginning of the year. Each goal statement needs to be inserted into a separate form before the forms are distributed.
2. Each board member should rate the performance level for each goal.
3. The board will meet to discuss the results.

# GOAL STATEMENT 1:

---

## THE BOARD'S PERFORMANCE RATING:

*(circle one rating only for each goal)*

**0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

**1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

**2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

**3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

**4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

**Comments:**

## GOAL STATEMENT 2:

---

### THE BOARD'S PERFORMANCE RATING:

*(circle one rating only for each goal)*

**0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

**1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

**2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

**3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

**4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

**Comments:**

## GOAL STATEMENT 3:

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### THE BOARD'S PERFORMANCE RATING:

*(circle one rating only for each goal)*

**0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

**1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

**2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

**3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

**4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

**Comments:**

## GOAL STATEMENT 4:

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### THE BOARD'S PERFORMANCE RATING:

*(circle one rating only for each goal)*

**0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

**1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

**2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

**3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

**4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

**Comments:**

## GOAL STATEMENT 5:

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### THE BOARD'S PERFORMANCE RATING:

*(circle one rating only for each goal)*

**0 UNACCEPTABLE**

No indicators for this standard have been attempted and/or completed. The board needs intense focus on this standard.

**1 NEEDS IMPROVEMENT**

Few indicators for this standard have been attempted but none/very few have been completed. The board needs heavy focus on this standard.

**2 GOOD**

At least half of the indicators for this standard have been attempted and several have been completed. The board needs moderate focus on this standard.

**3 EXCELLENT**

Most of the indicators for this standard have been completed. The board needs to maintain performance on this standard.

**4 OUTSTANDING**

All of the indicators for this standard have been completed. This is an area of model performance for the board.

**Comments:**

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## CONTACT

**OREGON SCHOOL BOARDS ASSOCIATION**

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

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

FAX 503-588-2813

**OSBA.ORG**



**Lane ESD  
Licensed Administrative Staff  
Recommendations for 2024-25 Contract Extension**

Name	Position	Position Hire Date	Original Hire Date
<b>Probationary Year 1</b>			
<b>Probationary Year 1 to Probationary Year 2</b>			
Ahearn, Madeline	Administrator, Integrated Guidance SSA	1/25/2023	7/11/2017
Case, Eirka	Supervisor, Teacher Pathways/WREN	8/14/2023	
Izzard, Sara	Program Supervisor, Special Education	7/24/2023	
Norris, Jarrod	Program Supervisor, Special Education	7/24/2023	
<b>Probationary Year 2 to Probationary Year 3</b>			
Butler, Savannah	Program Supervisor, Special Education	7/25/2022	
Ross, Cassadie	Executive Director, School Improvement	7/1/2022	8/6/2018
<b>Probationary Year 3 to Non- Probationary</b>			
<b>Non-Probationary</b>			
Galaxy, Annie	Program Supervisor, Special Education	8/5/2019	7/7/2014
Harrison, Chad	Program Supervisor, Special Education	8/8/2016	8/22/2007
Radabaugh, Justin	Program Supervisor, Special Education	8/6/2018	8/15/2016
Quintero-Arias, Ana	Executive Director, School Improvement	9/18/2018	

**Lane ESD  
Licensed Staff  
Recommendations for 2024-25 Contract Extension**

Name	Position	Hire Date
<b>Probationary Year 1 to Probationary Year 2</b>		
Aquino, Jeella	Teacher, Lane School	10/5/2023
Cates, Paula	Specialist, English Language Development	8/21/2023
Hocker, Krista	Specialist, Math Education	3/13/2023
Irish-Jones, Ellie	Teacher Consultant	8/28/2023
Pringle, Jordon	Speech/Language Pathologist	8/28/2023
Schoenecker, Rachel	Teacher, Life Skills	11/9/2023
Schwartz, Ariana	Specialist, CTE Regional Coordinator	9/21/2023
Suchman-Mcquain, Lisa	Teacher Consultant	8/28/2023
Umali, Jake	Teacher, Life Skills	10/5/2023
Weilert, Amber	Teacher, Life Skills	8/28/2023
White, Mary	Speech/Language Pathologist	8/28/2023
<b>Probationary Year 2 to Probationary Year 3</b>		
Ashton, Janae	Teacher, Life Skills	10/18/2022
Baker, Marley	Teacher, Life Skills	8/29/2022
Bronson, Kaleigh	Specialist, School Safety and Prevention	8/29/2022
Bukovsky-Reyes, Mellie	Specialist, Continuous Improvement & Design	11/30/2022
Burkholder, Alia	Teacher, Life Skills	8/29/2022
Dummer, Meyana	Teacher, Life Skills	8/29/2022
Gellon, Gabriel	Specialist, STEM Education	8/10/2022
Harrington, Cortney	Teacher, Life Skills	8/29/2022
Howard, Stacy	Teacher Consultant	8/29/2022
Kaschke, Lynnette	Teacher Consultant	8/29/2022
Kounovsky, Lee	Specialist, CTE	8/1/2022
Lasley, Justin	Teacher, At-Large	10/31/2022
Orser, Karen	Teacher, Deaf/Hard of Hearing	7/5/2022
Raterman, Paige	Teacher, Life Skills	8/30/2022
Springer, Shareen	Specialist, Youth Voice and Engagement	5/9/2022
Weiser-Nieto, Roshelle	Specialist, Social Emotional Learning	6/27/2022
Wilson, Wayne	Teacher, Life Skills	8/29/2022
<b>Probationary Year 3 to Non-Probationary</b>		
Butler, Lucilla	Teacher, Life Skills	8/30/2021
Dunbar, Leah	Specialist, Language Arts/Social Studies	3/29/2021
Gallo, Daniel	Specialist, Social and Emotional Learning	7/1/2021
Harris, Brooke	Teacher Consultant	8/30/2021
Hayward-Ellis, Erin	Specialist, Continuous Improvement Design/Implementation	2/8/2021
Klein, Kate	Specialist, Continuous Improvement Design/Implementation	11/15/2021
Nestler, Alyssa	Specialist, Continuous Improvement Design/Implementation	2/15/2021
<b>Non-Probationary</b>		
Aitken, Linden	Teacher, Lane School	8/28/2015
Baravilala, Jesse	Teacher, Lane School	3/9/2006
Bonnet, Marjorie		8/22/2014
Boudreaux, Lory	Teacher Consultant	8/27/2019
Braithwaite, Allison	Teacher, Life Skills	9/1/2020
Carson, Teresa	Speech/Language Pathologist	8/31/2004
Conable, Rene	Teacher, Life Skills	8/28/2015

Non-Probationary (con't)		
Coon, Rebecca	Teacher, Life Skills	1/6/2020
Corce, Heidi	Teacher, Deaf/Hard of Hearing	8/22/2014
Dawson, Dustin	Specialist, STEM Education	8/12/2019
Diaz, Amanda	Speech/Language Pathologist	8/28/2015
Duvall, Tamara	Teacher Consultant	8/28/2002
Ellis, Shelly	Teacher, Life Skills	8/25/2017
Fox, Margaret	Teacher, Lane School	8/27/2018
Gault, Kristin	Teacher, Visually Impaired	7/25/2014
George, Jessica	Teacher Consultant	8/28/2015
Gibbons, Rachel	Teacher Consultant	8/28/2015
Goth, Roger	Teacher, Deaf/Hard of Hearing	8/22/2014
Johnson, Cynthia	Teacher, Life Skills	8/26/2016
Johnson, Julia	Teacher, Visually Impaired	7/21/2014
Jungjohann, Ian	Teacher, Life Skills	8/27/2019
Larsen, Angela	Teacher Consultant	12/12/2018
Lasseigne, Debbe	Teacher Consultant	8/29/2016
Linebaugh, Trent	Teacher, State Hospital	5/4/2015
Mansfield, Sara	Speech/Language Pathologist	8/23/2006
Mansfield, Tracy	Speech/Language Pathologist	8/23/2006
McCormack, Catherine	School Psychologist	8/27/1997
McLeod, Timothy	Teacher, Visually Impaired	8/22/2014
Minkler, Barbara	Teacher, Visually Impaired	8/22/2014
Moore, Amy	Teacher Consultant	8/22/2005
Moore, Rachel	Speech/Language Pathologist	9/1/2020
Moser, Erin	Teacher, Lane School	8/23/2013
Ramsing-Nissen, Annin	Teacher, Life Skills	8/27/2019
Roberts, Patsy	Teacher Consultant	10/24/2017
Robison, Tricia	Teacher, SERBU	8/24/2018
Rush, Stuart	Teacher, Lane School	8/26/2016
Shea, Anna	Teacher Consultant	8/28/2015
Smith, Tristen	Teacher Consultant	8/24/2012
Taraka, Monica	Teacher, At Large	1/6/2020
Terwilliger, Arin	Teacher, At Large	7/6/2015
Trim, Aimee	Teacher, Life Skills	9/1/2020
Vaughan, Julie	Teacher, Life Skills	8/31/2004
Vogel, Shareen	Specialist, Career and Technical Education	7/16/2018
Warnick-Hesse, Stacy	Speech Language Pathologist	8/26/2019
Weigand, Carol	Speech/Language Pathologist	8/27/2010
White, Erin	Teacher Consultant	8/27/2018
Willow, Stephan	Teacher, SERBU	4/11/2002
Wynne, Teagan	Teacher, Life Skills	8/28/2015

# HUMAN RESOURCES REPORT TO LANE ESD BOARD

February 29, 2024

## MANAGEMENT STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>				
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Mathisen, Susan	Executive Director, Special Education	2/29/2024	Retirement
<i>Change of Status</i>				

## CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>				
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

## LICENSED STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>				
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				

## PROFESSIONAL STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>				
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>				



LANE EDUCATION SERVICE DISTRICT

1200 Highway 99 North  
Eugene, OR 97402

541.461.8200  
541.461.8298 [Fax]

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

EQUITY    COMMITMENT    LEADERSHIP    COLLABORATION    INTEGRITY

Prepared for: Lane ESD Board of Directors  
Prepared by: Olivia Meyers Buch, Executive Director of Business Services  
Meeting Date: March 5, 2024

**January 2024 Financial Report (Unaudited)**

The Financial Report for the General Fund for the period ending January 31, 2024 follows this report. Year-to-date operating revenues through January 31, 2024 total \$19.7 million or 70.1% of total budgeted operating revenues as compared to \$18.8 million or 71.1% through January 31, 2023. As usual, state school fund formula revenue (state school fund - general support and property taxes levied by district) constitutes the majority of funds received at this point in the year.

Total resources of \$31.25 million are projected to be \$0.02 million more than budgeted, primarily due to an increase in state school funding offset by reduced revenue from services provided to districts due to the actual number of Life Skills slots being less than anticipated.

Year-to-date operating expenditures through January 31, 2024 total \$10.8 million or 44.9% of total budgeted operating expenditures as compared to \$10.8 million or 47.1% through January 31, 2023.

Total operating expenditures are projected to be \$0.33 million less than budgeted, primarily due to savings as a result of implementing a new opt out incentive that has resulted in lower health insurance premium costs.

Projected resources and requirements through January 31, 2024 result in an ending fund balance of \$2.82 million, with \$1.13 million assigned (reserved) for districts. The remaining ending fund balance of \$1.70 million is unassigned and represents 6.1% of projected operating revenues. The projected unassigned ending fund balance reflects a decrease, or operating deficit, of \$0.39 million.

Please contact me with questions or if you would like any additional information.

**Lane Education Service District  
General Fund Financial Report (Unaudited)  
For the Period Ending January 31, 2024**

	Fiscal Year 2022-23					Fiscal Year 2023-24					
	Final Budget	Actuals thru 1/31	% of Budget	Actuals thru 6/30	% of Budget	Adopted Budget	Actuals thru 1/31	% of Budget	Projected thru 6/30	% of Budget	Budget Variance
<b>RESOURCES</b>											
State School Fund Formula Revenue											
State School Fund - General Support	\$ 15,425,800	\$ 10,262,010	66.5%	\$ 15,420,256	100.0%	\$ 15,532,800	\$ 10,777,573	69.4%	\$ 16,139,084	103.9%	\$ 606,284 <sup>(1)</sup>
Property Taxes Levied by District	8,393,000	7,912,806	94.3%	8,419,024	100.3%	8,688,000	8,181,599	94.2%	8,731,277	100.5%	43,277
Other Local Revenues	77,200	23,090	29.9%	118,881	154.0%	66,200	28,926	43.7%	87,618	132.4%	21,418
Services Provided to Districts	1,398,800	-	0.0%	1,376,808	98.4%	2,550,400	13,360	0.5%	1,729,886	67.8%	(820,514) <sup>(2)</sup>
Fees Charged to Grants	630,000	205,583	32.6%	940,066	149.2%	670,000	248,784	37.1%	670,000	100.0%	-
Other Revenues	565,000	427,381	75.6%	561,641	99.4%	577,700	440,688	76.3%	647,196	112.0%	69,496
<b>Total Operating Revenues</b>	<b>\$ 26,489,800</b>	<b>\$ 18,830,869</b>	<b>71.1%</b>	<b>\$ 26,836,675</b>	<b>101.3%</b>	<b>\$ 28,085,100</b>	<b>\$ 19,690,931</b>	<b>70.1%</b>	<b>\$ 28,005,061</b>	<b>99.7%</b>	<b>\$ (80,039)</b>
Beginning Fund Balance (District Reserves)	1,129,000	1,080,566	95.7%	1,080,566	95.7%	921,200	1,165,894	126.6%	1,165,894	126.6%	244,694
Beginning Fund Balance	3,401,000	3,316,093	97.5%	3,316,093	97.5%	2,050,000	2,080,746	101.5%	2,080,746	101.5%	30,746
<b>TOTAL RESOURCES</b>	<b>\$ 31,019,800</b>	<b>\$ 23,227,528</b>	<b>74.9%</b>	<b>\$ 31,233,335</b>	<b>100.7%</b>	<b>\$ 31,056,300</b>	<b>\$ 22,937,571</b>	<b>73.9%</b>	<b>\$ 31,251,701</b>	<b>100.6%</b>	<b>\$ 195,401</b>
<b>REQUIREMENTS</b>											
Salaries	\$ 9,384,434	\$ 4,489,871	47.8%	\$ 9,141,836	97.4%	\$ 10,981,147	\$ 5,341,852	48.6%	\$ 11,229,924	102.3%	\$ 248,777
Associated Payroll Costs	6,409,373	2,786,228	43.5%	5,738,735	89.5%	7,372,687	3,160,321	42.9%	6,779,523	92.0%	(593,164) <sup>(3)</sup>
Purchased Services	6,612,088	2,953,058	44.7%	6,815,071	103.1%	5,140,697	1,751,110	34.1%	5,114,793	99.5%	(25,904)
Supplies and Materials	419,400	411,727	98.2%	763,976	182.2%	446,550	390,548	87.5%	485,744	108.8%	39,194
Other Objects	215,700	205,512	95.3%	312,523	144.9%	230,100	205,327	89.2%	230,114	100.0%	14
<b>Total Operating Expenditures</b>	<b>\$ 23,040,996</b>	<b>\$ 10,846,397</b>	<b>47.1%</b>	<b>\$ 22,772,140</b>	<b>98.8%</b>	<b>\$ 24,171,181</b>	<b>\$ 10,849,158</b>	<b>44.9%</b>	<b>\$ 23,840,098</b>	<b>98.6%</b>	<b>\$ (331,083)</b>
Transfers											
Interfund Transfers	459,000	429,000	93.5%	459,000	100.0%	459,000	429,000	93.5%	459,000	100.0%	-
Transits to Districts	4,917,153	631,667	12.8%	4,755,555	96.7%	3,410,163	882,847	25.9%	4,127,985	121.0%	717,822
Other Uses of Funds											
Planned Reserve (District Reserves)	1,427,538	-	0.0%	-	0.0%	965,956	-	0.0%	-	0.0%	(965,956)
Planned Reserve	575,113	-	0.0%	-	0.0%	1,450,000	-	0.0%	-	0.0%	(1,450,000)
Reserved for Next Year	600,000	-	0.0%	-	0.0%	600,000	-	0.0%	-	0.0%	(600,000)
<b>TOTAL REQUIREMENTS</b>	<b>\$ 31,019,800</b>	<b>\$ 11,907,064</b>	<b>38.4%</b>	<b>\$ 27,986,695</b>	<b>90.2%</b>	<b>\$ 31,056,300</b>	<b>\$ 12,161,005</b>	<b>39.2%</b>	<b>\$ 28,427,083</b>	<b>91.5%</b>	<b>\$ (2,629,217)</b>
<b>ENDING FUND BALANCE</b>	<b>-</b>	<b>\$ 11,320,464</b>		<b>\$ 3,246,640</b>		<b>-</b>	<b>\$ 10,776,565</b>		<b>\$ 2,824,618</b>		
Assigned for Districts				\$ 1,165,894					\$ 1,129,162		
Unassigned Fund Balance				\$ 2,080,746	7.8% *				\$ 1,695,456	6.1% *	
* Percent of Operating Revenues				\$ 3,246,640					\$ 2,824,618		

(1) Variance is due to an increase in the state school allocation from \$9.9 billion to \$10.2 billion.

(2) Variance is due to the actual number of Life Skills slots ordered by districts being less than anticipated.

(3) Variance is due to savings as a result of implementing a new opt out incentive that has resulted in lower health insurance premium costs.



February 11, 2024

Tony Scurto  
Superintendent  
Lane Education Service District  
1200 Hwy 99 N  
Eugene, OR 97402

**Re: Grant no. 120953**

Dear Tony:

I am pleased to inform you that Meyer Memorial Trust (Meyer) has awarded a grant in the amount of \$50,000 (Grant) to Lane Education Service District (Grantee) for support of the Lane Regional Teacher Pathways Program (Grant Purpose).

The following terms and conditions will apply to the Grant:

1. Grantee shall use the Grant only for the Grant Purpose described above and shall repay to Meyer any part of the Grant that is used for any purpose other than described above unless Meyer provides prior written consent for such other use.
2. The Grant is to be spent between 02/01/2024 and 01/31/2025 (Grant Period).
3. Meyer plans to pay Grantee on the following schedule. Meyer may modify the payment schedule or amounts at its sole discretion.
  - \$50,000: February 2024
4. Grantee shall submit reports to Meyer by the report due dates listed below and in accordance with any Grant Reporting Guidelines that may be provided by Meyer.
  - Final report: March 15, 2025
5. Grantee represents and warrants that it is organized and operated for charitable, educational, scientific, literary, and/or religious purposes under Internal Revenue Code (IRC) Section 501(c)(3) and is classified as a public charity under IRC Section 509(a)(1), (2), or (3) (other than as a Type III non-functionally integrated supporting organization).
6. The Grant may not be used by Grantee to attempt to influence legislation or engage in lobbying, or carry on, directly or indirectly, any voter registration drive within the meaning of IRC Section 4945(d)(2).
7. The Grant is not earmarked for subgranting or transmittal to any other specific entity or person, even if the proposal or other correspondence expresses expenditure intentions. Grantee retains full discretion and control over the selection of any subgrantees, contractors or individuals to

carry out the Grant Purpose and responsibility for ensuring the Grant is used in accordance with the terms and conditions of this grant agreement.

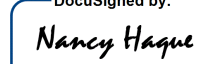
8. Meyer and Grantee acknowledge and agree that neither Meyer nor any "disqualified person" with respect to Meyer (within the meaning of IRC Section 4946(a)) directly or indirectly controls Grantee within the meaning of IRC Section 4942.
9. Any activities that Grantee engages in, including using the Grant funds, are Grantee's responsibility alone and Meyer does not assume any liability or responsibility for any of Grantee's actions.
10. Grantee must maintain records of the use of the Grant funds for four years after the end of the grant period and make them reasonably available to Meyer upon request.
11. If necessary, Meyer may require Grantee to return some or all of the Grant funds if it determines that Grantee's use of the Grant funds was or is not consistent with the terms of this letter or the requirements of IRC Section 501(c)(3).

This letter is a binding grant agreement and if Grantee accepts, deposits, or otherwise uses the Grant payment, that constitutes Grantee's valid acceptance of the Grant and all the terms and conditions in this letter.

Please contact Meyer at [grantops@mmt.org](mailto:grantops@mmt.org) or Violeta Alvarez with any comments or questions, or immediately if there are any changes in Grantee's legal or tax-exempt status, address, or other contact information, or if Grantee expects that any portion of the Grant will not be spent by the end of the Grant Period.

Meyer is grateful we are able to provide this support and wish you best of luck as you undertake your organization's important work.

Sincerely,

DocuSigned by:  
  
Nancy Haque

Director of Policy & Programs

Cc: Erika Case

## **OAESD LEGISLATIVE REPORT: March 4, 2024**

The last week of the 2024 Legislative Session begins today and twenty-two of OAESD's tracked bills are still alive. HB 4137 has passed both Houses and seven other bills are scheduled for Third Readings in the House or Senate this week.

OAESD Tracked Bills currently scheduled for Third Readings this week are:

**HB 4082:** Requires the department of Education to establish and administer the Summer Learning Grant Program. House Floor Tuesday (3/5/24)

**HB 4084:** Directs the Department of Education to establish and administer a pilot program for students who are foster children. House Floor (3/5/24)

**HB 4147:** Permits an education provider to have stop arm cameras on school buses for the purpose of recording persons who fail to stop for bus safety lights. Senate Floor Monday (3/4/24)

**HB 4151:** Directs the System of Care Advisory Council to establish a subcommittee on the youth behavioral health workforce. House Floor Tuesday (3/5/24)

**SB 1502:** Requires the governing bodies of school districts, ESDs, community college districts and public universities to live stream governing body meetings if technically possible and to post recordings of the meetings on their official public body websites or social media sites. Exempts school districts with a resident average daily membership of less than 50 students. House Floor Tuesday (3/5/24)

**SB 1532:** ODE directed to develop a Statewide Education plan for asylum seekers, refugees of other immigrants. Senate Floor Monday (3/4/24)

**SB 1558:** Makes an exception to abbreviated school day requirements for when a student voluntarily does not schedule a class for one or more class periods or for certain asynchronous instruction. Senate Floor Tuesday (3/5/24)

Two other OAESD Tracked Bills scheduled for hearings this week are:

**SB 1583:** Prohibits discrimination when selecting textbooks, instructional materials, program materials or library books that are used in the public schools of this state. House Rules Committee Tuesday (3/5/24)

**HB 1562:** Increases the cap on amounts held in the Oregon Rainy Day fund. House Revenue Committee Monday (3/4/24)

The \$30 million appropriation for 2024 Summer School Grants was disappointing in that it is less than the \$50 million we had supported and will result in serving fewer children this summer.

However, more importantly HB Bill 4082 also directs ODE to study and propose recommendations to develop an *Oregon 21<sup>st</sup> Century Community Learning Center Initiative* that shall address education disparities through increased summer and after-school learning opportunities in the future. The proposed recommendations shall:

- Ensure equitable access to programs for historically underserved incoming kindergarten students through outgoing grade 12 students.
- Identify funding mechanisms to ensure that high-quality learning and enrichment programs are provided during summer or after school.

- Streamline grant administration and reduce administrative burdens for grant applicants and recipients while also maintaining high levels of accountability.
- Propose quality and oversight standards for the provision of summer and after-school learning and enrichment programs.
- Propose options for outcomes and metrics to align programs across the goals of HB 4082.
- Identify incentives for school districts, **ESDs**, public charter schools, federally recognized Indian tribes, community-based organizations, and other providers of learning and enrichment programs to *build partnerships*, increase communication and align strategies for supporting children and students.
- Establish best practices for the design and administration of a state grant program, including timing, insurance, the application process and review, staff training, data collection and standards for reporting and communicating impact.

HB 4082 specifies that for the purpose of the proposed study the ODE shall consult with education stakeholders, including school districts, **ESDs**, public charter schools, federally recognized Indian tribes, community-based organizations and other providers of learning and enrichment programs.

The ODE shall submit a report on the study to the interim committees of the Legislative Assembly related to education no later than September 15, 2024.

In addition to the 2024 appropriation of \$30 million for 2024 Summer Learning Program Grants, HB 4082 appropriates \$417,039 for research and development of the Oregon 21<sup>st</sup> Century Community Learning Center Initiative.

Please call or contact me if you have any questions.

Ozzie Rose 503-931-4646 [ozzierose@comcast.net](mailto:ozzierose@comcast.net)

**OAESD**

Bill Number	Priority	Current Committee
<a href="#">HB 4030</a>	1	Rules (H)
Requires the Oregon Government Ethics Commission to study public meetings.		
<a href="#">HB 4055</a>	1	Revenue (H)
Increases the exempt amount and the filing threshold for purposes of the corporate activity tax.		
<a href="#">HB 4068</a>	1	Ways and Means (J)
Directs the Oregon Department of Administrative Services to prepare a tentative budget for the funding of the State School Fund.		
<a href="#">HB 4070</a>	1	Ways and Means (J)
Directs the Oregon Health Authority to modify the amounts of grants for school-based health centers for inflation.		
<a href="#">HB 4077</a>	1	Ways and Means (J)
Authorizes moneys in the High Cost Disabilities Account to be distributed to school districts that have a community impact that causes disproportionately high costs associated with the provision of special education and related services. Establishes the School Medicaid Technical Advisory Committee.		
<a href="#">HB 4078</a>	1	Ways and Means (J)
Directs the Department of Education to develop and implement a standardized method to be used by school districts and the department to electronically create, collect, use, maintain, disclose, transfer and access student data.		
<a href="#">HB 4079</a>	1	Revenue (H)
Removes the percentage cap on the amount of moneys that are distributed from the State School Fund to school districts for students eligible for special education as children with disabilities.		
<a href="#">HB 4082</a>	1	Ways and Means (J)
Requires the Department of Education to establish and administer the Summer Learning Grant program.		
<a href="#">HB 4084</a>	2	Ways and Means (J)
Directs the Department of Education to establish and administer a pilot program for students who are foster children.		
<a href="#">HB 4137</a>	1	
Directs the State Board of Education to adopt rules by which a student who has completed an International Baccalaureate program may satisfy certain requirements for a high school diploma in this state.		
<a href="#">HB 4147</a>	1	Education (S)
Permits an education provider to have stop arm cameras on school buses for the purpose of recording persons who fail to stop for bus safety lights.		
<a href="#">HB 4151</a>	1	Ways and Means (J)
Establishes the Task Force on Youth Behavioral Health Workforce.		
<a href="#">SB 1502</a>	1	Education (H)
Requires the governing bodies of school districts, education service districts, community college districts and public universities to live stream governing body meetings, if technically practicable, and to post the recordings of the meetings on their official public body websites or social media sites.		
<a href="#">SB 1532</a>	1	Ways and Means (J)
Directs the Department of Education to develop and implement a statewide education plan for students who are asylum seekers, refugees or any other immigrant.		
<a href="#">SB 1542</a>	1	Finance and Revenue (S)
Increases the exempt amount and filing threshold for purposes of the corporate activity tax.		

**OAESD Tracked Bills**  
**Report Date: February 26, 2024**

**OAESD**

Bill Number	Priority	Current Committee
<a href="#">SB 1551</a>	2	Ways and Means (J)
<p>Waives the requirement that an otherwise eligible Oregon Promise grant recipient must have completed high school within six months of enrolling in certain community college courses for those individuals who completed high school or its equivalent in 2020 or 2021 during a specified period.</p>		
<a href="#">SB 1552</a>	1	Ways and Means (J)
<p>Establishes a youth advisory council group.</p>		
<a href="#">SB 1558</a>	1	Education (H)
<p>Makes an exception to abbreviated school day requirements for when a student voluntarily does not schedule a class for one or more class periods or for certain asynchronous instruction.</p>		
<a href="#">SB 1562</a>	2	Finance and Revenue (S)
<p>Increases the maximum amount of the biennial transfer to the Oregon Rainy Day Fund.</p>		
<a href="#">SB 1565</a>	2	Ways and Means (J)
<p>The Act requires the DHS to pay parents to provide in-home care for minor children with disabilities.</p>		
<a href="#">SB 1583</a>	1	Rules (S)
<p>Prohibits discrimination when selecting textbooks, instructional materials, program materials or library books that are used in the public schools of this state.</p>		
<a href="#">SB 5701</a>	1	Ways and Means (J)
<p>Appropriates moneys from the General Fund to specified state agencies for biennial expenses.</p>		

## **OAESD LEGISLATIVE REPORT: February 26, 2024**

The Legislative Session nears the end and twenty-two of OAESD's tracked bills are still alive. Eighteen of those bills are in Rules, Revenue, or the Ways & Means Committee and will be alive until Sine Die.

**OAESD Tracked Bills currently scheduled for action this week are:**

**SB 1532:** ODE directed to develop a Statewide Education plan for asylum seekers, refugees of other immigrants. Ways & Means: Possible Work Session Monday (26<sup>th</sup>).

**HB 4079:** Removes the percentage cap on the amount of moneys that are distributed from the State School Fund to school districts for students eligible for special education as children with disabilities. House Revenue: Informational Meeting Monday (26<sup>th</sup>).

**HB 4147:** Permits an education provider to have stop arm cameras on school buses for the purpose of recording persons who fail to stop for bus safety lights. Senate Education: Possible Work Session Tuesday (27<sup>th</sup>).

**SB 1502:** Requires the governing bodies of school districts, ESDs, community college districts and public universities to live stream governing body meetings if technically possible and to post recordings of the meetings on their official public body websites or social media sites. Exempts school districts with a resident average daily membership of less than 50 students. House Education: Possible Work Session Wednesday (28<sup>th</sup>).

**SB 1558:** Makes an exception to abbreviated school day requirements for when a student voluntarily does not schedule a class for one or more class periods or for certain asynchronous instruction. House Education: Possible Work Session (28<sup>th</sup>).

**Three OAESD Tracked Bills have been sent to the Senter Floor with a "Do Pass" recommendation for this week:**

**HB 4137:** Directs the State Board of Education to adopt rules by which a student who has completed an International Baccalaureate program may satisfy certain requirements for a high school diploma in this state.

**SB 1562:** Increases the maximum amount of the biennial transfer to the Oregon Rainy Day Fund.

**SB 1583:** Prohibits discrimination when selecting textbooks, instructional materials, program materials or library books that are used in the public schools of this state.

**Thursday is the last day committees other than Rules, Revenue or Ways & Means can take action on Bills for this session. The attached list of OAESD tracked Bills identifies the current committee of each bill.**

**The EI/ECSE allocation of \$22,107,626 is in Section 2 of SB 5701. This is known as the Agency Adjustment Bill, and it will be one of the last Bills passed. It is 14 pages long and adjusts 96 budgets. The EI/ECSE amount is a firm number.**

**Some questions are being raised about the final number for summer learning programs, but we are hopeful that it will remain at the \$50m level.**

**Please call or contact me if you have any questions.**

**Ozzie Rose 503-931-4646 [ozzierose@comcast.net](mailto:ozzierose@comcast.net)**



# SB 1552A (2024) SUMMARY

## **Youth Advisory Group (Sections 1-8)**

Requires the Oregon Department of Education (ODE) to establish a work group (work group) to develop standards for selection of Youth Advisory Group members. Establishes work group membership requirements and responsibilities. Requires the work group to begin meeting by October 31, 2024, and complete its work by August 30, 2025. Establishes a Youth Advisory Group (group) and requires the Deputy Superintendent of Public Instruction to appoint members. Requires that a majority of members must be between the ages of 14 and 18 and include two individuals from each education service district. Establishes considerations for appointments. Requires ODE to provide staff support and support members. Requires adult members ensure that youth members have access to an adult mentor and an opportunity to provide peer support or be a youth mentor. Establishes duties and requires group to consider racial equity and justice when performing its duties. Requires group to meet at least six times each year. Appropriates an unspecified amount of General Fund to ODE for the Youth Advisory Group

**Background:** In the summer of 2020, the Coalition of Oregon School Administrators (COSA) invited students of color to share their experiences of racism in Oregon schools with district and school administrators. During the open Zoom meeting, an intruder disrupted the event, using a red digital marker to cross out the photos of the student presenters. After this event, COSA, along with REAP, Inc., the Oregon Association of Student Councils, and the Oregon Association of Secondary School Administrators worked to address the students' concerns. These organizations worked with students and educators to draft House Bill 3363 A in 2021, House Bill 4099 in 2022, and Senate Bill 421 in 2023, which would have established a Racial Equity and Justice Student Collaborative to help student leaders shape Oregon's education system, but neither bill was enacted. Senate Bill 1552 A establishes a youth advisory group in Oregon.

## **Student Information (Sections 9-10):**

Requires ODE to plan for the collection of course completion and grade data and include those plans in its budget request for the 2025-2027 biennium. Requires ODE to collaborate with Higher Education Coordinating Commission (HECC) to allow for information sharing in order to establish a direct admissions program. Allows State Board of Education to adopt related rules.

**Background:** Currently, school districts do not send course-level completion and grade data to the Oregon Department of Education (ODE), limiting the state's ability to understand where barriers to high school completion lie. Senate Bill 1552 A requires ODE to plan for collection of that data in the next biennium.

## **State Funding of Education (Sections 12-14):**

Directs the Legislative Policy and Research Director (LPRO) to conduct a study of the Quality Education Model and the state's system of financing public education from kindergarten through grade 12. Establishes parameters for the study. Allows LPRO to contract with a public, private, or nonprofit research entity for the study and directs LPRO to give preference to a research entity that has conducted similar studies for other states. Requires all agencies of state government to assist LPRO in conducting the study and furnish information to the extent permitted by law. Requires LPRO to submit report by January 31, 2025. Modifies state laws related to the Joint Public Education Appropriations Committee by allowing the committee and not the full legislature to determine whether or not the biennial report of the Quality Education Commission should not be used as the basis for carrying out the reporting requirements of section 8, Article VIII of the Oregon Constitution.

**Background:** During the 2023 legislative session, the Legislative Assembly appropriated \$10.2 billion to the State School Fund. Most of that money flows directly to school districts via the funding equalization formula, which assigns weighted membership numbers to each school district based on the characteristics of its students. In November 2023, teachers in Portland Public Schools went on strike during contract negotiations with the district. District and union leaders disagreed on the amount of funding available to the district for salaries and raises. After the resolution of the strike, Governor Kotek issued a statement that, in part, called for a review of Oregon's school funding methodology. Senate Bill 1552 A requires the Legislative Policy and Research Director to undertake that review and makes technical changes to the statutes governing the biennial Joint Public Education Appropriations Committee.

### **Funding for Youth Education Programs (Sections 20-27):**

Requires ODE to administer a Youth Corrections Education Program (YCEP) and a Juvenile Detention Education Program (JDEP) in order to provide youth in those programs with a quality education. Moves provisions in ORS 326.712 allowing the Superintendent of Public Instruction to contract with education service districts or school districts for provision of educational services to ORS 326.925. Establishes contract parameters. Requires ODE to consider enrollment, facility characteristics, population diversity, special education, and transition supports when determining contract amounts. Establishes the Juvenile Justice Education Fund (Fund). Requires ODE to use moneys in the Fund to pay contracts. Requires State Board to adopt related rules. Requires ODE to prepare a target funding level for the Fund, establishes requirements for the target funding level, and requires ODE to submit a report by August 31 of each even-numbered year explaining target funding level. Requires ODE to estimate the expected difference between the target funding level and the amount anticipated to be made available to the Fund. Allows ODE to transfer moneys from the Statewide Education Initiatives Account if necessary. Requires ODE to seek funding from the Legislative Assembly if shortfalls are identified. Adds YCEP and JDEP to the allowable uses for the Statewide Education Initiatives Account. Repeals ORS 326.700 and ORS 326.712. Establishes operative date of July 1, 2024.

**Background:** Oregon law establishes two educational programs for incarcerated youth: the Youth Corrections Education Program (YCEP) is responsible for students in the custody of the Oregon Youth Authority, and the Juvenile Detention Education Program (JDEP) is responsible for students in local detention facilities. Currently, these programs are funded via an average daily membership formula. However, due to declines over the last several decades in the number of incarcerated youth, this model of funding no longer provides sufficient resources for local sites to be able to staff their classrooms with adequate numbers of licensed educators. House Bill 3595 A (2023) would have required the Oregon Department of Education to establish a target funding amount for the YCEP and JDEP programs and allows the use of funds from the Statewide Education Initiatives Account to supplement funding from the State School Fund in order to meet that target. Senate Bill 1552 A reintroduces the new means of funding these programs, originally introduced in 2023.

### **Short-Acting Opioid Antagonist School Policies (Sections 29-30):**

Requires school districts to provide a statement to parents or legal guardians identifying which schools, if any, in the district will have short-acting opioid antagonists on site. Requires State Board of Education to adopt rules. Indemnifies school districts from liability for failure to provide access to short-acting opioid antagonists.

**Background:** House Bill 2395 (2023) enacted requirements for school district policies on short-acting opioid antagonists. This measure modifies those requirements. (Clarifies the intent of Naloxone in Schools.)

### **Educator Advancement Council (Section 31-32):**

Changes the definition of "educator" as it applies to the work of the Educator Advancement Council (EAC) to include unlicensed individuals who are in the process of becoming licensed as well as enrollees in educator preparation programs. Names the state agencies that must be parties to the intergovernmental agreement establishing the EAC. Allows mentorship grants awarded under ORS 329.805 during the 2023-2025 biennium to be awarded on a noncompetitive basis.

**Background:** . Senate Bill 1552 A modifies the populations served by EAC and the provisions related to the intergovernmental agreement.

### **Employment of Classified School Employees (Sections 46-47):**

Modifies the definition of "classified employee" in just cause statute to include only those unlicensed employees who are part of a collective bargaining unit.

**Background:** Amends 2023 bill (Senate Bill 283) that provided added just cause protections for all .classified staff.

### **Substitute Teacher Pay (Sections 48-49):**

Modifies the pay rates for substitute teachers to revert to pay rates that were in place prior to passage of SB 283 in 2023. Takes effect July 1, 2024 for the 2024-25 school year.

**Background:** Senate Bill 283 (2023) inadvertently changed the rate of pay for substitutes working a half-day. SB 1552A reverts to the language in place prior to the passage of SB 283.

### **Early Success Reading Initiative (Section 50):**

SB 1552 A repeals two sections of the ORS that refer to programs that were repealed in House Bill 3198 (2023)

# A-Engrossed Senate Bill 1552

Ordered by the Senate February 16  
Including Senate Amendments dated February 16

Printed pursuant to Senate Interim Rule 213.28 by order of the President of the Senate in conformance with pre-session filing rules, indicating neither advocacy nor opposition on the part of the President (at the request of Senate Interim Committee on Education for Senator Michael Dembrow)

## SUMMARY

The following summary is not prepared by the sponsors of the measure and is not a part of the body thereof subject to consideration by the Legislative Assembly. It is an editor's brief statement of the essential features of the measure. The statement includes a measure digest written in compliance with applicable readability standards.

Digest: Makes many changes to the education laws of this state. (Flesch Readability Score: 69.7). Establishes a youth advisory *[council]* **group**. Prescribes the membership and duties of the *[council]* **group**. Directs the Department of Education to establish a work group to develop standards for the *[council]* **group**.

Directs the department to *[collect]* **develop a plan for the collection of course-level completion and grade data for all public school students in grades 6 through 12.** *[Prescribes requirements related to the use of data, including making data available to the Higher Education Coordinating Commission for direct admissions.]*

**Directs the Higher Education Coordinating Commission to establish a direct admissions program for community colleges and public universities.**

Directs the Legislative and Policy Research *[Office]* **Director** to conduct a study on the Quality Education Model and the state's system of financing public education for kindergarten through grade 12.

Changes the entity that makes determinations related to the Oregon Opportunity Grant program to the commission. Requires that *[all changes to the program related to the calculation of grant amounts]* **the manner by which the commission determines the state share under the program** be done by rule.

Modifies calculations of funding for the Youth Corrections Education Program and the Juvenile Detention Education Program. Directs the department to establish a target funding level for programs. Authorizes the department to transfer moneys from the Statewide Education Initiatives Account for the purpose of meeting the target funding level.

Expands the authority of the commission to enter into contracts or agreements for Oregon's Open Educational Resources (OER) Program.

Clarifies the requirements for school district policies related to short-acting opioid antagonists.

Modifies the membership requirements of the Educator Advancement Council, the scope of duties of the council and the requirements of certain grants awarded by the council.

Directs the commission to convene a work group to conduct a study related to evidence-based corequisite student support models.

*[Directs the commission to establish and administer a pilot program related to applied baccalaureate degrees.]*

**Allows an applied baccalaureate degree program or Bachelor of Science: Nursing degree program to be eligible for funding from the Community College Support Fund.**

Clarifies the eligibility of part-time faculty members at a public institution of higher education to receive employee-only health care benefits.

Directs the commission to conduct a study related to the forestry workforce.

Exempts from public meetings laws meetings of certain subcommittees of the Transfer Council.

Allows a person, prior to beginning an education, a training or an apprenticeship program for an occupational or a professional license, to petition a licensing board, a commission or an agency for a determination as to whether a criminal conviction *[or qualifying juvenile adjudication]* will prevent the person from receiving the license.

**Specifies laws that are applicable to approved recovery schools.**

**Clarifies the applicability of just cause provisions to classified school employees.**

**Modifies payment requirements for substitute teachers.**

Repeals sections related to the repealed Early Success Reading Initiative.

*[Takes effect July 1, 2024.]*

**Declares an emergency, effective on passage.**

1 Relating to education; creating new provisions; amending ORS 171.857, 192.690, 326.695, 327.026,  
2 327.254, 332.544, 334.231, 336.680, 339.869, 341.013, 342.610, 342.940, 348.205, 348.250, 348.260,  
3 348.263, 348.520, 348.752, 350.075, 350.355 and 670.280; repealing ORS 326.700, 326.712, 329.832  
4 and 329.837; and declaring an emergency.

5 **Be It Enacted by the People of the State of Oregon:**

6  
7 **YOUTH ADVISORY GROUP**

8  
9 **SECTION 1.** (1) The Department of Education shall establish a work group to develop  
10 standards that are used to select the members of the youth advisory group established by  
11 section 4 of this 2024 Act.

12 (2) The work group shall consist of members selected by the Deputy Superintendent of  
13 Public Instruction in consultation with the Youth Development Division, the Oregon Health  
14 Authority and the Racial Justice Council.

15 (3) To the greatest extent practicable, the work group shall consist of:

16 (a) Youth representing tribal youth councils;

17 (b) Youth representing youth and student leadership organizations;

18 (c) Youth participating in alternative education pathways;

19 (d) Youth from immigrant and refugee communities;

20 (e) Individuals representing culturally and ethnically specific community-based organiza-  
21 tions, including organizations that assist immigrant and refugee communities;

22 (f) Individuals who are administrators, teachers and other school staff who support youth  
23 and student leadership in public schools, including education service districts, school dis-  
24 tricts, schools and youth reengagement programs;

25 (g) Youth who serve as advisors to the State Board of Education or serve on Department  
26 of Education work groups related to student success initiatives;

27 (h) Youth who serve on the Youth Development Council or who participate in Youth  
28 Development Division programs;

29 (i) Youth who serve on Oregon Health Authority work groups;

30 (j) Youth who serve on Racial Justice Council work groups; and

31 (k) Additional members identified and recommended by the work group.

32 (4) Members of the work group selected as provided by subsection (3) of this section must  
33 consist of individuals who:

34 (a) Have lived experiences with, or a demonstrated understanding of, issues facing per-  
35 sons who are from racial or ethnic communities that historically have been, or currently are,  
36 underrepresented or underserved, including communities for which a statewide education  
37 plan has been developed and implemented;

38 (b) Have lived experiences with, or a demonstrated understanding of, issues facing per-  
39 sons who identify as lesbian, gay, bisexual, transgender, queer, two-spirit, intersex, asexual,  
40 nonbinary or another minority gender identity or sexual orientation;

41 (c) Are English language learners;

42 (d) Are identifiable as being a child with a disability, as defined in ORS 343.035;

43 (e) Are navigating poverty;

44 (f) Are a foster child or have a parent involved in the criminal justice system; or

45 (g) Have experienced disproportionate results in education due to historical practices, as

1 identified by the State Board of Education by rule.

2 (5) Youth members of the work group selected as provided by subsection (3) of this sec-  
3 tion must be between the ages of 14 and 18 years during their term of service on the work  
4 group.

5 (6) The work group shall:

6 (a) Develop a process for individuals to apply to become a member of the youth advisory  
7 group, based on considerations of equity.

8 (b) Develop and implement a youth outreach and recruitment plan for connecting with  
9 prospective members of the youth advisory group.

10 (c) Review applications of prospective members of the youth advisory group and recom-  
11 mend to the Deputy Superintendent of Public Instruction prospective members of the youth  
12 advisory group.

13 (d) Develop the orientation for members of the youth advisory group.

14 (e) Work to reduce bias and remove barriers related to becoming a member of the youth  
15 advisory group and to support members of the youth advisory group.

16 (f) Identify mentors for youth members of the youth advisory group.

17 **SECTION 2.** The work group established by section 1 of this 2024 Act must first meet no  
18 later than October 31, 2024.

19 **SECTION 3.** Section 1 of this 2024 Act is repealed on August 30, 2025.

20 **SECTION 4.** (1) A youth advisory group is established for the purposes of this section.

21 (2)(a) The Deputy Superintendent of Public Instruction, in consultation with the work  
22 group established by section 1 of this 2024 Act, shall select members of the youth advisory  
23 group as provided by this subsection. The term of office of each member is one year.

24 (b) The majority of the members of the youth advisory group must be youth between the  
25 ages of 14 and 18 years of age during their term of service on the youth advisory group. The  
26 youth members of the youth advisory group must include two youth from each education  
27 service district identified in ORS 334.013.

28 (c) When selecting the members of the youth advisory group, the Deputy Superintendent  
29 of Public Instruction shall:

30 (A) Consult with the Youth Development Division, the Oregon Health Authority and the  
31 Racial Justice Council to select members of the youth advisory group who are one or more  
32 of the following:

33 (i) Youth and staff representing tribal youth councils;

34 (ii) Youth and staff representing youth and student leadership organizations;

35 (iii) Youth and staff representing alternative education pathways;

36 (iv) Youth from immigrant and refugee communities;

37 (v) Individuals representing culturally and ethnically specific community-based organiza-  
38 tions, including organizations that assist immigrant and refugee communities;

39 (vi) Individuals who are administrators, teachers and other school staff who support  
40 youth and student leadership in public schools, including education service districts, school  
41 districts, schools and youth reengagement programs;

42 (vii) Youth who serve as advisors to the State Board of Education or serve on Depart-  
43 ment of Education work groups related to student success initiatives;

44 (viii) Youth who serve on the Youth Development Council or who participate in Youth  
45 Development Division programs;

1 (ix) Youth who serve on Oregon Health Authority work groups;

2 (x) Youth who serve on Racial Justice Council work groups; and

3 (xi) Additional members identified and recommended by the youth advisory group.

4 (B) Consult with the Youth Development Division to select members of the youth advisory group who are youth who have been reengaged and to select program staff who support the statewide youth reengagement system developed and administered by the division under ORS 417.859 or who otherwise provide education opportunities to youth or support the educational success of youth.

9 (d) In addition to the members of the youth advisory group described in paragraphs (b) and (c) of this subsection, the youth advisory group may include any other members identified and recommended by the youth advisory group and selected by the Deputy Superintendent of Public Instruction in consultation with the work group established by section 1 of this 2024 Act.

14 (e) The Deputy Superintendent of Public Instruction may provide for alternate members for the youth members of the youth advisory group described in paragraph (b) of this subsection.

17 (f)(A) When making selections under this subsection, the Deputy Superintendent of Public Instruction must ensure that:

19 (i) At least 70 percent of the members of the youth advisory group have lived experiences with, or a demonstrated understanding of, issues facing persons who are from racial or ethnic communities that historically have been, or currently are, underrepresented or underserved;

23 (ii) At least 50 percent of the youth members of the youth advisory group from each of the regions identified in paragraph (b) of this subsection have lived experiences with, or a demonstrated understanding of, issues facing persons who are from racial or ethnic communities that historically have been, or currently are, underrepresented or underserved; and

27 (iii) The youth members of the youth advisory group must include youth who:

28 (I) Have lived experiences with, or a demonstrated understanding of, issues facing persons who identify as lesbian, gay, bisexual, transgender, queer, two-spirit, intersex, asexual, nonbinary or another minority gender identity or sexual orientation;

31 (II) Are English language learners;

32 (III) Are identified as being a child with a disability, as defined in ORS 343.035;

33 (IV) Are navigating poverty;

34 (V) Are a foster child or have a parent involved in the criminal justice system; or

35 (VI) Have experienced disproportionate results in education due to historical practices, as identified by the State Board of Education by rule.

37 (B) For the purpose of this paragraph, racial or ethnic communities that historically have been, or currently are, underrepresented or underserved include communities for which a statewide education plan has been developed and implemented.

40 (g) A member of the youth advisory group may be selected for up to two terms. If there is a vacancy for any cause, the Deputy Superintendent of Public Instruction, in consultation with other members of the youth advisory group, shall make a selection to become immediately effective for the unexpired term.

44 (h) Upon the expiration of a term of office, a person who had been a member of the youth advisory group may choose to become a mentor for any of the members of the youth advisory group.

1 sory group.

2 (3)(a) The Department of Education shall ensure that each youth member of the youth  
3 advisory group:

4 (A) Receives sufficient support to enable participation in youth advisory group meetings,  
5 including:

6 (i) Reimbursement for actual and necessary travel and other expenses incurred in the  
7 performance of official duties in the manner and amounts provided in ORS 292.495;

8 (ii) Funding for any expenses not otherwise reimbursed under sub-subparagraph (i) of  
9 this subparagraph; and

10 (iii) Stipends, appropriate technological access and academic credit; and

11 (B) Has resources available to reimburse any adult who provides transportation or other  
12 supports in helping the youth member to participate in the youth advisory group.

13 (b) The adult members of the youth advisory group shall ensure that each youth member  
14 of the youth advisory group has:

15 (A) Access to an adult mentor; and

16 (B) An opportunity to provide peer support or be a youth mentor.

17 (4) The youth advisory group, with support from the Department of Education, shall take  
18 into consideration racial equity and justice and align with other statewide efforts for racial  
19 equity and justice when performing the following duties:

20 (a) Developing the youth advisory group's goals, success criteria and progress measures  
21 related to youth and student leadership and engagement in the policymaking process in this  
22 state. When performing the duties described in this paragraph, the youth advisory group  
23 may modify the youth advisory group's decision-making process, scope of work, work plans  
24 and meeting structures, and the roles and responsibilities of youth advisory group members.

25 (b) Examining current Department of Education, Youth Development Division and  
26 Oregon Health Authority initiatives and practices related to youth and student leadership  
27 and engagement in the policymaking process and making recommendations on how to elevate  
28 and support youth and student leadership and youth-led and student-led accountability in the  
29 policymaking process at the state and local level. When performing the duties described in  
30 this paragraph, the youth advisory group must give careful consideration to youth and stu-  
31 dent leadership and to engagement by youth described in subsection (2)(f)(A)(ii) and (iii) of  
32 this section. The youth advisory group may recommend methods for evaluating current ini-  
33 tiatives, practices and progress relating to youth and student leadership and engagement at  
34 the state level.

35 (c) Connecting with youth and student leaders and exploring youth and student leader-  
36 ship networks, including culturally and ethnically specific, community-based models and  
37 Youth Development Division programs, to identify best practices in youth-led and student-led  
38 accountability in this state and on a national level. Based on the performance of the duties  
39 described in this paragraph, the youth advisory group shall make recommendations to the  
40 State Board of Education, the Youth Development Council, the Legislative Assembly and the  
41 Governor on how to support youth and student leadership networks on a regional level for  
42 the purposes of connecting youths with youth organizations, connecting students with stu-  
43 dent organizations, elevating youth and student leadership and voice and supporting youth-  
44 led and student-led accountability, with special consideration given to youth described in  
45 subsection (2)(f)(A)(ii) and (iii) of this section.

1 (d) Helping the Department of Education, the Youth Development Division and the  
2 Oregon Health Authority with the surveys that are administered to youth and students by  
3 assisting with reviews of the findings and making recommendations on the content and ad-  
4 ministration of the surveys.

5 (e) Evaluating current processes in this state to identify best practices for youth and  
6 students reporting a bias incident as defined in ORS 147.380 or a hate or bias crime. Based  
7 on the performance of the duty described in this paragraph, the youth advisory group shall  
8 make recommendations for providing support to youth and students who have experienced  
9 bias incidents or hate or bias crimes.

10 (f) Reporting on the youth advisory group's work, progress and recommendations to the  
11 Legislative Assembly and the Governor every two years and providing interim updates to  
12 youth and student leadership networks and organizations, education service districts, school  
13 districts and local entities that serve youth and students.

14 (5)(a) The youth advisory group shall meet at least six times each year on the dates de-  
15 termined by a majority of the members of the youth advisory group. The youth advisory  
16 group shall also meet at other times specified or requested by a majority of the members  
17 of the youth advisory group.

18 (b) The youth advisory group shall meet in the place and manner determined by a ma-  
19 jority of the members of the youth advisory group. All or part of the members of the youth  
20 advisory group may attend the meetings electronically, unless otherwise provided by a ma-  
21 jority of the members of the youth advisory group.

22 (6) The Department of Education shall:

23 (a) Provide staff support to the youth advisory group; and

24 (b) Support youth advisory group members in participating in the youth advisory group.

25 **SECTION 5.** The Deputy Superintendent of Public Instruction, in consultation with the  
26 work group established by section 1 of this 2024 Act, shall select the members of the youth  
27 advisory group described in section 4 of this 2024 Act no later than February 15, 2025.

28 **SECTION 6.** Section 4 of this 2024 Act is amended to read:

29 **Sec. 4.** (1) A youth advisory group is established for the purposes of this section.

30 (2)(a) The Deputy Superintendent of Public Instruction, in consultation with [*the work group es-*  
31 *tablished by section 1 of this 2024 Act*] **current members of the youth advisory group**, shall select  
32 members of the youth advisory group as provided by this subsection. The term of office of each  
33 member is one year.

34 (b) The majority of the members of the youth advisory group must be youth between the ages  
35 of 14 and 18 years of age during their term of service on the youth advisory group. The youth  
36 members of the youth advisory group must include two youth from each education service district  
37 identified in ORS 334.013.

38 (c) When selecting the members of the youth advisory group, the Deputy Superintendent of  
39 Public Instruction shall:

40 (A) Consult with the Youth Development Division, the Oregon Health Authority and the Racial  
41 Justice Council to select members of the youth advisory group who are one or more of the following:

42 (i) Youth and staff representing tribal youth councils;

43 (ii) Youth and staff representing youth and student leadership organizations;

44 (iii) Youth and staff representing alternative education pathways;

45 (iv) Youth from immigrant and refugee communities;

1 (v) Individuals representing culturally and ethnically specific community-based organizations,  
2 including organizations that assist immigrant and refugee communities;

3 (vi) Individuals who are administrators, teachers and other school staff who support youth and  
4 student leadership in public schools, including education service districts, school districts, schools  
5 and youth reengagement programs;

6 (vii) Youth who serve as advisors to the State Board of Education or serve on Department of  
7 Education work groups related to student success initiatives;

8 (viii) Youth who serve on the Youth Development Council or who participate in Youth Devel-  
9 opment Division programs;

10 (ix) Youth who serve on Oregon Health Authority work groups;

11 (x) Youth who serve on Racial Justice Council work groups; and

12 (xi) Additional members identified and recommended by the youth advisory group.

13 (B) Consult with the Youth Development Division to select members of the youth advisory group  
14 who are youth who have been reengaged and to select program staff who support the statewide  
15 youth reengagement system developed and administered by the division under ORS 417.859 or who  
16 otherwise provide education opportunities to youth or support the educational success of youth.

17 (d) In addition to the members of the youth advisory group described in paragraphs (b) and (c)  
18 of this subsection, the youth advisory group may include any other members identified and recom-  
19 mended by the youth advisory group and selected by the Deputy Superintendent of Public Instruc-  
20 tion [*in consultation with the work group established by section 1 of this 2024 Act*].

21 (e) The Deputy Superintendent of Public Instruction may provide for alternate members for the  
22 youth members of the youth advisory group described in paragraph (b) of this subsection.

23 (f)(A) When making selections under this subsection, the Deputy Superintendent of Public In-  
24 struction must ensure that:

25 (i) At least 70 percent of the members of the youth advisory group have lived experiences with,  
26 or a demonstrated understanding of, issues facing persons who are from racial or ethnic communities  
27 that historically have been, or currently are, underrepresented or underserved;

28 (ii) At least 50 percent of the youth members of the youth advisory group from each of the re-  
29 gions identified in paragraph (b) of this subsection have lived experiences with, or a demonstrated  
30 understanding of, issues facing persons who are from racial or ethnic communities that historically  
31 have been, or currently are, underrepresented or underserved; and

32 (iii) The youth members of the youth advisory group must include youth who:

33 (I) Have lived experiences with, or a demonstrated understanding of, issues facing persons who  
34 identify as lesbian, gay, bisexual, transgender, queer, two-spirit, intersex, asexual, nonbinary or an-  
35 other minority gender identity or sexual orientation;

36 (II) Are English language learners;

37 (III) Are identified as being a child with a disability, as defined in ORS 343.035;

38 (IV) Are navigating poverty;

39 (V) Are a foster child or have a parent involved in the criminal justice system; or

40 (VI) Have experienced disproportionate results in education due to historical practices, as  
41 identified by the State Board of Education by rule.

42 (B) For the purpose of this paragraph, racial or ethnic communities that historically have been,  
43 or currently are, underrepresented or underserved include communities for which a statewide edu-  
44 cation plan has been developed and implemented.

45 (g) A member of the youth advisory group may be selected for up to two terms. If there is a

1 vacancy for any cause, the Deputy Superintendent of Public Instruction, in consultation with other  
2 members of the youth advisory group, shall make a selection to become immediately effective for the  
3 unexpired term.

4 (h) Upon the expiration of a term of office, a person who had been a member of the youth ad-  
5 visory group may choose to become a mentor for any of the members of the youth advisory group.

6 (3)(a) The Department of Education shall ensure that each youth member of the youth advisory  
7 group:

8 (A) Receives sufficient support to enable participation in youth advisory group meetings, in-  
9 cluding:

10 (i) Reimbursement for actual and necessary travel and other expenses incurred in the perform-  
11 ance of official duties in the manner and amounts provided in ORS 292.495;

12 (ii) Funding for any expenses not otherwise reimbursed under sub-subparagraph (i) of this sub-  
13 paragraph; and

14 (iii) Stipends, appropriate technological access and academic credit; and

15 (B) Has resources available to reimburse any adult who provides transportation or other sup-  
16 ports in helping the youth member to participate in the youth advisory group.

17 (b) The adult members of the youth advisory group shall ensure that each youth member of the  
18 youth advisory group has:

19 (A) Access to an adult mentor; and

20 (B) An opportunity to provide peer support or be a youth mentor.

21 (4) The youth advisory group, with support from the Department of Education, shall take into  
22 consideration racial equity and justice and align with other statewide efforts for racial equity and  
23 justice when performing the following duties:

24 (a) Developing the youth advisory group's goals, success criteria and progress measures related  
25 to youth and student leadership and engagement in the policymaking process in this state. When  
26 performing the duties described in this paragraph, the youth advisory group may modify the youth  
27 advisory group's decision-making process, scope of work, work plans and meeting structures, and the  
28 roles and responsibilities of youth advisory group members.

29 (b) Examining current Department of Education, Youth Development Division and Oregon  
30 Health Authority initiatives and practices related to youth and student leadership and engagement  
31 in the policymaking process and making recommendations on how to elevate and support youth and  
32 student leadership and youth-led and student-led accountability in the policymaking process at the  
33 state and local level. When performing the duties described in this paragraph, the youth advisory  
34 group must give careful consideration to youth and student leadership and to engagement by youth  
35 described in subsection (2)(f)(A)(ii) and (iii) of this section. The youth advisory group may recom-  
36 mend methods for evaluating current initiatives, practices and progress relating to youth and stu-  
37 dent leadership and engagement at the state level.

38 (c) Connecting with youth and student leaders and exploring youth and student leadership net-  
39 works, including culturally and ethnically specific, community-based models and Youth Development  
40 Division programs, to identify best practices in youth-led and student-led accountability in this state  
41 and on a national level. Based on the performance of the duties described in this paragraph, the  
42 youth advisory group shall make recommendations to the State Board of Education, the Youth De-  
43 velopment Council, the Legislative Assembly and the Governor on how to support youth and student  
44 leadership networks on a regional level for the purposes of connecting youths with youth organiza-  
45 tions, connecting students with student organizations, elevating youth and student leadership and

1 voice and supporting youth-led and student-led accountability, with special consideration given to  
2 youth described in subsection (2)(f)(A)(ii) and (iii) of this section.

3 (d) Helping the Department of Education, the Youth Development Division and the Oregon  
4 Health Authority with the surveys that are administered to youth and students by assisting with  
5 reviews of the findings and making recommendations on the content and administration of the sur-  
6 veys.

7 (e) Evaluating current processes in this state to identify best practices for youth and students  
8 reporting a bias incident as defined in ORS 147.380 or a hate or bias crime. Based on the perform-  
9 ance of the duty described in this paragraph, the youth advisory group shall make recommendations  
10 for providing support to youth and students who have experienced bias incidents or hate or bias  
11 crimes.

12 (f) Reporting on the youth advisory group's work, progress and recommendations to the Legis-  
13 lative Assembly and the Governor every two years and providing interim updates to youth and stu-  
14 dent leadership networks and organizations, education service districts, school districts and local  
15 entities that serve youth and students.

16 (5)(a) The youth advisory group shall meet at least six times each year on the dates determined  
17 by a majority of the members of the youth advisory group. The youth advisory group shall also meet  
18 at other times specified or requested by a majority of the members of the youth advisory group.

19 (b) The youth advisory group shall meet in the place and manner determined by a majority of  
20 the members of the youth advisory group. All or part of the members of the youth advisory group  
21 may attend the meetings electronically, unless otherwise provided by a majority of the members of  
22 the youth advisory group.

23 (6) The Department of Education shall:

24 (a) Provide staff support to the youth advisory group; and

25 (b) Support youth advisory group members in participating in the youth advisory group.

26 **SECTION 7. The amendments to section 4 of this 2024 Act by section 6 of this 2024 Act**  
27 **become operative on August 30, 2025.**

28 **SECTION 8. In addition to and not in lieu of any other appropriation, there is appropri-**  
29 **ated to the Department of Education, for the biennium ending June 30, 2025, out of the**  
30 **General Fund, the amount of \$\_\_\_\_\_, which shall be expended for the purposes of section**  
31 **4 of this 2024 Act.**

32  
33 **STUDENT INFORMATION**  
34

35 **SECTION 9. (1) The Department of Education shall develop a plan for the collection of**  
36 **course-level completion and grade data for all public school students in grades 6 through 12.**

37 **(2) No later than September 15, 2024, the Department of Education shall submit a report**  
38 **in the manner provided by ORS 192.245, and may include recommendations for legislation,**  
39 **to the interim committees of the Legislative Assembly related to education regarding:**

40 **(a) The plan developed under subsection (1) of this section; and**

41 **(b) The funding the department will require during the 2025-2027 biennium for the pur-**  
42 **poses of the plan.**

43 **SECTION 10. Section 9 of this 2024 Act is repealed on January 2, 2025.**

44  
45 **DIRECT ADMISSIONS**

1       **SECTION 11.** ORS 350.075 is amended to read:

2       350.075. (1) As used in this section, “student access programs” means scholarship, loan, grant  
3 and access programs described in ORS chapter 348.

4       (2) The Higher Education Coordinating Commission shall be guided by the legislative findings  
5 in ORS 341.009, 350.001 and 350.005 and the goals and mission of post-secondary education set forth  
6 in ORS 350.009 and 350.014.

7       (3) The Higher Education Coordinating Commission shall:

8       (a) Develop state goals for the state post-secondary education system, including community col-  
9 leges and public universities listed in ORS 352.002, and for student access programs.

10       (b) Determine strategic investments in the state’s community colleges, public universities and  
11 student access programs necessary to achieve state post-secondary education goals.

12       (c) Coordinate the post-secondary elements of data collection and structure, with the advice and  
13 recommendation of the state’s independent institutions, community colleges and public universities,  
14 as appropriate, in order to construct a state longitudinal data system.

15       (d) Adopt a strategic plan for achieving state post-secondary education goals, taking into con-  
16 sideration the contributions of this state’s independent institutions, philanthropic organizations and  
17 other organizations dedicated to helping Oregonians reach state goals. State post-secondary educa-  
18 tion goals as described in this section should include, but need not be limited to:

19       (A) Increasing the educational attainment of the population;

20       (B) Increasing this state’s global economic competitiveness and the quality of life of its resi-  
21 dents;

22       (C) Ensuring affordable access for qualified Oregon students at each college or public university;

23       (D) Removing barriers to on-time completion; and

24       (E) Tracking progress toward meeting the state’s post-secondary education goals established in  
25 the strategic plan described in this paragraph.

26       (e)(A) Each biennium, after receiving funding requests from the state’s community colleges and  
27 public universities as authorized by law, recommend to the Governor a consolidated higher educa-  
28 tion agency request budget aligned with the strategic plan described in paragraph (d) of this sub-  
29 section, including appropriations for:

30       (i) Student access programs;

31       (ii) Public universities listed in ORS 352.002, including but not limited to education and general  
32 operations, statewide public services and state-funded debt service;

33       (iii) Community colleges, including but not limited to education and general operations and  
34 state-funded debt service;

35       (iv) New facilities or programs;

36       (v) Capital improvements and deferred maintenance;

37       (vi) Special initiatives and investments; and

38       (vii) Any other program, duty or function a public university listed in ORS 352.002 is authorized  
39 to undertake.

40       (B) In the development of the consolidated higher education agency request budget:

41       (i) Determine the costs necessary to provide quality post-secondary education;

42       (ii) Solicit input from educators, education policy experts, appropriate legislative committees,  
43 students and other persons interested in the development of the funding model; and

44       (iii) Solicit public input regarding educational priorities.

45       (f) Adopt rules governing the distribution of appropriations from the Legislative Assembly to

1 community colleges, public universities listed in ORS 352.002 and student access programs. These  
2 rules must be based on allocation formulas developed in consultation with the state's community  
3 colleges and public universities, as appropriate.

4 (g) Approve or disapprove any significant change to the academic program of a community col-  
5 lege or a public university listed in ORS 352.002. In reaching a decision under this paragraph, the  
6 commission shall consider the recommendation from the community college or public university  
7 seeking to make the change to an academic program that is issued pursuant to the obligation of the  
8 governing board of a community college or public university to review and approve academic pro-  
9 grams. The commission shall ensure that approved programs:

10 (A) Are consistent with the mission statement of the community college or public university;

11 (B) Do not unnecessarily duplicate academic programs offered by Oregon's other community  
12 colleges or public universities;

13 (C) Are not located in a geographic area that will cause undue hardship to Oregon's other  
14 community colleges or public universities; and

15 (D) Are allocated among Oregon's community colleges and public universities to maximize the  
16 achievement of statewide needs and requirements.

17 (h) For public universities listed in ORS 352.002:

18 (A) Approve the mission statement adopted by a governing board of a public university.

19 (B) Review and determine whether a proposed annual increase of resident undergraduate en-  
20 rollment fees of greater than five percent is appropriate.

21 (C) Advise the Governor and the Legislative Assembly on issues of university governance.

22 (D) Approve and authorize degrees.

23 (E) Perform the evaluation and certification required by ORS 350.095.

24 (i) Authorize degrees to be offered by independent post-secondary institutions in this state under  
25 ORS 348.594 to 348.615.

26 (j) Oversee the licensing of career schools under ORS 345.010 to 345.340.

27 (k) Have the authority to enter into and administer interstate agreements regarding the pro-  
28 vision of post-secondary distance education. The participation by an educational institution that is  
29 not based in this state in distance learning courses or programs that are part of an interstate  
30 agreement entered into and administered under this paragraph does not constitute operating in this  
31 state for purposes of ORS 348.594 to 348.615. The commission, by rule, may impose a fee on any  
32 educational institution that seeks to operate under or participate in such interstate agreements. The  
33 fee amount shall be established to recover designated expenses incurred by the commission in par-  
34 ticipating in such agreements.

35 (L) Administer a statewide longitudinal data system.

36 (m) In coordination with the Department of Education, the Employment Department and other  
37 state agencies, conduct statewide longitudinal studies and reporting of early learning, kindergarten  
38 through grade 12 education, higher education and workforce programs. For the purposes of this  
39 paragraph:

40 (A) The commission shall enter into written interagency agreements with the Department of  
41 Education, the Employment Department and any other state agencies necessary for conducting  
42 statewide longitudinal studies and reporting.

43 (B) The commission may share data from the statewide longitudinal data system with persons  
44 or public bodies. For purposes of this subparagraph, the commission shall adopt rules to establish  
45 procedures for requesting or sharing data and may enter into written agreements for sharing data.

1 (C) The commission is considered an authorized representative of state educational agencies  
2 under applicable state and federal law for purposes of accessing, compiling and storing student data  
3 for research, audit and evaluation purposes.

4 **(n) Establish a direct admissions program for community colleges in this state and public**  
5 **universities listed in ORS 352.002. The commission shall adopt rules to:**

6 **(A) Establish a method for the collection of student data necessary to implement the**  
7 **program, which may include collaborating with the Department of Education to the extent**  
8 **necessary to collect the student data; and**

9 **(B) Maximize opportunities for underserved students and first generation college stu-**  
10 **dents to participate in the program.**

11 (4)(a) The Higher Education Coordinating Commission shall implement a process to review and  
12 appropriately act on student complaints regarding any school operating in this state. As part of the  
13 process implemented under this subsection, the commission may:

14 (A) Receive student complaints from students regarding a school;

15 (B) Specify the type of information that must be included in a student complaint;

16 (C) Investigate and resolve student complaints that relate to state financial aid;

17 (D) Refer a student complaint to another entity for investigation and resolution as provided in  
18 paragraph (b) of this subsection;

19 (E) Adopt rules to implement the provisions of this subsection; and

20 (F) Enter into agreements to implement the provisions of this subsection.

21 (b) The commission may refer the investigation and resolution of a student complaint to:

22 (A) An appropriate state agency if the complaint alleges that a school has violated a state law  
23 concerning consumer protection, civil rights, employment rights or environmental quality;

24 (B) A school's accrediting association if the complaint relates to the school's authorization to  
25 offer academic degree programs or to the quality of the school's academic degree programs; or

26 (C) The school at which the student is enrolled if the commission determines that the complaint  
27 should be resolved through the school's internal review process.

28 (c) As used in this subsection:

29 (A)(i) "School" means an independent institution of higher education that meets the require-  
30 ments of ORS 348.597 (2)(a).

31 (ii) "School" does not mean a school that is exempt from ORS 348.594 to 348.615 under ORS  
32 348.597 (2)(b) or (c).

33 (B) "Student" means a person who is enrolled at a school for the purpose of obtaining a degree,  
34 certificate or other recognized educational credential offered by that school.

35 (5) A student complaint that is received by the Higher Education Coordinating Commission, in-  
36 cluding but not limited to a student complaint filed under subsection (4) of this section, is not sub-  
37 ject to disclosure under ORS 192.311 to 192.478.

38 (6) In addition to the duties described in subsections (2) to (4) of this section, the Higher Edu-  
39 cation Coordinating Commission shall advise the Legislative Assembly, the Governor, community  
40 colleges, public universities and other state boards and commissions on policies in order to:

41 (a) Ensure or improve access to higher education by diverse and underserved populations.

42 (b) Encourage student success and completion initiatives.

43 (c) Improve the coordination of the provision of educational services, including:

44 (A) Transfers and coenrollment throughout the higher education system;

45 (B) Accelerated college credit programs for high school students;

- 1 (C) Applied baccalaureate and other transfer degrees;
- 2 (D) Programs and grants that span multiple institutions; and
- 3 (E) Reciprocity agreements with other states.

4 (d) In coordination with the State Board of Education, enhance the use and quality of dual  
5 credit, career and technical pathways and efforts to create a culture of college attendance in this  
6 state.

7 (e) In coordination with the State Workforce and Talent Development Board, local workforce  
8 development boards, the Oregon Health and Science University and independent institutions, ensure  
9 that the state's colleges and universities offer programs in high-demand occupations that meet  
10 Oregon's workforce needs.

11 (f) Improve economies of scale by encouraging and facilitating the use of the shared services  
12 among post-secondary institutions in this state.

13 (7) The Higher Education Coordinating Commission, in a manner consistent with ORS chapter  
14 183, may adopt administrative rules.

15 (8) With the exception of the rulemaking authority granted in subsection (7) of this section, the  
16 Higher Education Coordinating Commission may delegate any of its powers, duties or functions to  
17 a committee of the commission or to the executive director of the commission.

18 (9) The Higher Education Coordinating Commission may, subject to the Public Contracting Code,  
19 enter into contracts and agreements, including grant agreements, with public and private entities  
20 for those higher education and workforce development activities that are consistent with ORS  
21 350.001 and 350.005, with the policies set forth in ORS chapters 341 and 348 and with statutory  
22 policies related to career schools and public universities.

23 (10)(a) The Higher Education Coordinating Commission may exercise only powers, duties and  
24 functions expressly granted by the Legislative Assembly. Except as otherwise expressly provided by  
25 law, all other authorities reside at the institutional level with the respective boards of the post-  
26 secondary institutions.

27 (b) The commission has implied and direct authority to implement the powers, duties and func-  
28 tions expressly granted to the commission by the Legislative Assembly.

29 (c) Notwithstanding paragraph (b) of this subsection, the commission may not exercise any au-  
30 thority, express or implied, statutorily provided to a governing board of a public university listed in  
31 ORS 352.002 or a community college operated under ORS chapter 341.

32  
33 **STATE FUNDING OF EDUCATION**

34  
35 **SECTION 12.** (1) **The Legislative Policy and Research Director shall conduct a study of:**

36 **(a) The Quality Education Model; and**

37 **(b) The state's system of financing public education from kindergarten through grade 12.**

38 **(2) The study conducted under this section must include at least:**

39 **(a) A review of the education funding formula for public education for kindergarten**  
40 **through grade 12 in this state and an exploration of options that would provide a uniform**  
41 **and equitable design for financing the cost of an adequate education for all public school**  
42 **students in kindergarten through grade 12 in this state.**

43 **(b) A review and evaluation of the Quality Education Model, including the processes used**  
44 **to:**

45 **(A) Determine the best practices included in the model;**

1 (B) Estimate school district operating expenses for purposes of the model;

2 (C) Select quality indicators for the model; and

3 (D) Accurately calculate the cost of a quality education for all students of this state.

4 (c) The identification of trends and disparities since the 2019-2020 school year in student  
5 performance across the state in kindergarten through grade 12 based on current school  
6 funding.

7 (d) The establishment of the baseline for the costs, programs, staffing and facilities  
8 needed to provide the opportunity for an adequate education.

9 (e) A review of the costs and existing funding for special education and related services  
10 and an exploration of possible alternative funding formulas.

11 (3) For the purpose of conducting the study described in this section, the director may  
12 enter into a contract with a public, private or nonprofit research entity. When entering into  
13 a contract, the director shall give preference, to the greatest extent practicable, to a re-  
14 search entity that has conducted similar studies in other states.

15 (4) All agencies of state government, as defined in ORS 174.111, are directed to assist the  
16 director, and any entity working under contract with the director, in conducting the study  
17 and, to the extent permitted by laws related to confidentiality, to furnish information and  
18 advice necessary for the director or contractor to complete the study.

19 (5) The director shall submit a report in the manner provided by ORS 192.245 to the in-  
20 terim committees of the Legislative Assembly related to education no later than January 31,  
21 2025.

22 **SECTION 13.** Section 12 of this 2024 Act is repealed on June 30, 2025.

23 **SECTION 14.** ORS 171.857 is amended to read:

24 171.857. (1) For each odd-numbered year regular session of the Legislative Assembly, the Presi-  
25 dent of the Senate and the Speaker of the House of Representatives shall jointly appoint a special  
26 legislative committee to issue a report pursuant to section 8, Article VIII of the Oregon Constitu-  
27 tion.

28 (2) The committee may not transact business unless a quorum is present. A quorum consists of  
29 a majority of committee members from the House of Representatives and a majority of committee  
30 members from the Senate.

31 (3) Action by the committee requires the affirmative vote of a majority of committee members  
32 from the House of Representatives and a majority of committee members from the Senate.

33 [(4) Members of the committee are entitled to compensation and expense reimbursement as provided  
34 in ORS 171.072.]

35 [(5) The Legislative Assembly in the report shall:]

36 (4) In the report, the Legislative Assembly shall accomplish one of the following:

37 (a) Demonstrate that the amount within the budget appropriated for the state's system of  
38 kindergarten through grade 12 public education is the amount of moneys, as determined by the  
39 Quality Education Commission established by ORS 327.500, that is sufficient to meet the quality  
40 goals[; or].

41 (b) Identify the reasons that the amount appropriated for the state's system of kindergarten  
42 through grade 12 public education is not sufficient, the extent of the insufficiency and the impact  
43 of the insufficiency on the ability of the state's system of kindergarten through grade 12 public ed-  
44 ucation to meet the quality goals. In identifying the impact of the insufficiency, the Legislative As-  
45 sembly shall include in the report how the amount appropriated in the budget may affect both the

1 current practices and student performance identified by the commission under ORS 327.506 (4)(a) and  
2 the best practices and student performance identified by the commission under ORS 327.506 (4)(b).

3 [(6)(a)] (5)(a) Notwithstanding subsection [(5)] (4) of this section, the [Legislative Assembly]  
4 **committee** may make a determination that the report of the Quality Education Commission should  
5 not be used as the basis for carrying out the reporting requirements of section 8, Article VIII of the  
6 Oregon Constitution, and subsection [(5)] (4) of this section. If the report is not used, the [Legislative  
7 Assembly] **committee** shall identify the reasons for not using the report to meet the reporting re-  
8 quirements and shall outline an alternative methodology for making the findings required by section  
9 8, Article VIII of the Oregon Constitution.

10 (b) The alternative methodology shall be based on:

11 (A) Research, data and public values; and

12 (B) The performance of successful schools, professional judgment or a combination of the per-  
13 formance of successful schools and professional judgment.

14 (c) The Legislative Assembly shall include in the report that uses the alternative methodology  
15 a determination of how the amount appropriated may affect the ability of the state's system of  
16 kindergarten through grade 12 public education to meet quality goals established by law, including  
17 expected student performance against those goals.

18 [(7)] (6) The Legislative Assembly shall identify in the report whether the state's system of  
19 post-secondary public education has quality goals established by law. If there are quality goals, the  
20 Legislative Assembly shall include in the report a determination that the amount appropriated in  
21 the budget is sufficient to meet those goals or an identification of the reasons the amount appro-  
22 priated is not sufficient, the extent of the insufficiency and the impact of the insufficiency on the  
23 ability of the state's system of post-secondary public education to meet those quality goals.

24 [(8)] (7) The report shall be issued within 180 days after the Legislative Assembly adjourns sine  
25 die.

26 [(9)] (8) The Legislative Assembly shall provide public notice of the report's issuance, including  
27 posting the report on the Internet and providing a print version of the report upon request.

## 28 29 FINANCIAL AID DISTRIBUTIONS

30  
31 **SECTION 15.** ORS 348.205 is amended to read:

32 348.205. (1) The Oregon Opportunity Grant program is established within the Higher Education  
33 Coordinating Commission.

34 (2) Under the program, the cost of education of a qualified student shall be shared by the stu-  
35 dent, the family of the student, the federal government and the state.

36 (3) The [Director of the Office of Student Access and Completion] **commission** shall determine the  
37 cost of education of a qualified student based on the type of eligible post-secondary institution the  
38 student is attending. The cost of education equals:

39 (a) For a student attending a community college, the average cost of education of attending a  
40 community college in this state;

41 (b) For a student attending a public university listed in ORS 352.002, the average cost of edu-  
42 cation of attending a public university;

43 (c) For a student attending a two-year Oregon-based, generally accredited, not-for-profit institu-  
44 tion of higher education, the average cost of education of attending a community college in this  
45 state; and

1 (d) For a student attending the Oregon Health and Science University or a four-year Oregon-  
2 based, generally accredited, not-for-profit institution of higher education, the average cost of edu-  
3 cation of attending a public university listed in ORS 352.002.

4 (4)(a) The [director] **commission** shall determine the amount of the student share. The student  
5 share shall be based on:

6 (A) The type of eligible post-secondary institution the student is attending;

7 (B) The number of hours of work that the [director] **commission** determines may be reasonably  
8 expected from the student; and

9 (C) The amount of loans that the [director] **commission** determines would constitute a manage-  
10 able debt burden for the student.

11 (b) The student shall determine how to cover the student share through income from work,  
12 loans, savings and scholarships.

13 (c) The student share for a student who attends a community college may not exceed the amount  
14 that the [director] **commission** determines a student may earn based on the number of hours of work  
15 reasonably expected from the student under paragraph (a) of this subsection.

16 (d) The student share for a student who attends an eligible post-secondary institution that is not  
17 a community college may not exceed the sum of the amount that the [director] **commission** deter-  
18 mines a student may receive as loans plus the amount a student may earn based on the number of  
19 hours of work reasonably expected from the student under paragraph (a) of this subsection.

20 (5) The [director] **commission** shall determine the amount of the family share. The family share  
21 shall be based on the resources of the family.

22 (6) The [director] **commission** shall determine the amount of the federal share based on how  
23 much the student or the student's family is expected to receive from the federal government.

24 (7)(a) The [director] **commission** shall determine the amount of the state share **by rule**. The  
25 state share shall be equal to the cost of education reduced by the student share, family share and  
26 amount received by the student from the federal government.

27 (b) The [director] **commission** shall establish a minimum amount that a student may receive as  
28 a state share. If the [director] **commission** determines that the amount of the state share of a stu-  
29 dent is below the minimum amount, the student may not receive the state share.

30 (c) The [director] **commission** may not reduce the amount of the state share of a student based  
31 on amounts available to the student by virtue of being the designated beneficiary of a college  
32 savings network account established under ORS 178.300 to 178.360.

33 (8) Subject to subsection (9) of this section, if the [director] **commission** determines that there  
34 are insufficient moneys to award the state share to all qualified students, the [director]  
35 **commission**:

36 (a) May establish the maximum amount that a student may receive as a state share. This amount  
37 may vary based on whether the student is attending an eligible post-secondary institution on a  
38 half-time or full-time basis.

39 (b) May establish procedures that prioritize awarding Oregon Opportunity Grants to qualified  
40 students with the greatest financial need or whose circumstances would enhance the promotion of  
41 equity guidelines published by the [Higher Education Coordinating] commission.

42 (c) May not reduce the amount of the state share awarded to students in the low income range  
43 in a greater proportion than the amount that the state share for students in other income ranges  
44 is reduced.

45 [(9)(a) *The Higher Education Coordinating commission shall adopt rules that prioritize current*

1 *foster children and former foster children for receiving Oregon Opportunity Grants when the Oregon*  
2 *Opportunity Grant program does not have sufficient funding to serve all eligible Oregon students.]*

3 *[(b) For the purposes of this subsection, “former foster child” has the meaning given that term in*  
4 *ORS 350.300.]*

5 **(9) The commission shall adopt rules that implement the Oregon Opportunity Grant**  
6 **program. The rules adopted by the commission shall:**

7 **(a) Specify the manner by which the commission determines the state share.**

8 **(b) Prioritize current foster children and former foster children for receiving Oregon**  
9 **Opportunity Grants when the Oregon Opportunity Grant program does not have sufficient**  
10 **funding to serve all eligible Oregon students. As used in this paragraph, “former foster**  
11 **child” has the meaning given that term in ORS 350.300.**

12 **SECTION 15a. The amendments to ORS 348.205 by section 15 of this 2024 Act first apply**  
13 **to state shares determined for the 2025-2026 academic year.**

14 **SECTION 16. ORS 348.250 is amended to read:**

15 348.250. (1) Grants established under ORS 348.260 shall be awarded by the Higher Education  
16 Coordinating Commission in the manner provided in this section.

17 (2) Persons interested in obtaining a grant established under ORS 348.260 may apply to the  
18 *[Director of the Office of Student Access and Completion]* **commission** for a grant.

19 (3) The *[director]* **commission** shall screen or cause to be screened the applications and shall  
20 determine for each available grant the person best qualified to receive that grant. A qualified ap-  
21 plicant is eligible to receive a grant established under ORS 348.260 if:

22 (a) The applicant’s financial need is such that in the opinion of the *[director]* **commission** fi-  
23 nancial aid is warranted; and

24 (b) The applicant plans to be a student at the eligible post-secondary institution where the grant  
25 is to be used.

26 (4) The *[director]* **commission** shall not discriminate for or against any applicant for a grant.

27 (5) Nothing in this section or ORS 348.260, 348.505 to 348.615, 348.696 or 348.992 shall be con-  
28 strued to require any institution to admit a grant recipient or to attempt to control or influence the  
29 policies of the institution.

30 (6) Whenever funds are not available to award grants to all qualified students, the *[director]*  
31 **commission** may give priority to applicants who are or plan to be full-time students at the eligible  
32 post-secondary institution where the grant is to be used. A student shall be considered to be a  
33 full-time student if the combination of credit hours at more than one eligible post-secondary insti-  
34 tution equals full-time attendance, according to the institution disbursing the grant funds.

35 (7) As used in this section, “discriminate” has the meaning given “discrimination” in ORS  
36 659.850.

37 **SECTION 17. ORS 348.260 is amended to read:**

38 348.260. (1) In addition to any other form of student financial aid authorized by law, the Higher  
39 Education Coordinating Commission may award Oregon Opportunity Grants to qualified students.

40 (2) The amount of a grant shall equal the state share of a qualified student’s cost of education  
41 as determined by the *[Director of the Office of Student Access and Completion]* **commission** and  
42 comply with applicable rules and procedures described in ORS 348.205.

43 (3) Grant funds necessary to meet matching requirements for federal funds may also be used to  
44 award grants to qualified students in any eligible post-secondary institution approved by the com-  
45 mission.

1 (4) Grants may be awarded under this section to qualified students enrolled for any term, in-  
2 cluding summer term. The commission may prescribe the method and date or dates by which a stu-  
3 dent must apply to the commission to qualify for a grant.

4 (5)(a) A qualified student who receives a grant under this section may apply for renewal of the  
5 grant on an annual basis. The commission may not renew the grant if the qualified student has not  
6 made a timely application for renewal of the grant.

7 (b) The commission shall by rule establish academic standards and benchmarks that a qualified  
8 student must meet to have the student's grant renewed.

9 (c) If a qualified student who receives a grant under this section makes a timely application for  
10 renewal of the grant, meets the academic standards and benchmarks established by the commission  
11 under this subsection and continues to meet all other grant eligibility criteria, the grant shall be  
12 renewed for a second year of attendance at an eligible post-secondary institution.

13 (d) Upon timely application by a qualified student who meets the academic standards and  
14 benchmarks established by the commission under this subsection and who continues to meet all  
15 other grant eligibility criteria, the commission may continue to renew the grant until the qualified  
16 student has received the equivalent of four full-time undergraduate years of grant funding for an  
17 eligible program as defined by the commission.

18 (6)(a) The [*Director of the Office of Student Access and Completion*] **commission** shall inform el-  
19 igible post-secondary institutions of the identity of qualified students who attend the institution and  
20 who receive a grant under this section for more than one academic year.

21 (b) To the extent possible, eligible post-secondary institutions shall ensure that qualified stu-  
22 dents identified under this subsection are made aware of the academic guidance and counseling  
23 services available at the institution.

24 (7) A qualified student who receives a grant under this section must attend the eligible post-  
25 secondary institution upon which the grant application is based unless the [*Director of the Office of*  
26 *Student Access and Completion*] **commission** authorizes the grant to be used at a different eligible  
27 post-secondary institution. A qualified student who receives a grant under this section may attend  
28 more than one eligible post-secondary institution if the grant application was based on the qualified  
29 student attending more than one eligible post-secondary institution.

30 (8) The commission may not make a grant award to any qualified student enrolled in a course  
31 of study required for and leading to a degree in theology, divinity or religious education.

32 (9)(a) The commission shall report annually on or before February 1 to committees of the Leg-  
33 islative Assembly related to higher education regarding the academic success and performance of  
34 qualified students who receive grants under this section.

35 (b) In order to meet the reporting requirements set forth in paragraph (a) of this subsection:

36 (A) The commission shall by rule design a method for evaluating the academic success and  
37 performance of students who receive a grant under this section; and

38 (B) Upon a request from the commission, eligible post-secondary institutions must provide the  
39 commission with the data necessary for the commission to conduct its analysis.

40 **SECTION 18.** ORS 348.263 is amended to read:

41 348.263. (1) In addition to any other form of student financial aid authorized by law, the Higher  
42 Education Coordinating Commission may award moneys from the Oregon Opportunity Grant pro-  
43 gram to qualified students to reward student persistence and encourage completion of degree pro-  
44 grams at eligible post-secondary institutions.

45 (2) Awards made under this section are not subject to the maximum Oregon Opportunity Grant

1 amount established under ORS 348.205.

2 (3) The commission shall establish by rule eligibility criteria for awards made under this section.  
3 These criteria shall include, but not be limited to, whether the qualified student is attending an el-  
4 igible post-secondary institution on a full-time or half-time basis.

5 (4)(a) The [*Director of the Office of Student Access and Completion*] **commission** shall administer,  
6 and determine the size of, awards made under this section.

7 (b) In determining the size of awards made under this section, the [*director*] **commission** shall  
8 consider basing the size of the awards on a percentage of the maximum Oregon Opportunity Grant  
9 amount established under ORS 348.205.

10 **SECTION 19.** ORS 348.520 is amended to read:

11 348.520. The [*Director of the Office of Student Access and Completion*] **Higher Education Coor-**  
12 **dinating Commission** shall:

13 (1) Make available to qualified persons financial aid from financial sources available to the [*di-*  
14 *rector*] **commission**.

15 (2) Determine qualifications of persons to receive financial aid.

16 (3) Maintain reports and records on persons applying for and receiving financial aid from the  
17 [*director*] **commission**.

18 (4) Withhold any financial aid if the recipient thereof fails to maintain the standards established  
19 for receipt of that aid.

20 (5) Recommend to the Legislative Assembly not less than once every biennium matters relating  
21 to the establishment, administration, modification, transfer, reduction or cancellation of financial  
22 aid.

23 [(6) *Prior to implementing changes to the Oregon Opportunity Grant program, report to the Higher*  
24 *Education Coordinating Commission and the Legislative Assembly or the Emergency Board any pro-*  
25 *posed change.*]

26 [(a) *That increases or decreases the total amount awarded as Oregon Opportunity Grants that was*  
27 *approved as part of the budget enacted by the Legislative Assembly for the Higher Education Coordi-*  
28 *nating Commission; and*]

29 [(b) *To the methodology used to determine the student share, family share or state share under*  
30 *ORS 348.205.*]

31 [(7)] (6) Encourage the establishment of financial aid programs by private agencies.

32 [(8)] (7) Collect and disseminate information pertaining to all types of available financial aid.

33 [(9)] (8) Review the administrative practices and evaluate the effectiveness of all public and  
34 private post-secondary financial aid programs in Oregon.

35 [(10)] (9) Disburse state appropriations for financial aid in such a manner as to maximize its role  
36 in cooperative coordination of financial aid programs.

37  
38 **FUNDING FOR YOUTH EDUCATION PROGRAMS**  
39

40 **SECTION 20.** ORS 326.695 is amended to read:

41 326.695. (1) As used in [*ORS 326.700 and 326.712*] **this section**:

42 [(1)] (a) “Juvenile Detention Education Program” means the provision of educational services  
43 to:

44 [(a)] (A) Youths placed in a youth care center, as defined in ORS 420.855, that is within a de-  
45 tention facility, as defined in ORS 419A.004; and

1       **[(b)] (B)** Youths lodged overnight who receive educational services on consecutive days within  
2 a detention facility, as defined in ORS 419A.004.

3       **[(2)] (b)** “Youth Corrections Education Program” means the provision of educational services to  
4 youths in youth correction facilities, as defined in ORS 420.005.

5       **(2) The Department of Education shall administer the Youth Corrections Education**  
6 **Program and the Juvenile Detention Education Program in a manner that provides youths**  
7 **in those programs with a quality education.**

8       **(3)(a) The Superintendent of Public Instruction may contract with an education service**  
9 **district or a school district to provide teachers, counselors or other personnel for the Youth**  
10 **Corrections Education Program and the Juvenile Detention Education Program.**

11       **(b) When a contract is entered into with an education service district, the Youth Cor-**  
12 **rections Education Program and the Juvenile Detention Education Program are not consid-**  
13 **ered a component district of the education service district and the youths enrolled in the**  
14 **programs may not be counted when determining the number of pupils in average daily**  
15 **membership for purposes of ORS 334.175 (5).**

16       **(4) When determining the amount to be paid under a contract entered into as provided**  
17 **by subsection (3) of this section, the following shall be taken into consideration:**

18       **(a) The number of youths to be provided educational services;**

19       **(b) The characteristics of the facility where the educational services will be provided,**  
20 **including the number of classrooms required to provide educational services;**

21       **(c) The diversity of the population of youths to be provided educational services, includ-**  
22 **ing the number and percentage of youths who are from historically underserved populations;**

23       **(d) The number and percentage of youths to be provided educational services who qualify**  
24 **for special education and related services; and**

25       **(e) The level of transition supports provided to the youths.**

26       **(5) The Department of Education shall use moneys in the Juvenile Justice Education**  
27 **Fund established under section 22 of this 2024 Act for the purpose of paying contracts en-**  
28 **tered into under this section.**

29       **(6) The State Board of Education shall adopt rules necessary for the administration of**  
30 **this section, including establishing a process by which an education service district or a**  
31 **school district may appeal the amount received under a contract entered into under this**  
32 **section. When adopting the rules, the board shall consult with:**

33       **(a) The Oregon Youth Authority;**

34       **(b) School districts and education service districts under contract with the Department**  
35 **of Education to provide educational services to students enrolled in the Youth Corrections**  
36 **Education Program or the Juvenile Detention Education Program; and**

37       **(c) County juvenile departments.**

38       **SECTION 21. Sections 22 and 23 of this 2024 Act are added to and made a part of ORS**  
39 **chapter 327.**

40       **SECTION 22. (1) The Juvenile Justice Education Fund is established in the State Treas-**  
41 **ury, separate and distinct from the General Fund. Interest earned by the Juvenile Justice**  
42 **Education Fund shall be credited to the fund.**

43       **(2) Moneys in the Juvenile Justice Education Fund are continuously appropriated to the**  
44 **Department of Education for distribution to the Youth Corrections Education Program and**  
45 **the Juvenile Detention Education Program, as those terms are defined in ORS 326.695, to**

1 provide educational services to youths in those programs under contracts entered into as  
2 provided by ORS 326.695.

3 (3) The Juvenile Justice Education Fund shall consist of:

4 (a) Moneys allocated from the State School Fund for students enrolled in the Youth  
5 Corrections Education Program and the Juvenile Detention Education Program under ORS  
6 327.026;

7 (b) Moneys made available for the Youth Corrections Education Program and the Juve-  
8 nile Detention Education Program from the Statewide Education Initiatives Account under  
9 ORS 327.254;

10 (c) Moneys appropriated or otherwise transferred to the fund by the Legislative Assem-  
11 bly; and

12 (d) Other amounts deposited into the Juvenile Justice Education Fund from any source.

13 **SECTION 23.** (1) Each even-numbered year, the Department of Education shall prepare  
14 a target funding level for the Juvenile Justice Education Fund for the following biennium.  
15 Moneys in the Juvenile Justice Education Fund shall be distributed as provided by ORS  
16 326.695 to the Youth Corrections Education Program and the Juvenile Detention Education  
17 Program, as those terms are defined in ORS 326.695.

18 (2)(a) The target funding level of the Juvenile Justice Education Fund shall be calculated  
19 by multiplying:

20 (A) The average funding level per classroom, as calculated based on all classrooms op-  
21 erated under the Youth Corrections Education Program and the Juvenile Detention Educa-  
22 tion Program; and

23 (B) The total number of classrooms the Department of Education expects to be operated  
24 under the Youth Corrections Education Program and the Juvenile Detention Education  
25 Program for the following biennium.

26 (b) For the purpose of determining the average funding level per classroom under para-  
27 graph (a) of this subsection, the department shall:

28 (A) Determine the average funding level per classroom for the 2024-2025 school year; and

29 (B) Adjust the amount determined under subparagraph (A) of this paragraph based on  
30 the same percentage by which the amount appropriated to the State School Fund increased  
31 for the biennium in which the calculation is being made as compared with the amount ap-  
32 propriated for the 2021-2023 biennium.

33 (3) The department shall estimate the expected difference between the target funding  
34 level calculated under subsection (2) of this section and the amount anticipated to be made  
35 available to the Juvenile Justice Education Fund under section 22 (3)(a) and (d) of this 2024  
36 Act. If, after all funding available under section 22 (3)(a), (c) and (d) of this 2024 Act has been  
37 accounted for, the department determines that the amount required for the target funding  
38 level for the fund has not been met, the department may transfer from the Statewide Edu-  
39 cation Initiatives Account to the fund any needed amounts.

40 (4) If, at any time during the biennium, the amount available in the Juvenile Justice  
41 Education Fund and from other sources is not sufficient to pay for costs incurred in relation  
42 to the Youth Corrections Education Program or the Juvenile Detention Education Program,  
43 the department shall inform the Legislative Assembly or the Emergency Board of the lack  
44 of funding and shall provide an accounting of the amount needed to pay those costs.

45 (5) No later than August 31 of each even-numbered year, the department shall submit to

1 **the Legislative Assembly and the Office of the Governor a report that explains the target**  
2 **funding level calculated under this section. When applicable, the report shall include any**  
3 **determinations by the department that the amounts available for the Youth Corrections**  
4 **Education Program and the Juvenile Detention Education Program will not be adequate to**  
5 **pay the costs of the programs.**

6 **SECTION 24.** ORS 327.026 is amended to read:

7 327.026. [(1) *In order to accomplish the purpose described in ORS 326.700, the State Board of*  
8 *Education shall adopt by rule definitions and procedures to be applied to the computation of the State*  
9 *School Fund allocations where necessary to make students enrolled in the Youth Corrections Education*  
10 *Program, as defined in ORS 326.695, and the Juvenile Detention Education Program, as defined in*  
11 *ORS 326.695, equivalent to students enrolled in common and union high school districts for purposes*  
12 *of distribution of the fund.*]

13 **(1) The State Board of Education shall adopt by rule definitions and procedures to be**  
14 **applied to the computation of State School Fund allocations for students enrolled in the**  
15 **Youth Corrections Education Program and the Juvenile Detention Education Program, as**  
16 **those terms are defined in ORS 326.695. The computations shall be equivalent to students**  
17 **enrolled in common and union high school districts.**

18 (2)(a) The Youth Corrections Education Program shall receive from the State School Fund for  
19 each school year a special State School Fund grant, consisting of a general purpose grant that is  
20 equal to the Youth Corrections Education Program extended ADMw multiplied by Funding Per-  
21 centage and further multiplied by Statewide Target per ADMw Grant. For the purpose of the cal-  
22 culation made under this paragraph:

23 (A) ADMw equals ADM multiplied by 2.0 multiplied by the additional per student weight, as  
24 calculated in ORS 327.013 (1)(c)(A)(i).

25 (B) Extended ADMw equals ADMw or ADMw of the prior year, whichever is greater.

26 (b) Notwithstanding paragraph (a) of this subsection, the Youth Corrections Education Program  
27 may not receive moneys under this section from the State School Fund for any youth in the program  
28 who:

29 (A) Has received a high school diploma; or

30 (B) Is 21 years of age or older.

31 (3) The Juvenile Detention Education Program shall receive from the State School Fund for each  
32 school year a special State School Fund grant, consisting of a general purpose grant that is equal  
33 to the Juvenile Detention Education Program extended ADMw multiplied by Funding Percentage  
34 and further multiplied by Statewide Target per ADMw Grant. For the purpose of the calculation  
35 made under this subsection:

36 (a) ADMw equals ADM multiplied by 1.5.

37 (b) Extended ADMw equals ADMw or ADMw of the prior year, whichever is greater.

38 (4) Funds allocated to the Youth Corrections Education Program and the Juvenile Detention  
39 Education Program from the State School Fund shall *[remain with the Department of Education*  
40 *and]* **be deposited in the Juvenile Justice Education Fund. The amount of funds to be allo-**  
41 **cated** shall be adjusted in the year following the distribution to reflect the actual ADMw of students  
42 in the Youth Corrections Education Program and the Juvenile Detention Education Program in the  
43 same manner as for the school districts under ORS 327.101.

44 **SECTION 25.** ORS 327.254 is amended to read:

45 327.254. (1) The Department of Education shall use moneys in the Statewide Education Initi-

1 atives Account to provide funding for statewide education initiatives, including:

2 (a) Funding the High School Graduation and College and Career Readiness Act at the levels  
3 prescribed by ORS 327.856;

4 (b) Expanding school breakfast and lunch programs;

5 (c) Operating youth reengagement programs or providing youth reengagement services;

6 (d) Establishing and maintaining the Statewide School Safety and Prevention System under ORS  
7 339.341;

8 (e) Developing and providing statewide equity initiatives, including any statewide education plan  
9 developed and implemented by the department;

10 (f) Providing summer learning programs at schools that are considered high poverty under Title  
11 I of the federal Elementary and Secondary Education Act of 1965;

12 (g) Funding early warning systems to assist students in graduating from high school, as de-  
13 scribed in ORS 327.367;

14 (h) Developing and implementing professional development programs and training programs, in-  
15 cluding programs that increase educator diversity and retain diverse educators;

16 (i) Planning for increased transparency and accountability in the public education system of this  
17 state;

18 (j) Providing additional funding to school districts participating in the intensive program under  
19 ORS 327.222;

20 (k) Providing technical assistance, including costs incurred for:

21 (A) The coaching program described in ORS 327.214; and

22 (B) The intensive program described in ORS 327.222, including costs for student success teams;

23 (L) Funding public charter schools, as described in ORS 327.362;

24 (m) Funding the Early Literacy Success School Grant program, as provided by ORS 327.833;

25 (n) Funding the Early Literacy Success Community Grant program, as established by ORS  
26 327.843;

27 (o) Funding any additional amounts for approved recovery schools, as provided by rules of the  
28 State Board of Education adopted under ORS 327.029;

29 (p) Funding education service districts, as described in subsection (2) of this section; *[and]*

30 **(q) Funding the Youth Corrections Education Program and the Juvenile Detention Edu-**  
31 **cation Program through the Juvenile Justice Education Fund established under section 22**  
32 **of this 2024 Act, when necessary as provided by section 23 of this 2024 Act; and**

33 *[(q)]* (r) Funding costs incurred by the department in implementing this section and ORS 327.175  
34 to 327.235 and 327.274.

35 (2)(a) The amount of a distribution to an education service district under this section shall be  
36 made as provided by paragraph (b) of this subsection after calculating the following for each edu-  
37 cation service district:

38 (A) One percent of the total amount available for distribution to education service districts in  
39 each biennium.

40 (B) The education service district's  $ADM_w \times$  (the total amount available for distribution to  
41 education service districts in each biennium  $\div$  the total  $ADM_w$  of all education service districts  
42 that receive a distribution).

43 (b) The amount of the distribution to an education service district shall be the greater of the  
44 amounts calculated under paragraph (a) of this subsection, except that, for distributions made as  
45 provided by paragraph (a)(B) of this subsection, the total amount available for distribution to edu-

1 cation service districts shall be the amount remaining after any distributions required under para-  
2 graph (a)(A) of this subsection have been made.

3 (c) For purposes of this subsection, ADMw equals the ADMw as calculated under ORS 327.013,  
4 except that the additional amount allowed for students who are in poverty families, as determined  
5 under ORS 327.013 (1)(c)(A)(v)(I), shall be 0.5.

6 (d) An education service district shall use moneys received under this section as provided by a  
7 plan developed by the school districts located within the education service district. A school district  
8 that declines to participate in the development of the plan or that has withdrawn from an education  
9 service district as provided by ORS 334.015 is not entitled to any moneys distributed to the educa-  
10 tion service district under this subsection.

11 (e) A plan developed under this subsection must:

12 (A) Align with and support the meeting of performance growth targets established for recipients  
13 of moneys under ORS 327.195 that are located within the education service district;

14 (B) Include the provision, to recipients of moneys under ORS 327.195 that are located within the  
15 education service district, of technical assistance in developing, implementing and reviewing a plan  
16 for receiving a grant from the Student Investment Account;

17 (C) Provide for coordination with the department in administering and providing technical as-  
18 sistance to recipients of moneys under ORS 327.195 that are located within the education service  
19 district, including coordinating any coaching programs established under ORS 327.214; and

20 (D) Be adopted and amended as provided for local service plans under ORS 334.175 and approved  
21 by the department.

22 (f) For the purposes of paragraph (e) of this subsection, recipients of moneys under ORS 327.195  
23 that are located within the education service district include, as applicable:

24 (A) Common school districts and union high school districts;

25 (B) Any charter school that is an eligible applicant, as defined in ORS 327.185; and

26 (C) The Youth Corrections Education Program or the Juvenile Detention Education Program.

27 (g) Each education service district must submit an annual report to the department that:

28 (A) Describes how the education service district spent moneys received under this subsection;  
29 and

30 (B) Includes an evaluation of the education service district's compliance with the plan from the  
31 superintendent of each school district that participated in the development of the plan.

32 (3) The State Board of Education shall adopt rules necessary for the distribution of moneys un-  
33 der this section.

34 **SECTION 26. ORS 326.700 and 326.712 are repealed.**

35 **SECTION 27. The amendments to ORS 326.695, 327.026 and 327.254 by sections 20, 24 and  
36 25 of this 2024 Act and the repeal of ORS 326.700 and 326.712 by section 26 of this 2024 Act  
37 become operative on July 1, 2024.**

38  
39 **OREGON'S OPEN EDUCATIONAL RESOURCES PROGRAM**

40  
41 **SECTION 28.** ORS 348.752 is amended to read:

42 348.752. (1) The Higher Education Coordinating Commission shall regularly convene faculty,  
43 staff and librarians from public universities listed in ORS 352.002 and community colleges for the  
44 purpose of coordinating Oregon's Open Educational Resources (OER) Program by:

45 (a) Assisting and advising faculty at public universities and community colleges on the adoption,

1 implementation and storage of open educational resource materials that are transferable between  
2 public universities and community colleges;

3 (b) Determining whether to develop a statewide repository of open educational resource mate-  
4 rials for the purpose of supporting the program and, if applicable, developing a plan for the devel-  
5 opment of the repository; and

6 (c) Developing criteria that may be used to provide up to \$150,000 to public universities and  
7 community colleges for the purpose of increasing the creation, adoption or implementation of open  
8 educational resources.

9 (2) The commission may enter into contracts or agreements with public or private entities for  
10 the purpose of fulfilling its obligations under *[this section]* **ORS 348.748 to 348.757**.

11  
12 **SHORT-ACTING OPIOID ANTAGONIST SCHOOL POLICIES**

13  
14 **SECTION 29.** ORS 339.869 is amended to read:

15 339.869. (1) The State Board of Education, in consultation with the Oregon Health Authority, the  
16 Oregon State Board of Nursing and the State Board of Pharmacy, shall adopt:

17 (a) Rules for the administration of prescription and nonprescription medication to students by  
18 trained school personnel and for student self-medication. The rules shall include age appropriate  
19 guidelines and training requirements for school personnel.

20 (b) Rules for the administration of premeasured doses of epinephrine by school personnel trained  
21 as provided by ORS 433.815 to any student or other individual on school premises who the personnel  
22 believe in good faith is experiencing a severe allergic reaction, regardless of whether the student  
23 or individual has a prescription for epinephrine.

24 (c)(A) Rules for the administration of medication that treats adrenal insufficiency by school  
25 personnel trained as provided by ORS 433.815 to any student on school premises whose parent or  
26 guardian has provided for the personnel the medication as described in ORS 433.825 (3) and who the  
27 personnel believe in good faith is experiencing an adrenal crisis, as defined in ORS 433.800.

28 (B) Rules adopted under this paragraph must:

29 (i) Include guidelines on the designation and training of school personnel who will be responsible  
30 for administering medication; and

31 (ii) Specify that a school district is only required to train school personnel when the school  
32 district has been notified by a parent or guardian that a student enrolled in a school of the school  
33 district has been diagnosed with adrenal insufficiency.

34 (d) Guidelines for the management of students with life-threatening food allergies and adrenal  
35 insufficiency, which must include:

36 (A) Standards for the education and training of school personnel to manage students with life-  
37 threatening allergies or adrenal insufficiency.

38 (B) Procedures for responding to life-threatening allergic reactions or an adrenal crisis, as de-  
39 fined in ORS 433.800.

40 (C) A process for the development of individualized health care and allergy or adrenal insuffi-  
41 ciency plans for every student with a known life-threatening allergy or adrenal insufficiency.

42 (D) Protocols for preventing exposures to allergens.

43 (e) Rules for the administration of a short-acting opioid antagonist to any student or other in-  
44 dividual on school premises who the individual administering the short-acting opioid antagonist be-  
45 lieves in good faith is experiencing an opioid overdose.

1 (2)(a) School district boards shall adopt policies and procedures that provide for:

2 (A) The administration of prescription and nonprescription medication to students by trained  
3 school personnel, including the administration of medications that treat adrenal insufficiency;

4 (B) Student self-medication; and

5 (C) The administration of premeasured doses of epinephrine to students and other individuals.

6 (b) Policies and procedures adopted under paragraph (a) of this subsection shall be consistent  
7 with the rules adopted by the State Board of Education under subsection (1) of this section. A school  
8 district board shall not require school personnel who have not received appropriate training to ad-  
9 minister medication.

10 (3)(a) School district boards may adopt policies and procedures that provide for the adminis-  
11 tration of a short-acting opioid antagonist.

12 (b) Policies and procedures adopted under paragraph (a) of this subsection shall be consistent  
13 with the rules adopted by the State Board of Education under subsection (1) of this section.

14 (4)(a) A school district [*board*] shall provide to the parent or legal guardian of each minor stu-  
15 dent enrolled in a school in the school district information regarding short-acting opioid antagonists.  
16 The information described in this subsection must include at least:

17 (A) A description of short-acting opioid antagonists and their purpose;

18 (B) A statement regarding, in an emergency situation, the risks of administering to an individual  
19 a short-acting opioid antagonist and the risks of not administering to an individual a short-acting  
20 opioid antagonist;

21 [*(C) A statement that all schools within the school district have access to short-acting opioid an-*  
22 *tagonists and the necessary medical supplies to administer the short-acting opioid antagonist on site;*  
23 *and]*

24 (C) **A statement identifying which schools, if any, in the school district will have short-**  
25 **acting opioid antagonists, and the necessary medical supplies to administer short-acting**  
26 **opioid antagonists, on site and available for emergency situations; and**

27 (D) A statement that a representative of a school may administer to a student a short-acting  
28 opioid antagonist in an emergency if the student appears to be unconscious and experiencing an  
29 opioid overdose.

30 (b) A school district board shall ensure that the parent or legal guardian of a minor student  
31 enrolled in a school within the school district is immediately notified when a short-acting opioid  
32 antagonist is administered to the student if the short-acting opioid antagonist is administered while  
33 the student is at school, on school property under the jurisdiction of the school district or at any  
34 activity under the jurisdiction of the school district.

35 (c) **The State Board of Education shall adopt rules that prescribe minimum requirements**  
36 **for the information provided under paragraph (a) of this subsection.**

37 **SECTION 30. Nothing in ORS 339.869 (4)(a)(C) (2023 Edition) shall be construed to:**

38 (1) **Require a school, a school district or a school district board to provide access to**  
39 **short-acting opioid antagonists, and the necessary medical supplies to administer the short-**  
40 **acting opioid antagonist, on site in all schools of the school district; or**

41 (2) **Allow a school, a school district, a school district board, a school district employee**  
42 **or a school district board member to be held liable in a criminal action or for civil damages**  
43 **for failure to provide access to short-acting opioid antagonists, and the necessary medical**  
44 **supplies to administer the short-acting opioid antagonist, on site in all schools of the school**  
45 **district.**

**EDUCATOR ADVANCEMENT COUNCIL**

**SECTION 31.** ORS 342.940 is amended to read:

342.940. *[(1) As used in this section and ORS 342.943, “educator” means a teacher, administrator or other school professional who is licensed, registered or certified by the Teacher Standards and Practices Commission.]*

**(1) As used in this section and ORS 342.943, “educator” means a person who is:**

**(a) A teacher, an administrator or another school employee who is employed to provide instruction or support to students in early childhood education or in kindergarten through grade 12; or**

**(b) Entering into or enrolled in an educator preparation program.**

(2)(a) The Educator Advancement Council shall be established and function under an intergovernmental agreement, pursuant to ORS 190.003 to 190.130, between state agencies and one or more school districts and education service districts. **The state agencies that must be parties to the intergovernmental agreement are the Department of Education, the Department of Early Learning and Care, the Teacher Standards and Practices Commission and the Higher Education Coordinating Commission.**

**(b)** The purposes of the council are to provide resources related to educator professional learning and to provide other educator supports.

(3) The intergovernmental agreement establishing the council shall outline the governance framework and the administrative details necessary for the efficient and effective implementation of the duties of the council.

(4)(a) The council shall consist of:

(A) Members who are representatives of the parties to the intergovernmental agreement establishing the council.

(B) No more than 10 members who are practicing educators, classified staff in a public school or for an education service district, early learning providers and professionals and school district board members.

(C) No more than 10 members who are representatives of educator preparation providers, education-focused nonprofit organizations, education-focused philanthropic organizations, professional education associations, community-based education organizations that represent families and students, post-secondary institutions of education and federally recognized Indian tribes of this state.

(b) Subject to any limits designated as provided by the intergovernmental agreement establishing the council, the majority of the members of the council identified under paragraph (a) of this subsection may propose additional members of the council. The inclusion of additional members on the council shall be subject to the procedures established by the council under the intergovernmental agreement.

(5) The council shall:

(a) Establish a system of educator networks, as described in ORS 342.943, by which every educator in this state has access to professional learning opportunities;

(b) Administer the beginning teacher and administrator mentorship program under ORS 329.788 to 329.820;

(c) Coordinate the distribution of moneys to educator networks from the Educator Advancement Fund based on the needs of the educators identified by the networks;

(d) Connect educator networks and facilitate communications within and among the networks

1 to improve teaching and learning; and

2 (e) Continuously assess the needs of educators in this state and coordinate priorities based on  
3 the moneys available for distribution from the Educator Advancement Fund.

4 (6) The Department of Education shall provide support to the strategic direction of the council  
5 by:

6 (a) Conducting and coordinating research to monitor:

7 (A) Teaching and learning conditions;

8 (B) Educator workforce supply and demand; and

9 (C) Common outcomes and measures anticipated to promote improvement in teaching and  
10 learning.

11 (b) Assisting the council in coordinating and connecting educator networks, supporting profes-  
12 sional learning priorities, enabling access to professional learning and supports, leveraging funding  
13 sources and managing innovation funds.

14 (c) Recommending statutory and agency rule changes needed to support the purposes of the  
15 council.

16 (d) Supporting programs that help to achieve the purposes of the Educators Equity Act.

17 (e) Supporting a statewide plan for increasing:

18 (A) The supply of culturally diverse teacher candidates; and

19 (B) The successful recruitment of effective educators to work in high-need schools and in prac-  
20 tice areas with a shortage of educators.

21 (f) Identifying high-leverage educator practices to be developed by educators throughout their  
22 careers.

23 (g) Providing accountability of the council by ensuring that the council:

24 (A) Gives preference, when making recommendations about funding distributions, to entities that  
25 have demonstrated success in improving student indicators.

26 (B) Considers the delivery of services for the benefit of all regions of this state when establish-  
27 ing the system of educator networks.

28 (C) Works toward improving student progress indicators identified by the Department of Edu-  
29 cation or set forth in ORS 350.014.

30 (D) Includes and connects education providers and leaders from prekindergarten through post-  
31 secondary education.

32 (h) Providing staff support for the administrative functions of the council.

33 (i) Developing a system that allows for the statewide dissemination of emerging practices and  
34 evidence-based models.

35 (j) Providing technical assistance to the council, including online systems for sharing profes-  
36 sional learning resources and supporting educator networks.

37 (k) Administering the distribution of grant and contract funds for programs described in this  
38 section.

39 (L) Providing administrative support to the educator networks, including:

40 (A) Making recommendations to the council about the selection of the sponsors of educator  
41 networks;

42 (B) Providing technical assistance to educator networks; and

43 (C) Entering into grant agreements or contracts for the distribution of funds to educator net-  
44 works.

45 (7)(a) The State Board of Education and the Teacher Standards and Practices Commission may

1 adopt any rules necessary at the request of the council to support the council or to perform any  
2 duties assigned to the board or commission under this section.

3 (b) The council may adopt rules pursuant to ORS chapter 183 for the purposes of ORS 329.788  
4 to 329.820 and 342.943.

5 (8) The council shall be considered a board for purposes of ORS chapter 180.

6 **SECTION 32. Notwithstanding ORS 329.805 (2), grants awarded under ORS 329.805 during**  
7 **the 2023-2025 biennium are not required to be awarded on a competitive basis.**

8  
9 **COREQUISITE STUDENT SUPPORT**

10  
11 **SECTION 33. (1) As used in this section, “corequisite” means a course or requirement**  
12 **related to mathematics or writing that a student must take or satisfy at the same time that**  
13 **the student is taking or satisfying another course or requirement in mathematics or writing**  
14 **that is required for a program of study or a degree.**

15 **(2) The Higher Education Coordinating Commission shall convene a work group to study**  
16 **evidence-based corequisite student support models, including models that use in-class tutor-**  
17 **ing, online learning labs, paired courses and other aligned academic supports. The work**  
18 **group shall provide information to the commission to assist the commission in:**

19 **(a) Determining whether to require the community colleges in this state to implement**  
20 **evidence-based corequisite student support models and identifying the most effective models**  
21 **to implement;**

22 **(b) Identifying the steps and resources required for community colleges in this state to**  
23 **transition from traditional prerequisite development education to evidence-based corequisite**  
24 **student support models;**

25 **(c) Identifying the steps and resources required for community colleges in this state to**  
26 **implement corequisite student support models in conjunction with courses of study in**  
27 **mathematics;**

28 **(d) Determining whether evidence-based corequisite student support models should be**  
29 **funded by Community College Support Fund grants;**

30 **(e) Identifying any statutory changes or administrative rule changes necessary to provide**  
31 **and fund evidence-based corequisite student support models; and**

32 **(f) Identifying how to determine if a person should participate in a corequisite, and**  
33 **whether participation should be voluntary or mandatory.**

34 **(3)(a) The work group convened under this section shall be appointed by the executive**  
35 **director of the Higher Education Coordinating Commission and shall include:**

36 **(A) The Director of the Office of Community Colleges and Workforce Development, or**  
37 **the director’s designee;**

38 **(B) One representative of a research center focused on the policies and practices of**  
39 **community colleges in this state;**

40 **(C) Three community college faculty members who have experience in teaching**  
41 **corequisite or developmental education;**

42 **(D) Three community college faculty members who have experience in teaching the first**  
43 **credit-bearing college-level course in mathematics or writing;**

44 **(E) One representative of a statewide organization representing community college fac-**  
45 **ulty members;**

1 (F) One community college president;

2 (G) One chief academic officer or chief instructional administrator for a community col-  
3 lege;

4 (H) One developmental education or adult basic education administrator for a community  
5 college;

6 (I) One student services administrator or professional for a community college; and

7 (J) One community college student.

8 (b) The commission shall solicit nominations from organizations representing faculty,  
9 students and community colleges to determine the membership of the work group.

10 (4) No later than December 15, 2024, the work group shall submit to the Higher Education  
11 Coordinating Commission a report on the study conducted as provided by this section.

12 **SECTION 34.** Section 33 of this 2024 Act is repealed on January 2, 2025.

13  
14 **APPLIED BACCALAUREATE PROGRAMS**

15  
16 **SECTION 35.** ORS 341.013 is amended to read:

17 341.013. (1) As used in this section:

18 (a) “Applied baccalaureate degree” has the meaning given that term in ORS 348.910.

19 (b) “Bachelor of Science: Nursing degree” means a post-licensure degree program in which in-  
20 dividuals who have already received an associate degree in nursing receive a bachelor’s degree in  
21 nursing.

22 (2) A community college may offer applied baccalaureate degrees and Bachelor of Science:  
23 Nursing degrees under the provisions of this section.

24 (3) For each applied baccalaureate degree program or Bachelor of Science: Nursing degree  
25 program a community college wants to offer to its students, the community college shall submit to  
26 the Higher Education Coordinating Commission:

27 (a) A description of the program to be offered;

28 (b) The method by which the program will be created, including any necessary accreditation by  
29 the relevant accrediting agency;

30 (c) Documentation of local unmet workforce needs that would be addressed by offering the pro-  
31 gram; and

32 (d) Documentation that the community college has the expertise, resources and student interest  
33 necessary to make the program successful.

34 (4) A proposed applied baccalaureate degree program or Bachelor of Science: Nursing degree  
35 program must be approved by the commission. The commission shall approve a proposed applied  
36 baccalaureate degree program or Bachelor of Science: Nursing degree program if:

37 (a) The community college submits all of the information and documentation required under  
38 subsection (3) of this section; and

39 (b) The commission determines that the criteria set forth in ORS 350.075 (3)(g) are satisfied.

40 **(5) An applied baccalaureate degree program or Bachelor of Science: Nursing degree**  
41 **program that is approved by the commission is eligible for funding from the Community**  
42 **College Support Fund established in ORS 341.620.**

43 [(5)] (6) The commission may adopt rules to implement this section.

44 **SECTION 36.** The amendments to ORS 341.013 by section 35 of this 2024 Act first apply  
45 to expenses incurred for the 2024-2025 academic year.



1        [(B)] (C) Is responsible for:

2        (i) Determining whether the part-time faculty member is eligible to receive health care benefits  
3 under this section;

4        (ii) Determining, on an annual basis, whether a part-time faculty member who was found to be  
5 eligible to receive health care benefits under sub-subparagraph (i) of this subparagraph continues to  
6 be eligible to receive health care benefits under this section;

7        (iii) Collecting the premiums for health benefit plans that must be paid by the part-time faculty  
8 member under subsection (3) of this section;

9        (iv) Paying the full cost of the insurance premiums for providing health benefit plans to the  
10 part-time faculty member, subject to reimbursement as described in subsection (4) of this section;  
11 and

12        (v) Administering and providing health benefit plans to the part-time faculty member in the  
13 manner described in this section.

14        (b) In order to receive health care benefits under this section, a part-time faculty member must  
15 provide the home public institution of higher education with all information necessary for the in-  
16 stitution to determine the eligibility of the part-time faculty member to receive health care benefits  
17 under this section.

18        (c) No later than 30 days before the deadline to submit an application to receive health care  
19 benefits under this section, each public institution of higher education must notify all part-time  
20 faculty members who have been employed by the institution during the current academic year and  
21 the previous academic year of:

22        (A) The eligibility requirements to receive health benefits under this section;

23        (B) The health care benefits and associated costs available to qualifying part-time faculty mem-  
24 bers; and

25        (C) Instructions on how part-time faculty members may apply to receive health care benefits  
26 under this section.

27        (3)(a) Except as provided in paragraph (b) of this subsection, a part-time faculty member at a  
28 public institution of higher education shall pay 10 percent of all insurance premiums for health  
29 benefit plans.

30        (b) A public institution of higher education may provide by collective bargaining at the institu-  
31 tion to pay for some or all of the insurance premiums that must otherwise be paid by a part-time  
32 faculty member under paragraph (a) of this subsection. The public institution of higher education  
33 may not be reimbursed under subsection (4) of this section for the costs the institution incurs to  
34 provide health benefit plans under this paragraph.

35        (4)(a) Every three months a public institution of higher education may request reimbursement  
36 from the Higher Education Coordinating Commission for the cost of paying insurance premiums for  
37 providing health benefit plans to each part-time faculty member who has selected the institution as  
38 the faculty member's home public institution of higher education under subsection (2) of this section.

39        (b) The commission shall use moneys from the Part-Time Faculty Insurance Fund established  
40 under ORS 350.357 to fully reimburse each public institution of higher education for all documented  
41 costs requested by the institution under this subsection, except for any costs described in subsection  
42 (3) of this section.

43        (5) Unless otherwise provided for by collective bargaining, a part-time faculty member at a  
44 public institution of higher education who is eligible for health care benefits under subsection (1)  
45 of this section may receive health care benefits only in the manner provided by this section.

1 (6) Each agency request budget filed by the Higher Education Coordinating Commission under  
2 ORS 291.208 must include, as part of the budget, moneys sufficient to provide health care benefits  
3 to part-time faculty members in the manner required by this section.

4 (7) The Higher Education Coordinating Commission may adopt rules necessary to implement  
5 subsection (4) of this section.

6  
7 **FORESTRY WORKFORCE STUDY**

8  
9 **SECTION 40. (1) As used in this section:**

10 (a) **“Forestry sector” means private businesses, nonprofit organizations, educational and**  
11 **workforce providers and public entities that are engaged in logging, forestation, wildland fire**  
12 **prevention and suppression, construction and maintenance of roads required for forestry,**  
13 **aggregate production of forestry products, trucking related to forestry, tree services, tech-**  
14 **nical and professional services required for forestry, forest surveying, fuel mitigation efforts**  
15 **related to forestry, forestry habitat restoration, watershed improvement, crop tree release**  
16 **and stand improvement, forest tract management, tree nurseries, mechanical services for**  
17 **forestry, provision of forestry products, training resources for the forestry workforce, edu-**  
18 **catinal resources for the forestry workforce, human resources for the forestry workforce**  
19 **and other in-forest or forest-affiliated services.**

20 (b) **“Forestry workforce” means the owners, proprietors, partners and employees of**  
21 **companies and organizations composing the forestry sector.**

22 (2) **The Higher Education Coordinating Commission shall conduct a forestry workforce**  
23 **study to assist the commission in understanding and addressing challenges in Oregon’s**  
24 **forestry workforce.**

25 (3) **The study conducted under this section shall:**

26 (a) **Identify existing secondary and post-secondary education, training, apprenticeship and**  
27 **workforce development programs that prepare Oregonians for careers in the forestry**  
28 **workforce;**

29 (b) **Collect data on participation in, completion of and employment outcomes for pro-**  
30 **grams identified in paragraph (a) of this subsection;**

31 (c) **Identify the number, type and location of businesses, nonprofit organizations, educa-**  
32 **tion and workforce providers and public entities composing the forestry sector in this state;**

33 (d) **Collect data on the number, occupations, industries, wages and demographics of the**  
34 **forestry workforce in this state;**

35 (e) **Assess current and projected forestry workforce needs;**

36 (f) **Identify challenges faced by the forestry sector in retaining and recruiting the**  
37 **forestry workforce; and**

38 (g) **Develop recommendations to enhance the recruitment and retention of the forestry**  
39 **workforce.**

40 (4) **When conducting the study under this section, the commission shall:**

41 (a) **Assess the current forestry workforce, the workforce’s demographics and needs and**  
42 **the community benefits of forestry. The assessment required under this paragraph shall take**  
43 **into consideration state plans and initiatives related to forest health, climate and economic**  
44 **development that may influence the demands on the forestry workforce.**

45 (b) **Collaborate with Oregon business associations that represent private forest employers**

1 and forest management enterprises to assess the future forestry workforce capacity re-  
2 quirements, as well as the potential impacts, benefits and opportunities for the forestry  
3 workforce.

4 (c) Consult with state and federal economic development, labor, employment and licens-  
5 ing agencies to account for current tracking and monitoring techniques for the forestry  
6 workforce and to ensure that the study is not duplicative of other studies.

7 (d) Consult with state and federal natural resource agencies to align priorities and un-  
8 derstand future forestry workforce needs.

9 (e) Consult with state training and education agencies to fully understand career path-  
10 ways and training opportunities for the forestry workforce.

11 (5) The commission may enter into a contract with a public or private entity for the  
12 purpose of conducting the study described in this section.

13 (6) The commission shall submit a report in the manner provided by ORS 192.245 to the  
14 interim committees of the Legislative Assembly related to natural resources, education and  
15 higher education no later than January 31, 2025.

16 **SECTION 41.** Section 40 of this 2024 Act is repealed on June 30, 2025.

17 **SECTION 42.** In addition to and not in lieu of any other appropriation, there is appro-  
18 priated to the Higher Education Coordinating Commission, for the biennium ending June 30,  
19 2025, out of the General Fund, the amount of \$300,000, for the purpose of the study described  
20 in section 40 of this 2024 Act.

21  
22 **TRANSFER COUNCIL SUBCOMMITTEES**

23  
24 **SECTION 43.** ORS 192.690 is amended to read:

25 192.690. (1) ORS 192.610 to 192.705 do not apply to any of the following:

26 (a) Deliberations of the Psychiatric Security Review Board or the State Board of Parole and  
27 Post-Prison Supervision.

28 (b) Deliberations of state agencies conducting hearings on contested cases in accordance with  
29 the provisions of ORS chapter 183.

30 (c) Deliberations of the Workers' Compensation Board or the Employment Appeals Board of  
31 similar hearings on contested cases.

32 (d) Meetings of the state lawyers assistance committee operating under the provisions of ORS  
33 9.568.

34 (e) Meetings of the personal and practice management assistance committees operating under  
35 the provisions of ORS 9.568.

36 (f) Meetings of county child abuse multidisciplinary teams required to review child abuse cases  
37 in accordance with the provisions of ORS 418.747.

38 (g) Meetings of child fatality review teams required to review child fatalities in accordance with  
39 the provisions of ORS 418.785.

40 (h) Meetings of peer review committees in accordance with the provisions of ORS 441.055.

41 (i) Mediation conducted under ORS 36.252 to 36.268.

42 (j) Any judicial proceeding.

43 (k) Meetings of the Oregon Health and Science University Board of Directors or its designated  
44 committee regarding candidates for the position of president of the university or regarding sensitive  
45 business, financial or commercial matters of the university not customarily provided to competitors

1 related to financings, mergers, acquisitions or joint ventures or related to the sale or other dispo-  
2 sition of, or substantial change in use of, significant real or personal property, or related to health  
3 system strategies.

4 (L) Oregon Health and Science University faculty or staff committee meetings.

5 **(m) Meetings of Transfer Council subcommittees that are established under ORS 350.426**  
6 **and that relate to the common course numbering system and the coordination, establish-**  
7 **ment, alignment, effectiveness and maintenance of foundational curricula.**

8 [(m)] (n) Communications between or among members of a governing body that are:

9 (A) Purely factual or educational in nature and that convey no deliberation or decision on any  
10 matter that might reasonably come before the governing body;

11 (B) Not related to any matter that, at any time, could reasonably be foreseen to come before the  
12 governing body for deliberation and decision; or

13 (C) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence  
14 and other similar matters.

15 (2) Because of the grave risk to public health and safety that would be posed by misappropri-  
16 ation or misapplication of information considered during such review and approval, ORS 192.610 to  
17 192.705 shall not apply to review and approval of security programs by the Energy Facility Siting  
18 Council pursuant to ORS 469.530.

19  
20 **EDUCATION FOR OCCUPATIONAL OR PROFESSIONAL LICENSE**

21  
22 **SECTION 44.** ORS 670.280 is amended to read:

23 670.280. (1) As used in this section:

24 (a) "License" includes a registration, certification or permit.

25 (b) "Licensee" includes a registrant or a holder of a certification or permit.

26 (2) Except as provided in ORS 342.143 (3) or 342.175 (3), a licensing board, commission or agency  
27 may not deny, suspend or revoke an occupational or professional license solely for the reason that  
28 the applicant or licensee has been convicted of a crime, but it may consider the relationship of the  
29 facts which support the conviction and all intervening circumstances to the specific occupational  
30 or professional standards in determining the fitness of the person to receive or hold the license.  
31 There is a rebuttable presumption as to each individual applicant or licensee that an existing or  
32 prior conviction for conduct that has been classified or reclassified as a Class E violation does not  
33 make an applicant for an occupational or professional license or a licensee with an occupational or  
34 professional license unfit to receive or hold the license.

35 (3) Except as provided in ORS 342.143 (3) and 342.175 (3), a licensing board, commission or  
36 agency may deny an occupational or professional license or impose discipline on a licensee based  
37 on conduct that is not undertaken directly in the course of the licensed activity, but that is sub-  
38 stantially related to the fitness and ability of the applicant or licensee to engage in the activity for  
39 which the license is required. In determining whether the conduct is substantially related to the  
40 fitness and ability of the applicant or licensee to engage in the activity for which the license is re-  
41 quired, the licensing board, commission or agency shall consider the relationship of the facts with  
42 respect to the conduct and all intervening circumstances to the specific occupational or professional  
43 standards. There is a rebuttable presumption as to each individual applicant or licensee that an  
44 existing or prior conviction for conduct that has been classified or reclassified as a Class E violation  
45 is not related to the fitness and ability of the applicant or licensee to engage in the activity for

1 which the license is required.

2 **(4)(a) Prior to beginning an education, a training or an apprenticeship program for an**  
3 **occupational or professional license, a person who was convicted of a crime may petition a**  
4 **licensing board, commission or agency for a determination as to whether a criminal con-**  
5 **viction will prevent the person from receiving an occupational or professional license. The**  
6 **licensing board, commission or agency may charge a reasonable fee to pay the costs of**  
7 **making the determination.**

8 **(b) A determination from a licensing board, commission or agency that a criminal con-**  
9 **viction will not prevent the person from obtaining an occupational or professional license**  
10 **binds the licensing board, commission or agency unless, at the time the person submits a**  
11 **complete application, the person:**

12 **(A) Has allegations or charges pending in criminal court;**

13 **(B) Has failed to disclose a previous criminal conviction; or**

14 **(C) Has been convicted of another crime during the period between the determination and**  
15 **the person's submission of a completed application for an occupational or professional li-**  
16 **cence.**

17 **(c) A licensing board, commission or agency is not bound by, and may reconsider, a de-**  
18 **termination that a criminal conviction will prevent the person from obtaining an occupa-**  
19 **tional or professional license if the person submits a petition for another determination or**  
20 **a completed application for an occupational or professional license.**

21 **(d) A licensing board, commission or agency may adopt rules necessary to implement the**  
22 **provisions of this subsection.**

23  
24 **RECOVERY SCHOOLS**

25  
26 **SECTION 45.** ORS 336.680 is amended to read:

27 336.680. (1) As used in this section, "approved recovery school" means a school that is under  
28 an agreement with the Department of Education to provide students enrolled in the school with a  
29 holistic approach to:

30 (a) Educational services for grades 9 through 12; and

31 (b) Health care services related to recovery from substance use disorders.

32 (2) The department shall provide or cause to be provided appropriate education for students  
33 enrolled in an approved recovery school. For the purpose of paying the costs of providing education  
34 to students enrolled in an approved recovery school, the Superintendent of Public Instruction shall  
35 make the following:

36 (a) Payments from amounts available from the State School Fund under ORS 327.029.

37 (b) Payments from the Statewide Education Initiatives Account, as provided by rule adopted by  
38 the State Board of Education in collaboration with the advisory committee convened under ORS  
39 336.685. The rules adopted as provided by this paragraph may include a minimum amount, a maxi-  
40 mum amount or both for approved recovery schools.

41 (3) The Superintendent of Public Instruction may contract with a school district, an education  
42 service district or a public charter school to provide or cause to be provided appropriate education  
43 to students enrolled in an approved recovery school. Unless otherwise specified, any educational  
44 services provided under a contract entered into under this subsection shall be paid as described in  
45 this section and not by any other state moneys distributed based on average daily membership that

1 are available to the school district, education service district or public charter school for the pur-  
2 pose of providing educational services.

3 (4) The State Board of Education shall adopt by rule the standards for a recovery school to  
4 become and operate as an approved recovery school. The standards must provide that:

5 (a) The recovery school must align, to the extent identified by the board, with standards for  
6 accreditation established by a nonprofit accrediting organization composed of representatives of re-  
7covery schools and individuals who support the growth of recovery schools. The standards must in-  
8clude requirements that:

9 (A) The recovery school, in compliance with timelines established by the department, be ac-  
10credited by a nonprofit accrediting organization that establishes standards for recovery schools.  
11 Nothing in this subparagraph requires the recovery school to be accredited at the time the super-  
12intendent first enters into a contract with the recovery school.

13 (B) Student enrollment in the recovery school is voluntary. No school district or state or local  
14agency may compel or otherwise require a student to enroll in a recovery school. Students enrolled  
15in an approved recovery school may not be counted in determining the number of pupils in average  
16daily membership for purposes of ORS 334.175 (5).

17 (C) All students who reside in this state and who meet the eligibility criteria established under  
18subsection (8) of this section may enroll in an approved recovery school if space is available. If  
19space is not available, the approved recovery school may prioritize for enrollment student groups  
20identified in ORS 327.180 (2)(b).

21 (D) The school district, education service district or public charter school with which the de-  
22partment has entered into a contract for a recovery school must agree to award high school diplo-  
23mas, modified diplomas, extended diplomas and alternative certificates as provided by ORS 329.451  
24and 339.877. An entity that awards high school diplomas as provided by this subparagraph:

25 (i) May not impose requirements for a high school diploma that are in addition to the require-  
26ments prescribed by ORS 329.451 (2)(a) or by rule of the State Board of Education; and

27 (ii) Must accept any credits previously earned by students in another school or educational  
28program in this state and apply those credits toward the requirements prescribed by ORS 329.451  
29(2)(a) or by rule of the State Board of Education.

30 *[(E) Except as provided by subparagraph (F) of this paragraph, the recovery school must satisfy*  
31*the same laws that apply to public charter schools under ORS 338.115.]*

32 **(E) Statutes and rules that apply only to school district boards, school districts or other**  
33**public schools do not apply to approved recovery schools, except that the following laws do**  
34**apply to approved recovery schools:**

35 **(i) Federal law;**

36 **(ii) ORS 30.260 to 30.300 (tort claims);**

37 **(iii) ORS 192.311 to 192.478 (public records law);**

38 **(iv) ORS 192.610 to 192.705 (public meetings law);**

39 **(v) ORS chapters 279A, 279B and 279C (Public Contracting Code);**

40 **(vi) ORS 297.405 to 297.555 and 297.990 (Municipal Audit Law);**

41 **(vii) ORS 326.565, 326.575 and 326.580 (student records);**

42 **(viii) ORS 181A.195, 326.603, 326.607 and 342.223 (criminal records checks);**

43 **(ix) ORS 329.045 (academic content standards and instruction);**

44 **(x) ORS 329.451 (high school diploma, modified diploma, extended diploma and certificate**  
45 **of attendance);**

- 1       **(xi) ORS 329.496 (physical education);**  
2       **(xii) The statewide assessment system developed by the Department of Education for**  
3 **mathematics, science and language arts under ORS 329.485 (2);**  
4       **(xiii) ORS 336.840 (use of personal electronic devices);**  
5       **(xiv) ORS 337.150 (textbooks);**  
6       **(xv) ORS 339.119 (consideration for educational services);**  
7       **(xvi) ORS 339.141, 339.147 and 339.155 (tuition and fees);**  
8       **(xvii) ORS 339.250 (9) (prohibition on infliction of corporal punishment);**  
9       **(xviii) ORS 339.326 (notice concerning students subject to juvenile court petitions);**  
10       **(xix) ORS 339.370 to 339.400 (reporting of suspected abuse and suspected sexual conduct);**  
11       **(xx) ORS 342.856 (core teaching standards);**  
12       **(xxi) ORS chapter 657 (Employment Department Law);**  
13       **(xxii) ORS 332.505 (2), 659.850, 659.855 and 659.860 (discrimination);**  
14       **(xxiii) Any statute or rule that establishes requirements for instructional time provided**  
15 **by a school during each day or during a year;**  
16       **(xxiv) Statutes and rules that expressly apply to recovery schools;**  
17       **(xxv) Health and safety statutes and rules; and**  
18       **(xxvi) Statutes and rules that expressly apply only to school district boards, school dis-**  
19 **tricts and other public schools but that apply to an approved recovery school under the**  
20 **contract for the approved recovery school.**  
21       (F) All administrators and teachers at the recovery school must be licensed by the Teacher  
22 Standards and Practices Commission.  
23       **(G) An approved recovery school may:**  
24       **(i) Enter into contracts and lease facilities and services from a school district, an edu-**  
25 **cation service district, a public university listed in ORS 352.002, a governmental unit or any**  
26 **person or legal entity.**  
27       **(ii) Receive and accept gifts, grants and donations from any source for expenditure to**  
28 **carry out the lawful functions of the school.**  
29       **(iii) Receive services from an education service district in the same manner as other**  
30 **public schools in the school district in which the approved recovery school is located.**  
31       **(H) An approved recovery school must comply with the requirements of the uniform**  
32 **budget and accounting system adopted by rule of the State Board of Education under ORS**  
33 **327.511.**  
34       (b) Recovery schools will be approved, to the greatest extent practicable, in a manner that:  
35       (A) Represents a geographic distribution across this state; and  
36       (B) Takes into consideration the needs for services by the community in which the recovery  
37 school would be located.  
38       (5) Any school that provides the services of a recovery school may enter into a contract with  
39 the superintendent to become an approved recovery school, including schools already providing the  
40 services of a recovery school and schools that are proposing to provide the services of a recovery  
41 school.  
42       (6) An approved recovery school may enter into agreements with other entities, including  
43 community-based organizations and federally recognized tribes of this state, for the purposes of  
44 providing educational and health care services to students enrolled in the approved recovery school.  
45       (7)(a) The department shall be responsible for:

1 (A) Identifying, locating and evaluating students enrolled in an approved recovery school who  
2 may be in need of special education and related services; and

3 (B) Ensuring that eligible students receive special education and related services.

4 (b) For the purpose of this subsection, the department may enter into a contract with a school  
5 district or an education service district.

6 (8) The department shall establish eligibility criteria for students to enroll in an approved re-  
7covery school, based on input from the advisory committee convened under ORS 336.685 and based  
8on research from a nonprofit organization composed of representatives of recovery schools and in-  
9dividuals who support the growth of recovery schools and other relevant organizations.

10 (9) For the purposes of administering this section:

11 (a) The State Board of Education shall adopt any necessary rules.

12 (b) The department shall collaborate with the Oregon Health Authority, the Youth Development  
13 Division, the Alcohol and Drug Policy Commission, the Oregon Youth Authority, the Department  
14 of Human Services and local public health and mental health authorities or providers and shall co-  
15ordinate, to the greatest extent practicable, funding of services provided in relation to approved  
16 recovery schools.

17 (10) Each biennium, the Department of Education shall prepare a report on the progress, suc-  
18cesses and challenges of approved recovery schools and submit that report to:

19 (a) The interim committees of the Legislative Assembly related to education; and

20 (b) The advisory committee convened under ORS 336.685.

21  
22 **EMPLOYMENT OF CLASSIFIED SCHOOL EMPLOYEES**

23  
24 **SECTION 46.** ORS 332.544 is amended to read:

25 332.544. (1) As used in this section, "classified school employee" includes all employees of a  
26 school district **in a position represented by a collective bargaining unit**, except those for whom  
27 a teaching or administrative license is required as a basis for employment in a school district.

28 (2) A classified school employee shall have the right to be dismissed, demoted or disciplined only  
29 for just cause.

30 (3) School district employees subject to the civil service provisions of ORS 242.310 to 242.640  
31 are exempt from the provisions of this section.

32 **SECTION 47.** ORS 334.231 is amended to read:

33 334.231. (1) As used in this section, "classified school employee" includes all employees of an  
34 education service district **in a position represented by a collective bargaining unit**, except those  
35 for whom a teaching or administrative license is required as a basis for employment in an education  
36 service district.

37 (2) A classified school employee shall have the right to be dismissed, demoted or disciplined only  
38 for just cause.

39  
40 **SUBSTITUTE TEACHER PAY**

41  
42 **SECTION 48.** ORS 342.610 is amended to read:

43 342.610. (1)(a) A teacher employed as a substitute teacher may not be paid less per day than 85  
44 percent of 1/190th of the statewide average salary of a beginning teacher who holds a bachelor's  
45 degree.

1 (b) The Department of Education shall compute the statewide average salary of a beginning  
2 teacher who holds a bachelor's degree to be used for purposes of this subsection by:

3 (A) Using the latest data available to the department; and

4 (B) Not using data from earlier than the preceding school year.

5 (2) A school district shall set the working hours for a substitute teacher and, when a teacher  
6 is employed as a substitute teacher for the school district, the school district shall pay the substitute  
7 teacher a salary that is:

8 (a) No less than one-half of the daily minimum salary computed under subsection (1) of this  
9 section if the teacher is employed as a substitute teacher for **one-half day or** less than one-half day;  
10 or

11 (b) No less than the daily minimum salary computed under subsection (1) of this section if the  
12 teacher is employed as a substitute teacher for **more than** one-half day [*or more*].

13 (3)(a) Notwithstanding subsection (1) of this section, a teacher employed as a substitute teacher  
14 for more than 10 consecutive days in any one assignment for the same teacher shall not be paid  
15 after the 10th day of the assignment less per day than:

16 (A) For school districts with no salary scale, 100 percent of 1/190th of the statewide average  
17 salary computed in subsection (1) of this section; or

18 (B) For school districts with a salary scale, the higher of:

19 (i) 1/190th of the employing school district's salary for a beginning teacher who holds a  
20 bachelor's degree; or

21 (ii) The daily minimum salary computed under subsection (1) of this section.

22 (b) Used sick leave, whether paid or unpaid, and weekends, school holidays and days when  
23 schools are closed by weather or other conditions and when substitute teachers are not required to  
24 appear in person at the school may not be considered in determining consecutive days for purposes  
25 of this subsection.

26 (c) When substituting for a part-time teacher, the part of the day worked by the substitute  
27 teacher shall count as a full day in determining consecutive days for purposes of this subsection.

28 (4) Notwithstanding subsections (1) and (3) of this section, if a school district has a class  
29 schedule based on a four-day week:

30 (a) The daily minimum salary computed under subsection (1) or (3) of this section must be  
31 multiplied by 1.125; and

32 (b) Calculations described in subsection (3) of this section must be made after a teacher has been  
33 employed as a substitute teacher for more than eight consecutive days in any one assignment for  
34 the same teacher.

35 (5)(a) A school district shall classify a substitute teaching assignment as a temporary position  
36 when the school district determines that a teacher will be employed as a substitute teacher for 60  
37 or more consecutive days in any one assignment for the same teacher.

38 (b) The designation under paragraph (a) of this subsection must occur either:

39 (A) At the beginning of the substitute teaching assignment; or

40 (B) As soon as practicable, but no later than 10 consecutive days, after the school district de-  
41 termines that a substitute teaching assignment will be extended to 60 or more consecutive days.

42 (c) If a school district has a class schedule based on a four-day week, the school district shall:

43 (A) Classify a substitute teaching assignment as a temporary position when the school district  
44 determines that a teacher will be employed as a substitute teacher for 48 or more consecutive days  
45 in any one assignment for the same teacher; and

1 (B) Make the designation described in paragraph (b)(B) of this subsection when the school dis-  
2 trict determines that a teacher will be employed as a substitute teacher for 48 or more consecutive  
3 days in any one assignment for the same teacher.

4 (d) Nothing in this subsection prohibits a school district from making the classification required  
5 under paragraph (a) or (c) of this subsection after fewer consecutive days.

6 (6) A teacher employed by a school district as a substitute teacher shall be paid for any training  
7 that is required for that teacher to apply for or be assigned to a substitute teaching assignment.

8 (7) This section does not apply to substitute teachers represented in a bargaining unit in the  
9 school district by which they are employed.

10 **SECTION 49. (1) The amendments to ORS 342.610 by section 48 of this 2024 Act become**  
11 **operative on July 1, 2024.**

12 **(2) The amendments to ORS 342.610 by section 48 of this 2024 Act first apply to the**  
13 **2024-2025 school year.**

14  
15 **EARLY SUCCESS READING INITIATIVE**

16  
17 **SECTION 50. ORS 329.832 and 329.837 are repealed.**

18  
19 **MISCELLANEOUS**

20  
21 **SECTION 51. The unit captions used in this 2024 Act are provided only for the conven-**  
22 **ience of the reader and do not become part of the statutory law of this state or express any**  
23 **legislative intent in the enactment of this 2024 Act.**

24 **SECTION 52. This 2024 Act being necessary for the immediate preservation of the public**  
25 **peace, health and safety, an emergency is declared to exist, and this 2024 Act takes effect**  
26 **on its passage.**

27 \_\_\_\_\_

## **Our School Improvement Team | Board Report | 03.05.24**

### **Team Highlight:**

13 of our 16 districts participate in our 4th ever Integrated Guidance Community Engagement Event at Lane Community College on February 9. This full day event focused on Career Connected Learning and featured presentations from CTE students, CTE teachers, our education specialists, and industry professionals. These events bring our districts together to complete some of the engagement artifacts required by ODE, and are also a time for cross-district collaboration and individualized support from the School Improvement team as district teams operationalize their Integrated Plans. And of course, we always make it a fun time! More details [here](#).

### **February Curriculum Leaders:**

In recognition of Black History Month and Career Technical Education Month, our agenda featured:

An overview of Black History 365 implementation in Lane County, resources provided in the curriculum, highlights of the curriculum (as reported by students and teachers), connections between the curriculum and required standards, and what support is available through Lane ESD through our Lane African American Black Student Success program and our education specialists.

Many updates about Career Technical Education, including the New Teacher Network, upcoming spring and summer events for students and teachers, Lane Career Academy's Hope Factory and plans to add Emergency Medical Services.

See the full agenda [here](#).

### **Strategic Plan:**

The School Improvement team spent time last Tuesday reviewing our team strategies and ensuring alignment between our current projects and strategies. Every member of the SI team present at our meeting was able to describe a current project they are working on and how it aligns with one or more of our strategies.



## March 2024 Board Report

### Technology Services

- Construction update: Construction is back on schedule and the server room equipment move is scheduled for the weekend of March 16th and 17th. .
- Wide Area Network equipment refresh project: Equipment has arrived. The professional services portion of the project is still scheduled based on availability and current project load.
- Our systems engineer role is still open. We have reported and that will close in April.
- Technology Services with the help of CISA (Cybersecurity Infrastructure Security Agency) led a tabletop exercise for all of cabinet and our facility manager. This table top exercise walks the participants through a hypothetical ransomware scenario and how to handle that.
- CIO will be attending AESA's Business Strategy Framework and
- CIO, IT Office Manager, and Network Engineer are working on scheduling attending AI training in March

### State-wide Digital Support Efforts

- IT staff participation in City of Eugene digital equity committee
- IT staff participation in LCOG regional broadband grant evaluation
- IT staff participation in state-wide cybersecurity grant application evaluation team.

### February LCTAC update:

#### Roundtable Items

- Cybersecurity training in your districts
- Largest concerns
- AI- All Things

#### CIO Updates- Brandon Webb

- K-12 IT Managers resources
  - [Copy of Recommended resources for new K-12 IT Managers](#)
- Notes from ESD CIO meeting
  - Broadband
    - OR broadband office at the helm
    - Middle mile and anchors excluded
    - Most money goes to carriers



- BATs may get some planning dollars, not much when spread out
- [SB1502](#) - Public meeting access
- HB4078 - Short session bill for state-wide SIS by 2034
  - Now changed into a 'study' instead of requirement
  - 360-like taskforce to do a study

Report to the Board  
Special Education  
March 2024

#### Summer 2024 Day Camp

You will recall that Lane ESD's Life Skills program operated on a reduced schedule for part of the 2021-22 school year due to a staffing shortage. Students enrolled in the program that year qualify for Compensatory Education Services. This August we will be operating a two-week Day Camp as part of our offer of Compensatory Education Services. Plans are underway to partner with Lane Arts Council, Eugene Science Center, Adaptive Recreation and Special Olympics to provide an engaging and inclusive experience for our students. Next month there will be a presentation to the Board about our planning process.