

<b>LANE EDUCATION SERVICE DISTRICT</b>	<b>BOARD MEETING</b>
1200 Hwy 99 N	Tuesday, September 10, 2024
Eugene, Oregon 97402	Regular Meeting: 6:00 PM

**LANE ESD BOARD MEETING  
AGENDA**  
Tuesday, September 10, 2024

1. 5:00 PM: Call to Order: Work Session

Board Chair

A. Review OSBA Policy Services

The Board will review and discuss policy services available through OSBA.

OSBA has the following menu of policy services available:

**Policy Analysis:** \$3,780.

This service provides an analysis report of a member's current board policy manual. Additional time is billed per OSBA rates. Up to 25 model policies/ARs; additional model samples requested are \$120 per policy. Half of the analysis base fee may be credited to a policy rewrite (not desk rewrite or other services) if member contracts for a policy rewrite within 12 months of issuance of the analysis report. Other costs not shown in agreement are billed at applicable OSBA rates.

**Policy Rewrite:** \$22,680. Plus, travel costs

These fees entitle the member to an analysis and policy drafting using OSBA model sample language; 12 meetings or 18 months (whichever occurs first) with OSBA staff (in person or virtual); an electronic copy of all review materials; and adopted manual in Word. Special formatting is an additional charge. Services beyond that described above will be charged Basic Contract Service rates and invoiced monthly. Work on policies/ARs in a language other than English is considered a Special Project and will be billed at the hourly rate; OSBA does not offer translation services. Pricing for services based on ADM.

**Desk Rewrite:** \$12,600.

Desk rewrite: an analysis and policy drafting using available OSBA model sample language. These fees entitle the member to an electronic copy of all review materials. Special formatting is an additional charge. No meetings at any level of a desk rewrite. Services beyond that described above will be charged Basic Contract Service rates. Other expenses will be billed at cost. Work on policies/ARs in a language other than English is considered a

Special Project and will be billed at an hourly rate. OSBA does not offer translation services. Pricing for services based on ADM.

Board Chair, Superintendent

B. Component Districts' Integrated Guidance Plans

This will be an opportunity for the Board to learn more about component district Integrated Guidance Planning.

Madeline Ahearn

Integrated Guidance With Maddy Ahearn

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2. Call Regular Meeting To Order

Board Chair

3. Welcome

Guests attending the meeting will be introduced.

Board Chair

4. Public Participation

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

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.

5. Agenda Review

Board Chair

6. 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 institution we are accountable for addressing the current and former silencing, erasure and genocide of native people in Oregon and Turtle Island. We aim to join with indigenous people, honoring their resilience, courage, and self-determination in a purposeful pursuit of justice.

Board Member

Lane ESD Board of Directors Land Acknowledgement

7. Presentation: Migrant Education Program Summer School

The Board will receive a presentation on the Migrant Education Program Summer School.

Migrant Education Program Staff

Migrant Education Program Summer School Presentation 2024

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8. Action Items

Board Chair

A. Consent Agenda

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

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

Back-up materials for consent agenda items are included in the agenda

packet as needed. Minutes of this meeting will reflect action on each item.

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

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

1. Human Resource Report, dated September 5, 2024

Board Chair

HR Board Report - Sept 2024

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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 July 2024.

Board Chair

July 2024 Financial Report 60

C. Approve Board and Superintendent Agreements

The Board of Directors is the educational policy making body for Lane ESD. To fulfill the District's mission the Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The Board and Superintendent will review their written agreements and affirm those moving forward into the 2024-25 year.

Superintendent Scurto, Board Chair

Bd-Supt Working Agreements 24-25 62

D. Declaration of National Hispanic Heritage Month

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

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

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

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

**WHEREAS**, what began in 1968 as Hispanic Heritage Week under President Johnson and was expanded by President Reagan in 1988 to cover

a 30-day period starting on September 15 and ending on October 15; and **WHEREAS**, although too numerous to recognize individually by name, Hispanics and Latinos serve as civil rights leaders and community organizers, politicians, soldiers, educators, journalists, first responders, pioneers in art and science, healthcare professionals, athletes, inventors, entertainers and so much more; and

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

**NOW, THEREFORE, BE IT RESOLVED**, that the Lane Education Service District hereby proclaims September 15th – October 15th, 2024 as Hispanic & Latino Heritage Month and encourages all residents to honor the rich diversity of the Hispanic and Latino communities and celebrate the many ways they contribute to our nation and society.

Board Chair

E. Adopt Board Member Program and District Assignments

The Board will adopt 2024-25 assignments that were first reviewed at the August 2024 meeting.

Superintendent Scurto, Board Chair

LESD Board Committees and Assignments 2023-24 65

LESD Board Committees and Assignments 2024-25 67

F. Adopt Policy Updates

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

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

Such policies may be adopted, amended or repealed at any Board meeting provided that the proposed adoption, amendment or repeal shall have been proposed at a previous Board meeting and, once proposed, shall have remained on the agenda of each succeeding meeting until approved or rejected and except that the Board may adopt, amend or repeal policies at

any meeting of the Board in the event of an actual emergency, as determined at the sole discretion of the Board.

Additionally, when in the best interests of the district immediate adoption of a proposed policy is necessary, the Board may adopt such policy at the first meeting in which it is presented.

Policies shall be adopted, amended or repealed by the affirmative vote of four or more Board members. Policies and amendments adopted by the Board will be attached to, and made a part of, the minutes of the meeting at which they are adopted and also will be included in the ESD's policy manual.

The Board shall communicate its position on matters of public policy and shall interact with the community, other governmental bodies and agencies and the media through the spokesperson designated by the Board.

#### Board Chair

##### 1. Policy First Read: Layoff/Recall, Professional

Superintendent Scurto will introduce a policy for Layoff/Recall of Professional Staff.

The Board has the authority to move this policy to adoption if they choose.

Superintendent Scurto

Policy Layoff-Recall - Professional

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##### 2. GBEB: Communicable Disease in Schools

The State Board of Education adopted revisions to Oregon Administrative Rule (OAR) 581-022-2220 on health services. The changes result in a requirement to develop "a written prevention-oriented health services plan for all students" (OAR 581-022-2220(1)). The plan requirements include a variety of topics, including but not limited to, plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision and dental screenings. As a result of these changes there is a list of policies and administrative regulations (AR's), included herein, which have been revised.

Recommendations may include to delete or rescind policy or AR, recoding, and reassigning some policy content to a new section or policy of the policy manual.

Superintendent Scurto

3. EBBA: Student Health Services

The State Board of Education adopted revisions to Oregon Administrative Rule (OAR) 581-022-2220 on health services. The changes result in a requirement to develop "a written prevention-oriented health services plan for all students" (OAR 581-022-2220(1)). The plan requirements include a variety of topics, including but not limited to, plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision and dental screenings.

Superintendent Scurto

EBBA Student Health Services - For Adoption

G. Adopt Policy Deletions

These policy deletions were tabled at the June 2024 meeting of the Board.

The State Board of Education adopted revisions to Oregon Administrative Rule (OAR) 581-022-2220 on health services. The changes result in a requirement to develop "a written prevention-oriented health services plan for all students" (OAR 581-022-2220(1)). The plan requirements include a variety of topics, including but not limited to, plan for health care space, communicable disease prevention, communication strategies, health screenings, and hearing, vision and dental screenings.

As a result of these changes there is a list of policies and administrative regulations (AR's) which have been revised. Recommendations may include to delete or rescind policy or AR, recoding, and reassigning some policy content to a new section or policy of the policy manual.

The entire rule can be accessed here: [OAR 581-022-2220](#). Reach out to the Oregon Department of Education with additional questions regarding plan requirements and/or implementation.

ODE resources and School Health Services include tools to support some requirements.

Collective Bargaining Impact: Review any terms and conditions of an applicable agreement.

Local ESD Responsibility: Review the recommendations regarding board

policy changes and make decisions regarding same. Any policy revisions or recommendation to rescind a policy should be submitted to the board for action.

Policy(ies) and ARs Impacted by these Revisions

**GBEBA - Staff - HIV, AIDS, and HBV, Delete**

**JHCC - Communicable Diseases - Students, Delete**

**JHCCA - Students - HIV, HBV and AIDS\*\*, Delete**

Superintendent Scurto

1. JHCCA: Students - HIV, HBV and AIDS - DELETE

Board Chair

2. GBEBA: Staff - HIV, AIDS, and HBV for DELETION

Board Chair

3. JHCC: Communicable Diseases - DELETE

Board Chair

9. Discussion/Reports

A. Legislative Update

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

Superintendent Tony Scurto

B. Superintendent Report

Superintendent Tony Scurto

C. Work Session Report Out

The Board of Directors and Superintendent will discuss possible Policy Manual Review services by OSBA and the Integrated Guidance Planning.

Superintendent Scurto, Board Chair

10. Information from Administrative Staff

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

Administrative Staff	
Board Update_09_10_24 - School Improvement	77
Special Education September 2024 Board Update	78
Human Resources Report to the Board - September 2024	79
September 2024, IT Board Report	80
11. Board Member Reports and Comments/Agenda Planning	

Lane ESD Board, Liaisons, Advisors

A. Agenda Planning

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

Board Chair

B. Board Member Reports

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

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

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

**Sherry Duerst-Higgins**

**Linda Hamilton**

**Leslie Harris**

**Sydney Kissinger**

**Nora Kent**

**Vanessa Truett**

**Rose Wilde**

**Kraig Sproles**, Superintendents' Council Advisor (Bethel)

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

**Erin Zygaitis**, Community Advisor

Board, Advisors, Liaisons

Nora Kent Report for September 24	82
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## 12. Announcements

Board Chair

### A. **Lane ESD Board Member Activities and Opportunities**

Lane ESD Workshops and Trainings

August 9, 2024 - OSBA Rural School Board Member Caucus

August 9, 2024 - OSBA Legislative Policy Committee

August 10, 2024 - OSBA LGBTQIA2S+ School Board Member Advisory Committee

August 10, 2024 - OSBA School Board Members of Color Caucus Membership Meeting

August 13, 2024 - OSBA Executive Committee Meeting

September 4, 2024 - OSBA LGBTQIA2S+ School Board Member Advisory Committee

September 10, 2024 - OSBA Executive Committee Meeting

September 14, 2024 - OSBA School Board Members of Color Caucus Membership Meeting

September 17, 2024 - National IT Professionals Day

October 8, 2024 - OSBA Executive Committee Meeting

October 15, 2024 - OSBA Fall Regional @ Lane ESD

November 7-9, 2024 - OSBA Fall Convention  
November 9, 2024 - OSBA School Board Members of Color Caucus  
Membership Meeting  
November 12, 2024 - OSBA Executive Committee Meeting  
December 10, 2024 - OSBA Executive Committee Meeting

**B. Component District Board Meeting Dates**

**Bethel:** During the regular school year the school board meets on the 2<sup>nd</sup> and 4<sup>th</sup> Wednesdays of the month at 6pm for regular sessions. The Board will conduct only one meeting in November, December, March and May, when the board meets on the 2<sup>nd</sup> Wednesday only.

**Blachly:** The District Board typically meets on the second Wednesday of each month at 6:00 pm, location TBD.

**Creswell:** Regular Board of Director meetings are typically held the second Wednesday of each month at 6:00 PM.

**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.

**Eugene:** The Eugene School Board usually meets in regular public sessions on the first and third Wednesdays of each month at 7 p.m. This schedule sometimes varies, and additional meetings and work sessions are scheduled as necessary.

**Fern Ridge:** Third Monday of the month, unless otherwise noted. Time: 6:30 p.m.

**Junction City:**

**Lowell:** Regular Board Meetings are scheduled for the 4th Monday of the month, with the Meeting beginning at 4:00 pm

**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:** McKenzie School Board meetings are held on the third Wednesday of each month unless noted otherwise.

**Oakridge**

**Pleasant Hill**

**Siuslaw:** The board of directors meet the second Wednesday of each month with the exception of a regular meeting scheduled for August 21, 2024, and November 20, 2024 . 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 a work session and the regular meeting

will begin at approximately 6:30p.m.

**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. Meetings normally are held at the South Lane School District Office, 455 Adams Ave in Cottage Grove.

**Springfield:** The Board of Directors generally meet on the second and fourth Mondays of each month. Regular business meetings begin at 7 p.m. on the second Monday and 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

### 13. Adjournment

- The next regular meeting is scheduled to be held Tuesday, October 1, 2024, at the Lane ESD Westmoreland Campus, 1717 City View, Eugene.

# Integrated Guidance with Maddy Ahearn

## Learning Objectives

1. Explain **why** we have Integrated Guidance in Oregon and which programs are included in the Integrated Guidance
2. Understand the **common priorities** across our 16 component districts
3. Celebrate the **services** our School Improvement team provides in alignment with those priorities
4. Advocate for the **system changes** we need to better serve our districts

## Objective 1

Explain **why** we have Integrated Guidance in Oregon and which programs are included in the Integrated Guidance



Join In! Our Students. Our Success.

**THE STUDENT SUCCESS ACT**  
MARKS A TURNING POINT  
FOR EDUCATION IN OREGON

**STUDENT  
SUCCESS  
ACT**

When fully implemented, our state will see an additional **\$1 BILLION INVESTMENT** in schools each year.

This investment will provide new **opportunities** for **every student in our state**, particularly students who have been historically underserved.

The graphic features a yellow school bus on the left and a diverse group of students walking on the right. The students include a boy in a green shirt, a girl in a red shirt, a boy in a blue shirt, a girl in a purple shirt, a boy in a blue shirt, a girl in a yellow shirt, a boy in a blue shirt, a girl in a white shirt in a wheelchair, a boy in a green shirt, and a girl in a blue shirt. The background is light blue with a white cloud.

## Focal Students

Focal student groups are defined within the Student Success Act as:

- “students of color;
- students with disabilities;
- emerging bilingual students;
- students navigating poverty,
- houselessness,
- foster care; and
- other students who have historically experienced disparities in our schools”.

The decision to use “focal student groups” was an intentional choice based on the historic decentering of underserved students and families, and the decision in the Student Success Act in 2018 to center and make these students the primary focus.

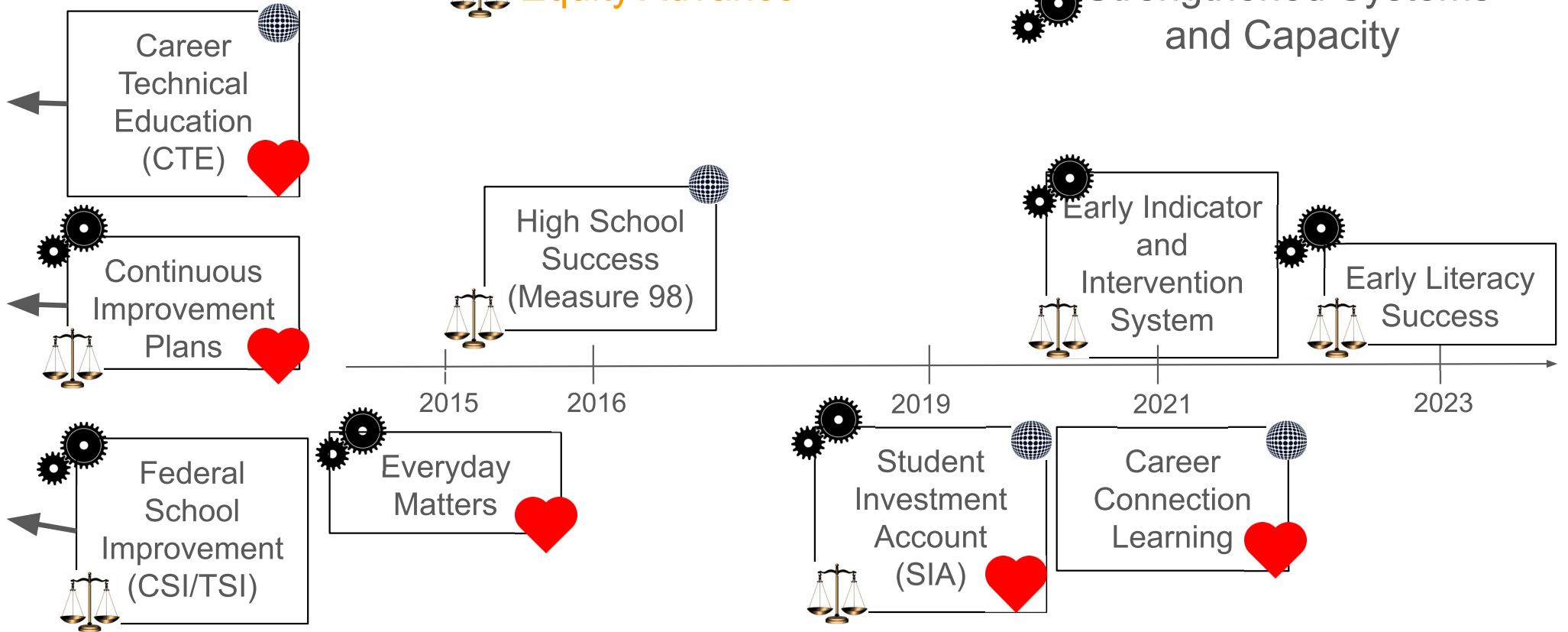
# Programs with Common Goals

 Well Rounded Education

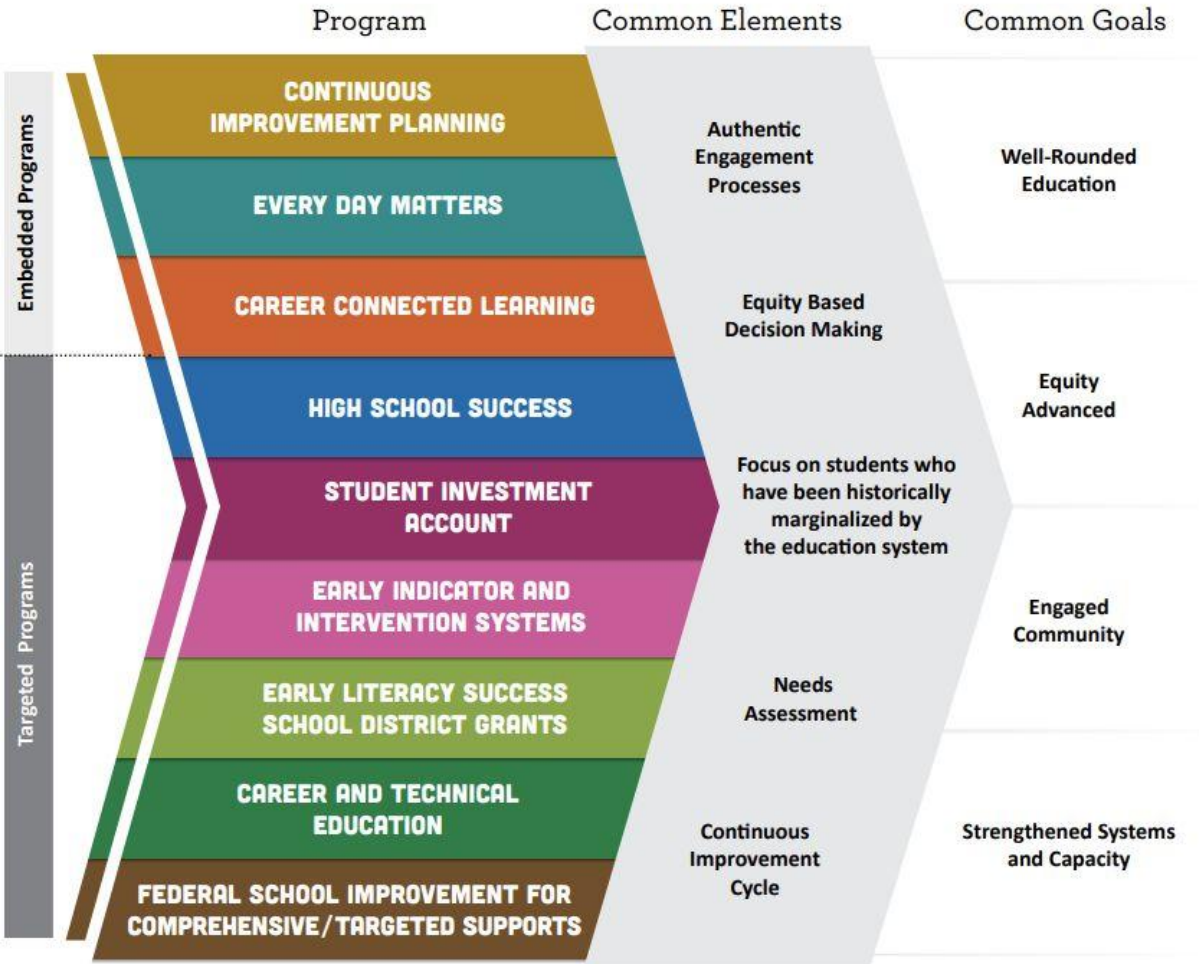
Engaged Community 

 Equity Advance

 Strengthened Systems and Capacity



# Integrated Programs

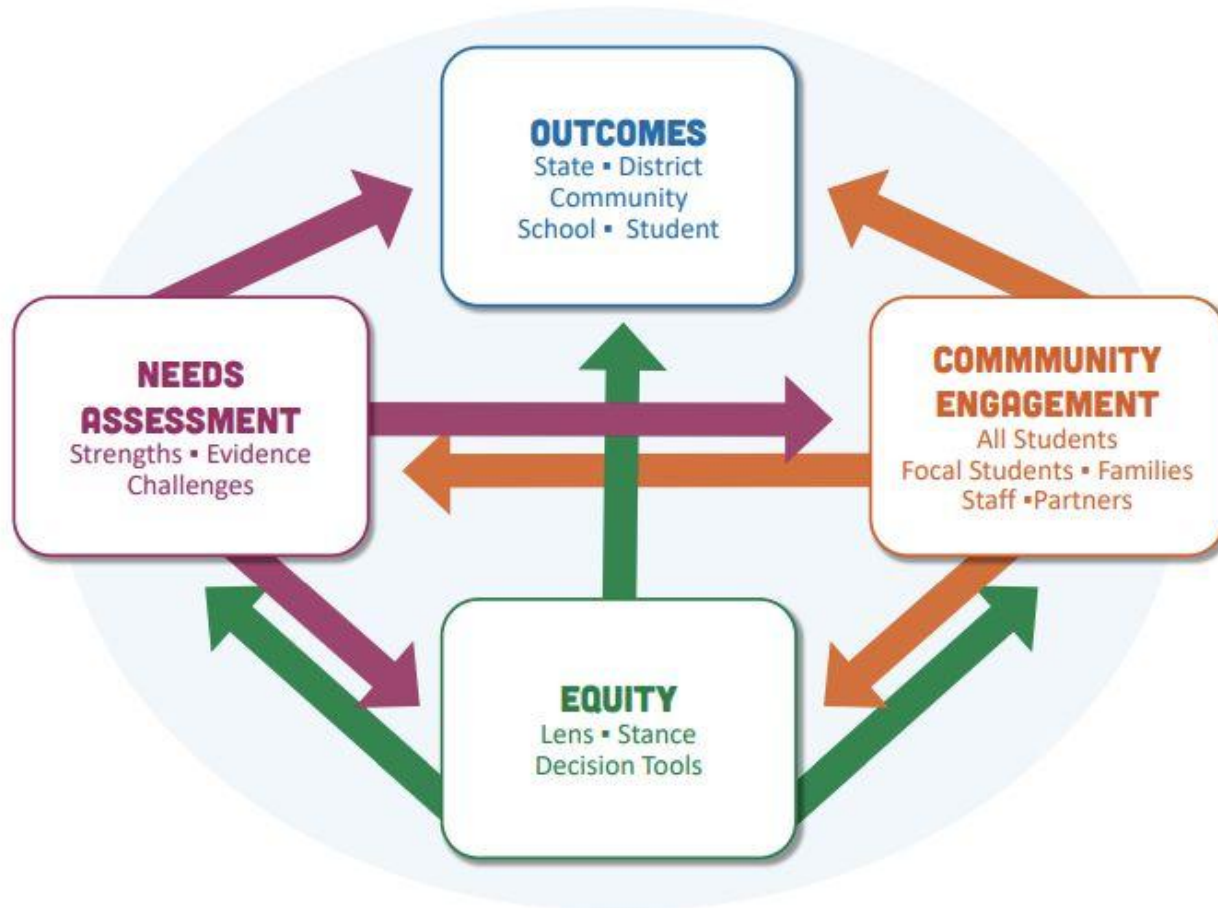


# Plan Development

We are here



# Plan Development



## Objective 2

Understand the **common priorities** across our 16 component districts

### OUTCOME

All students will be on track to graduate by the beginning of tenth grade.



### STRATEGY

Ninth grade teachers will meet regularly to review student data and identify barriers and supports needed.



### ACTIVITY

Ninth grade teachers will take part in professional development based on ninth grade on track research from the University of Chicago.

# Themes in Lane ESD Component Districts' Integrated Plans

1. Fifteen districts identify strategies to support **career connected programming** and address needs such as curriculum expansion, participation, and logistical challenges.
2. To support students' academic progress and graduation rates, most districts prioritize staff professional development, along with implementing or **strengthening data monitoring and intervention systems.**
3. Nine districts prioritize **attendance** in their needs assessment, outcome strategies, and/or budget.
4. Fourteen districts emphasize strategies to improve communication and relationships with families and promote **community involvement.**
5. All districts emphasize the need for improved access to **behavioral and mental health supports.**
6. Districts aim to support student engagement by providing students with **well-rounded and diverse educational programming** options and expanded extracurricular enrichment.
7. Seven districts prioritize **facility improvements or upgrades** in their strategies and/or proposed budgets.

## Objective 3

Celebrate the **services** our School Improvement team provides in alignment with those priorities

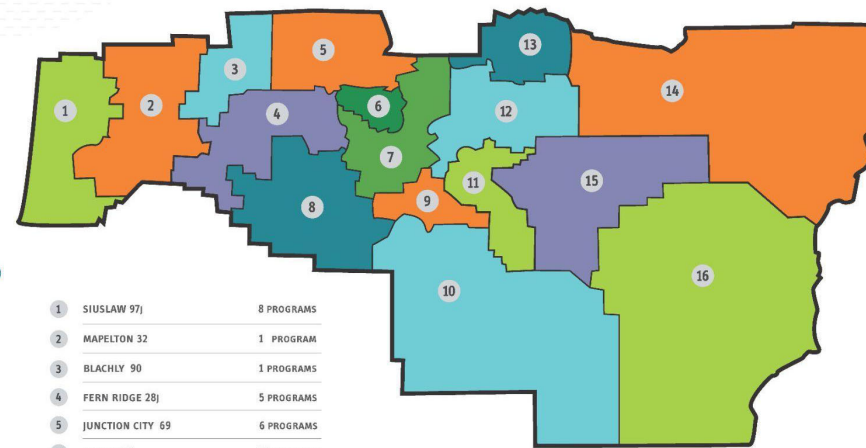
An education service district shall use moneys received under this section as **provided by a plan** developed by the school districts located within the education service district.

A plan developed under this subsection must:

- **Align with and support school districts** in meeting the performance growth targets of the school districts developing the plan;
- Include the provision of **technical assistance** to school districts in developing, implementing and reviewing a plan for receiving a grant from the Student Investment Account;
- **Be adopted and amended as provided for local service plans** under ORS 334.175 and approved by the department.

# School Improvement Services

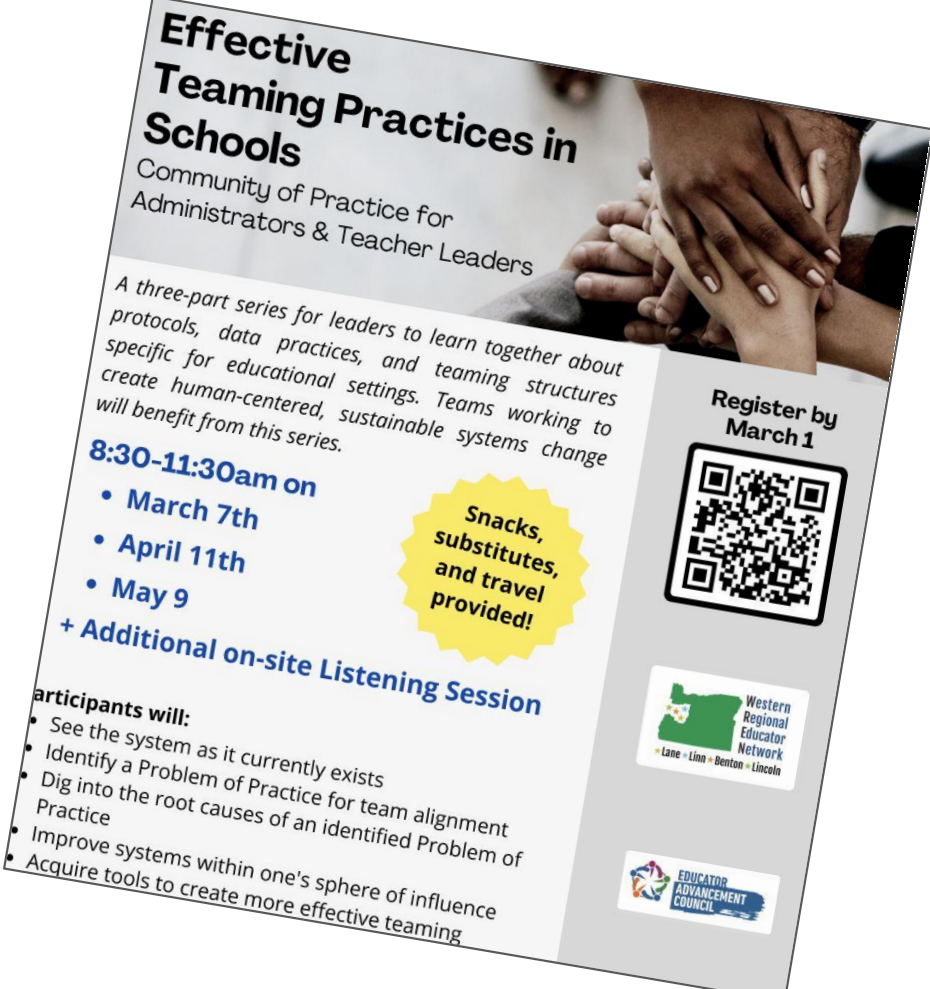
1. **Career connected programming**
2. Strengthening data monitoring and intervention systems
3. Attendance
4. Community involvement
5. Behavioral and mental health supports
6. Well-rounded and diverse educational programming
7. Facility improvements or upgrades



1	SIUSLAW 97j	8 PROGRAMS
2	MAPELTON 32	1 PROGRAM
3	BLACHLY 90	1 PROGRAMS
4	FERN RIDGE 28j	5 PROGRAMS
5	JUNCTION CITY 69	6 PROGRAMS
6	BETHEL 52	10 PROGRAMS
7	EUGENE 4j	22 PROGRAMS
8	CROW APPLGATE LORANE 66	2 PROGRAMS
9	CRESWELL 40	7 PROGRAMS
10	SOUTH LANE 45j	11 PROGRAMS
11	PLEASANT HILL	2 PROGRAMS
12	SPRINGFIELD 19	23 PROGRAMS
13	MARCOLA 79j	4 PROGRAMS
14	MCKENZIE 68	4 PROGRAMS
15	LOWELL 71	2 PROGRAMS
16	OAKRIDGE 76	5 PROGRAMS

# School Improvement Services

1. Career connected programming
2. **Strengthening data monitoring and intervention systems**
3. Attendance
4. Community involvement
5. Behavioral and mental health supports
6. Well-rounded and diverse educational programming
7. Facility improvements or upgrades



**Effective Teaming Practices in Schools**  
Community of Practice for Administrators & Teacher Leaders

A three-part series for leaders to learn together about protocols, data practices, and teaming structures specific for educational settings. Teams working to create human-centered, sustainable systems change will benefit from this series.

**8:30-11:30am on**

- March 7th
- April 11th
- May 9




**Snacks, substitutes, and travel provided!**

**+ Additional on-site Listening Session**

**Participants will:**

- See the system as it currently exists
- Identify a Problem of Practice for team alignment
- Dig into the root causes of an identified Problem of Practice
- Improve systems within one's sphere of influence
- Acquire tools to create more effective teaming

**Register by March 1**



# School Improvement Services

1. Career connected programming
2. Strengthening data monitoring and intervention systems
3. **Attendance**
4. Community involvement
5. Behavioral and mental health supports
6. Well-rounded and diverse educational programming
7. Facility improvements or upgrades

## Foundational Understandings to Reduce Chronic Absenteeism



Create a positive school climate and culture that is welcoming and inclusive of students, families and school staff.



Utilize multiple types of information to build and refine support systems to address the holistic needs of students.



Center children/youth engagement and re-engagement strategies around caring connections and healthy relationships with students, families, and communities.



Coordinate support between educators and community service providers that focuses on the accessibility of resources, information, and extended learning opportunities.

# School Improvement Services

1. Career connected programming
2. Strengthening data monitoring and intervention systems
3. Attendance
4. **Community involvement**
5. Behavioral and mental health supports
6. Well-rounded and diverse educational programming
7. Facility improvements or upgrades

**LEVELS OF COMMUNITY ENGAGEMENT**









STANCE TOWARDS COMMUNITY					
IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
INTENTION & UNINTENDED IMPACT TO CONSIDER					
Protecting School, District, Regional Interests <i>Unintended Impact to Consider: Marginalizing Communities</i>	Keeping Communities Updated <i>Unintended Impact to Consider: Placating &amp; Underestimating Community Wisdom</i>	Receiving Community Input <i>Unintended Impact to Consider: Tokenizing &amp; Gatekeeping Community Engagement</i>	Meaningfully Engaging Community Voice <i>Unintended Impact to Consider: Community Voice is Not Heard</i>	Collaborating and Sharing Power with Communities <i>Unintended Impact to Consider: Collaborative Process Derailed by Power Dynamics &amp; Lack of Relational Trust</i>	Communities Drive and Own the Work <i>Unintended Impact to Consider: Sovereignty and Core Agreements are Not Honored</i>
COMMUNITY ENGAGEMENT GOALS					
Deny access to decision-making processes	Provide students, families & community with relevant information for them to support district, school or regional goals	Gather input from students, families & community without including them in decision-making	Ensure students, families & community needs and assets are integrated into applicant process & planning	Ensure student, family & community capacity play a leadership role in implementation of decisions	Foster lasting educational equity through community-driven schools that are culturally rooted and responsive to whole and sovereign people and communities

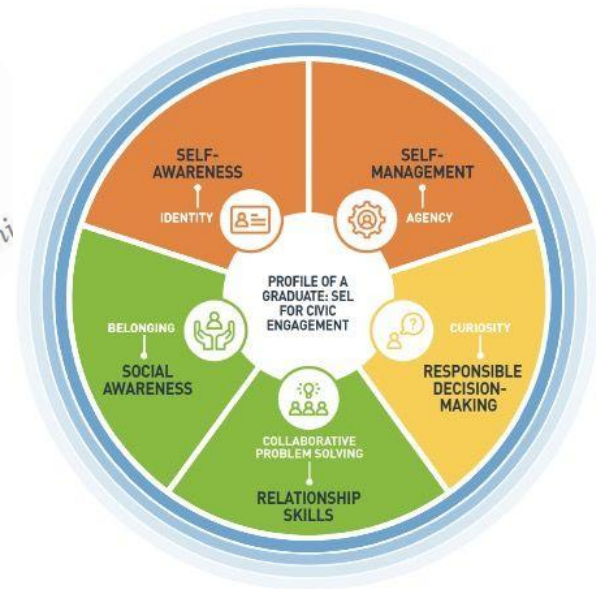
# School Improvement Services

1. Career connected programming
2. Strengthening data monitoring and intervention systems
3. Attendance
4. Community involvement
5. **Behavioral and mental health supports**
6. Well-rounded and diverse educational programming
7. Facility improvements or upgrades



## Our Solutionaries: The Lane ESD Student Voice Design Team

 <b>Eva Perez</b> Junction City High School	 <b>Hannah Montgomery</b> Thurston High School	 <b>Mars Hernandez Gonzalez</b> Springfield High School	 <b>Nicolle Marroquin</b> Churchill High School
 <b>Imelda Rodríguez De la Cruz</b> Spanish Language Arts / Equity & DLI Coordinator Eugene 4J	 <b>Taylor Madden</b> Equity & Inclusion Coordinator Springfield Public Schools	 <b>Thomas Kephart</b> Social Studies Teacher Faculty Advisor, MEChA de Cottage Grove High School	 <b>Rena Dunbar</b> Sapsik'Watá GYO Coordinator (UO)



# School Improvement Services

1. Career connected programming
2. Strengthening data monitoring and intervention systems
3. Attendance
4. Community involvement
5. Behavioral and mental health supports
6. **Well-rounded and diverse educational programming**
7. Facility improvements or upgrades

**Lane STEM Fall Offerings 2024**

**HS Math Pathways Planning & Implementation Sessions** (Sept & October 2024)

- Revisit your district's (or) Statewide virtual sessions model for HS math pathways
- Oregon Math Leaders (OML) - Virtual meetings, hosted by ESD and ODE specialists, between participants
- Virtual sessions split between book study, peer collaboration and identify in K-12 Mathematics (30 min)

**Productive Discourse Support (Ongoing)** - If you are interested, you will...

- Dustin will write your SMART goal for the 2024/25 school year
- Additional Resources to help promote productive discourse
- Monthly meeting for resource sharing and problem solving

**Girls Who Code (Ongoing)**

- Start a free Girls Who Code Club for 3rd - 12th grade students
- Project and event opportunities. Choose what works best for your club
- In-person tech challenges occur twice a year

**Tribal History/Shared History (TH/SH) 2024-2025 Community of Practice (CoP)**

**WHAT**  
Tribal History/Shared History Community of Practice Cohort #4

**WHEN/WHERE**  
**Kickoff Meeting on Zoom**

- **Date:** Tuesday, October 8, 2024
- **Time:** 5:00-7:00 pm

**Sessions**

- 8 sessions via ZOOM + 1 in-person session

**Dates**  
10/08/24, 11/12/24, 12/03/24, 01/14/25, 02/11/25, 03/11/25, 04/08/25, 05/13/25, 06/03/25 (in-person at LCC Native American Longhouse)

**BH 365 COMMUNITY OF PRACTICE 2024-25**

**BLACK HISTORY**

**Lane County Educators!**  
Join us for this learning journey where we will explore historically accurate content and culturally affirming teaching strategies, guided by local and state leaders in Black History content and practice.

**Wellness from the Cascades to the Coast (WeCC)**

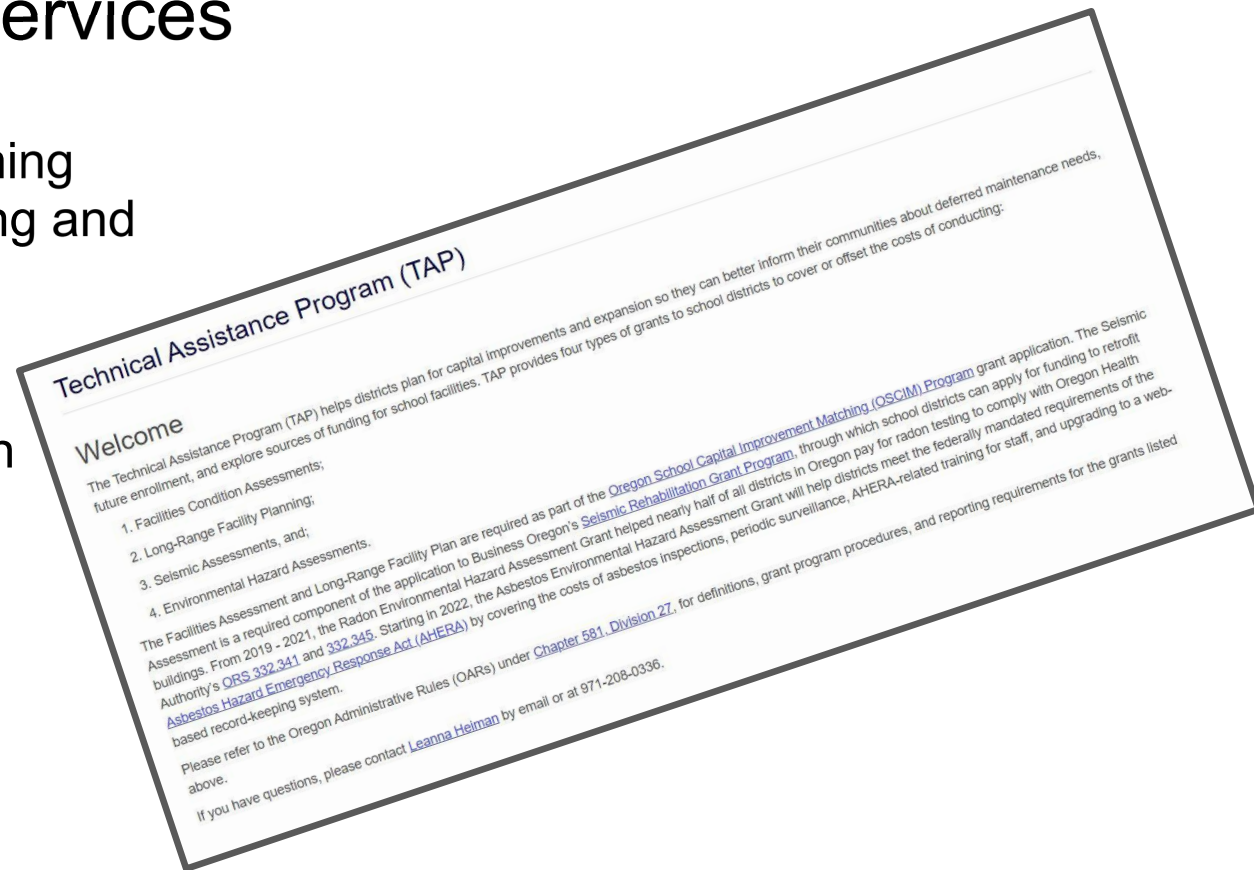
A 21st Century Grant Funded Afterschool Program in Crow-Applegate-Lorane, Mapleton, Mckenzie & Siuslaw School Districts

Monthly 2-hour sessions every 1st Tues:  
 ◦ 10/1, 11/5, 12/3, 1/7, 2/4, 3/4, 4/1, 5/6, 6/3

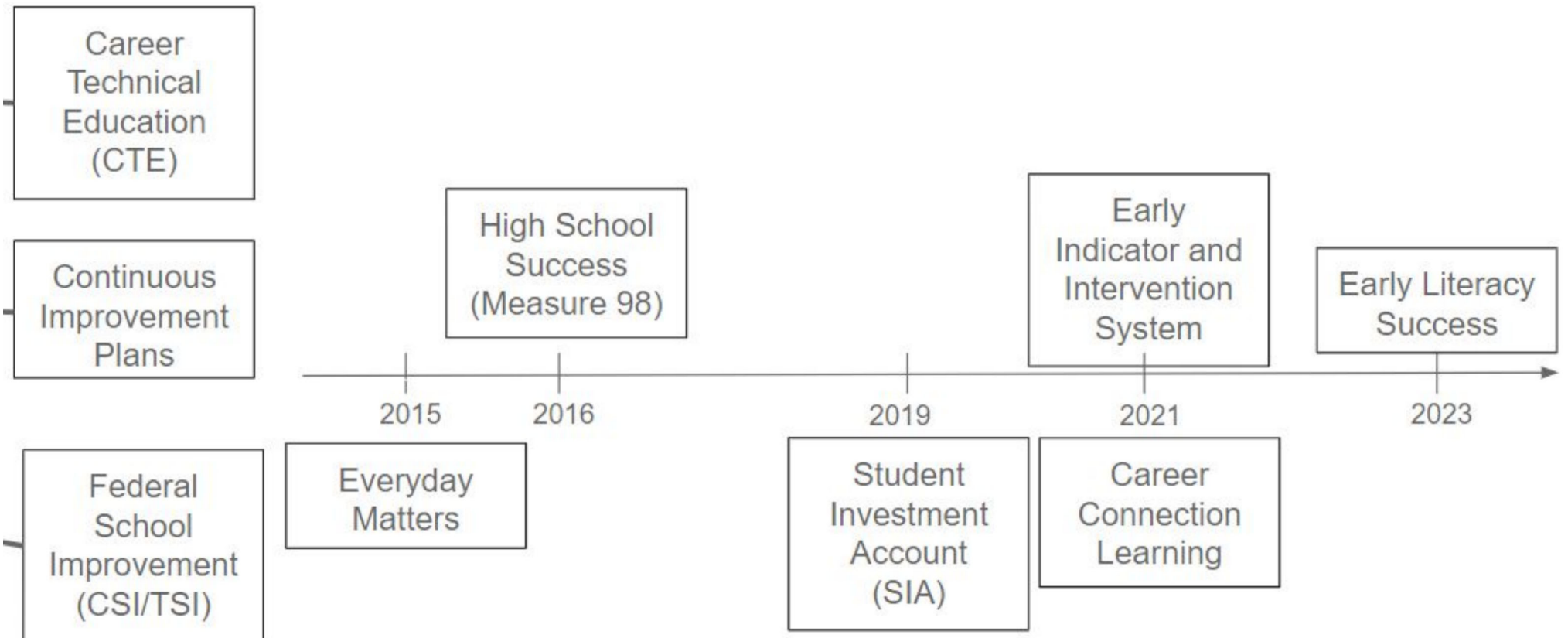
- Each session will include a guest presentation and opportunity for collaboration/lesson planning/modeling
- Participants will receive a stipend for participation, e-book access to the BH365 textbook, resources, and support
- Facilitated by Dr. Leah Dunbar [ldunbar@lesd.k12.or.us](mailto:ldunbar@lesd.k12.or.us)

# School Improvement Services

1. Career connected programming
2. Strengthening data monitoring and intervention systems
3. Attendance
4. Community involvement
5. Behavioral and mental health supports
6. Well-rounded and diverse educational programming
7. **Facility improvements or upgrades**



# Technical Assistance = Administrative Burden Reduction



# Administrative Burden Reduction

Career Technical Education (CTE)

Continuous Improvement Plans

Federal School Improvement (CSI/TSI)

2015  
Everyday Matters



Early Indicator and Intervention System

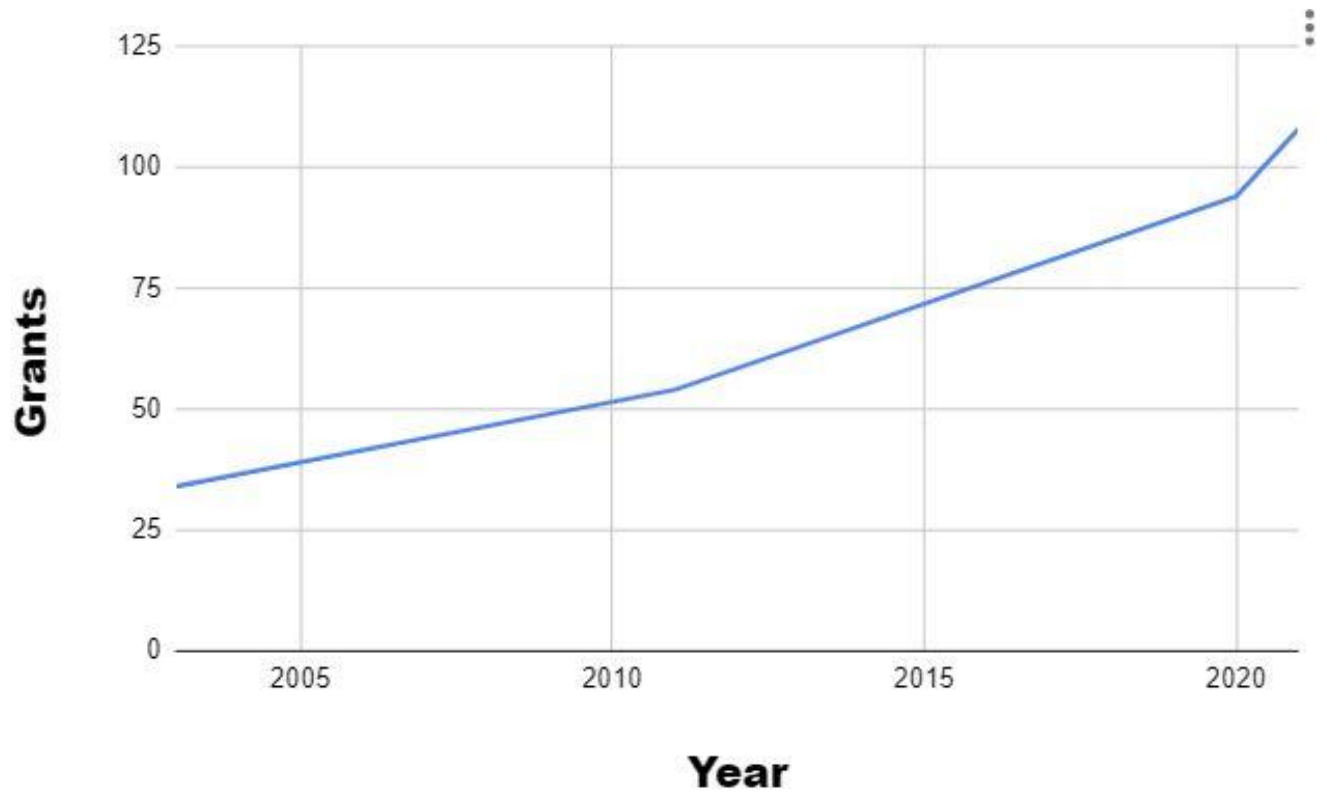
Career Connection Learning

Early Literacy Success

2021  
2023

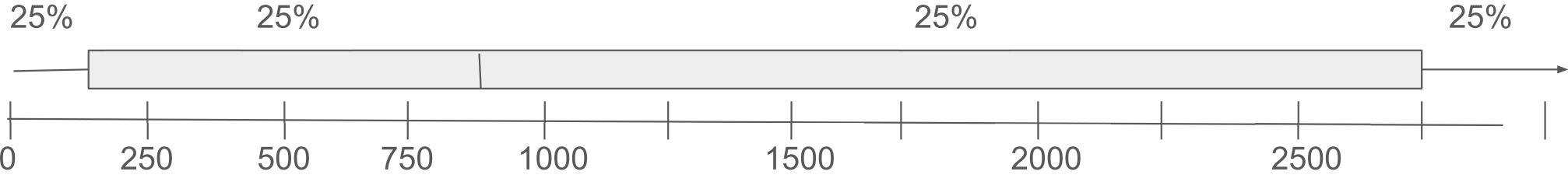
## Objective 4

Advocate for the **system changes** we need to better serve our districts



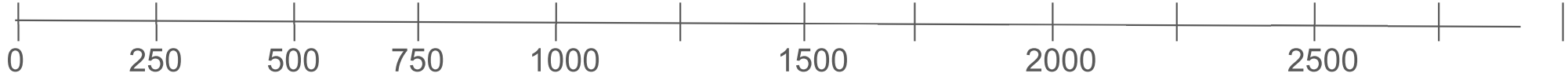
# Design with Rural at the Center

Half of Oregon school districts have fewer than 790 students!



Students in school districts in Oregon

# Design with Rural at the Center



I hope you can...

1. Explain **why** we have Integrated Guidance in Oregon and which programs are included in the Integrated Guidance
2. Understand the **common priorities** across our 16 component districts
3. Celebrate the **services** our School Improvement team provides in alignment with those priorities
4. Advocate for the **system changes** we need to better serve our districts





# We Believe

All families possess valuable cultural resources and strengths that contribute to the success of their students.

We support migrant students in order to overcome educational disruption, cultural and language differences, social isolation and systematic barriers, preparing for a successful transition to post-secondary education and/or working life.



# Who we serve

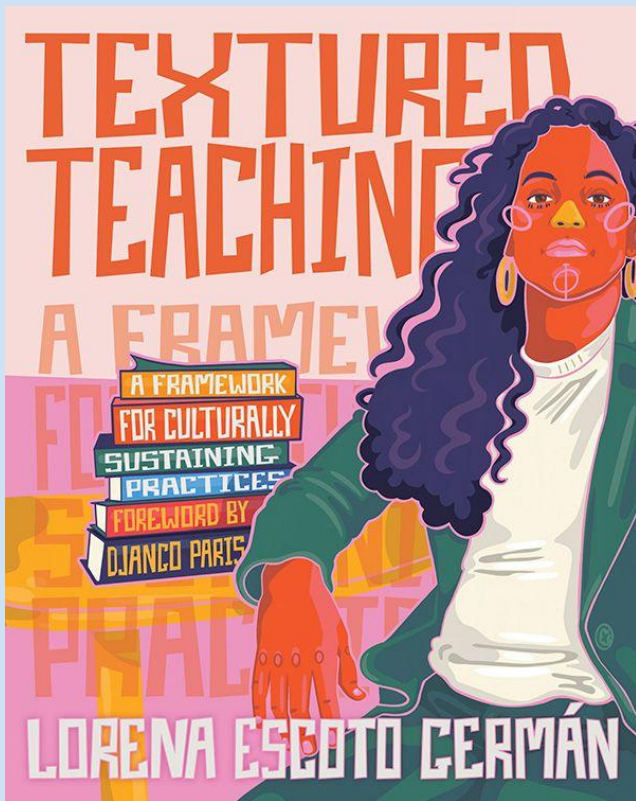
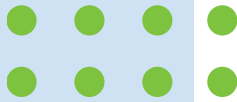
Preschool to middle school with multiple leadership opportunities for high school students.

261 families and 667 students

254 students enrolled



# Professional Development



## Healing Informed Practice

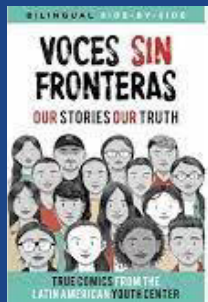
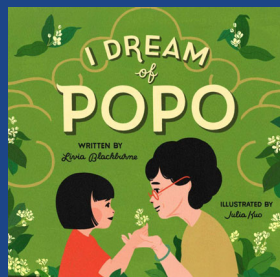
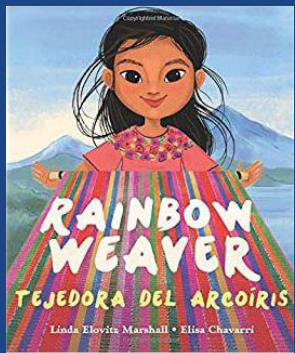
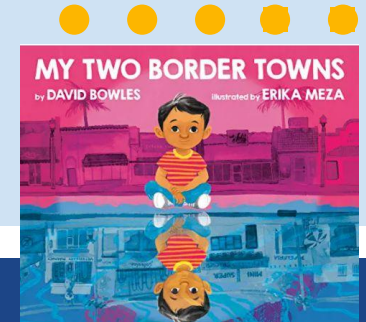
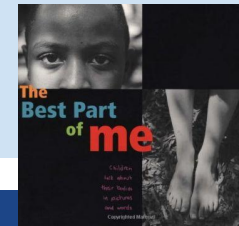
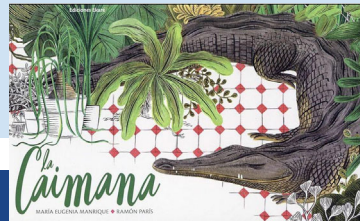
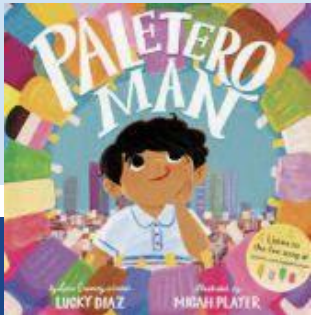
Braiding Trauma informed Practice, TSEL, Culturally Sustaining Pedagogies, and Equitable Liberatory Teaching Practices

What does healing look like in our classrooms?

How do we create conditions for our students to name and to recognize their magic here and beyond MEP summer school?



# Espejos y Ventanas



Engage students in meaningful conversations about identity. The goal is to create a space where students can express themselves in a brave space while using all their linguistic resources.


Encourage students to engage in translanguaging. Accept and celebrate writing that includes features of English, Spanish, and other languages they may know.



Q: What does the brain do for us?


Activity

What we learned

How does this help us?

Studied brain Parts-lobes, hemispheres, systems  
Limbic - 

Amigdal -   
Cortex - 

Feeling things with our fingers - no 

Matching feeling with emojis

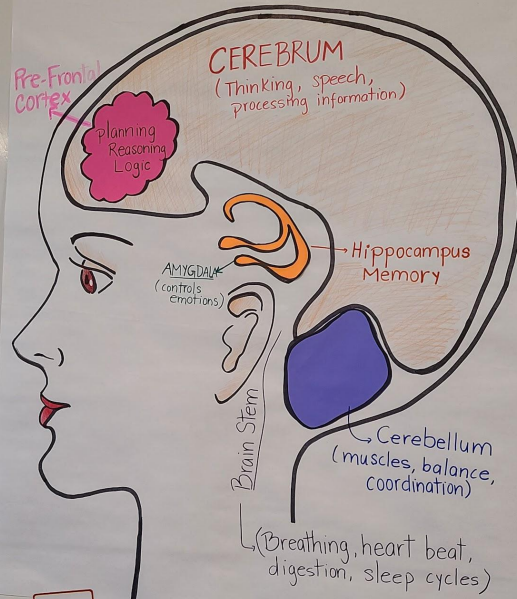
Feelings did not match all the faces.

We can feel with different body parts.

Brain parts work together to keep you safe.

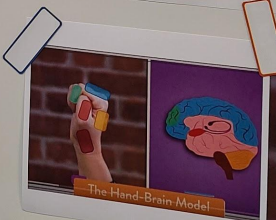
- We know more about how the parts work together.
- New Vocabulary words.
- We know how big our brain is.

# Brain Science



How are you feeling?

Very Happy	Happy	Slightly Happy	Neutral	Slightly Sad	Sad	Very Sad
Very Angry	Angry	Slightly Angry	Neutral	Slightly Calm	Calm	Very Calm



I can COOL DOWN by...  
PUEDO RELAJARME CON...

①

Cooking

Reading

②

**SENSORY**

**COGNITIVE**

Slime

Reading to self

I like to draw

I like to play video games

I like to play board games

I like to play video games

I like to play board games

# Engineering



# Math



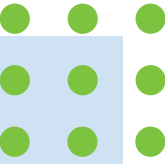
# STEAM

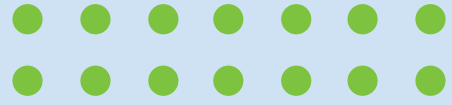




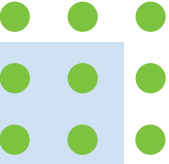


# PE





# Binational Teachers



Zayheri



Edith

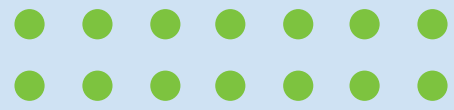


Kenia

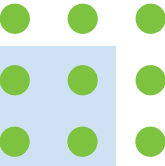


Rolando

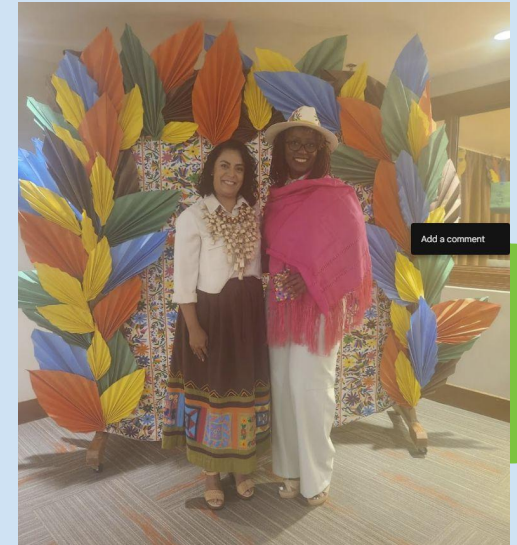




# Coordinadora Gabriela

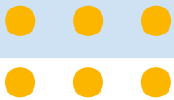


## Acosta



# Año Nuevo Seri

## Comunidad Comcaác



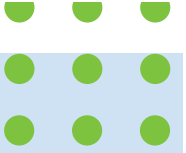
# Año Nuevo Seri

## Comunidad Comcaác





# Partnership magic!



Lane Arts Council



Food hero

Parker Learning Gardens



Science Center

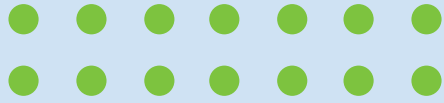
Safe Routes



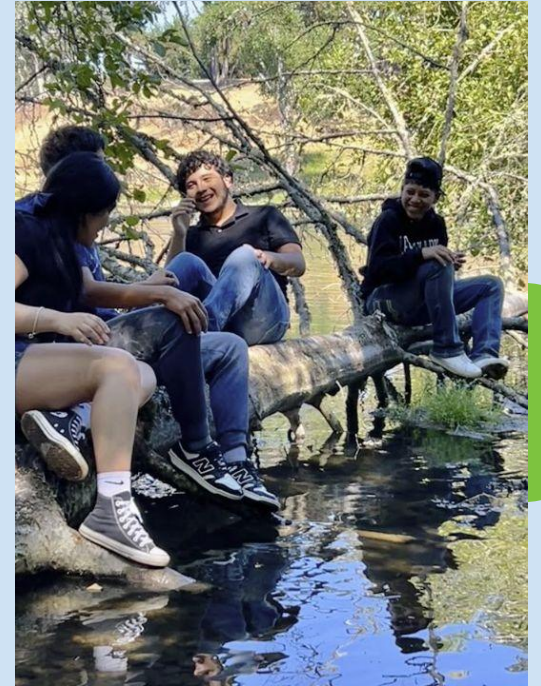
Mt Pisgah



Dental Clinic  
Lions Club



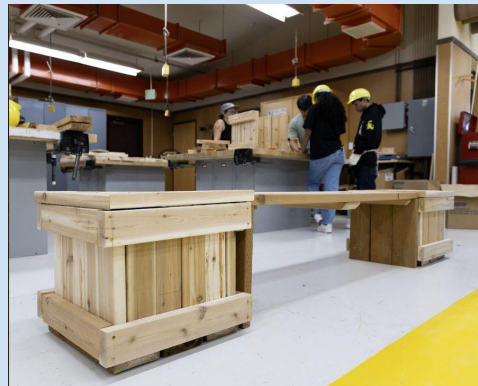
# Outdoor School



# CTE



# CTE Willamette High School

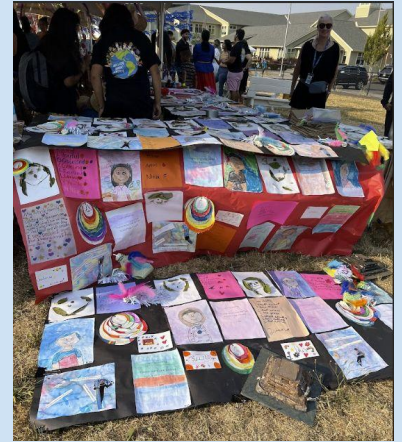


# Culinary

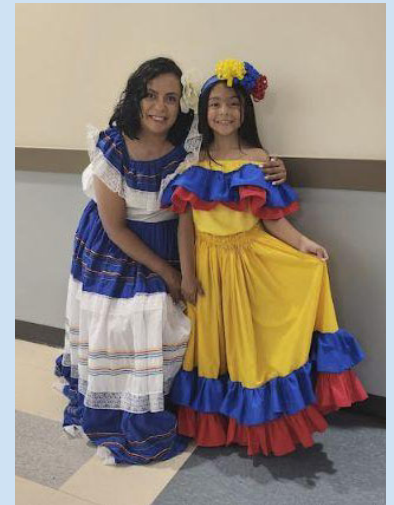


**South Eugene HS**





# Mercado





**¡Gracias!**



## HUMAN RESOURCES REPORT TO LANE ESD BOARD

September 5, 2024

### CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Adkins, Ayla	Sign Language Interpreter	8/26/2024	
	Aussem, Catherine	Instructional Assistant, At Large	8/26/2024	
	Williamson, Deseray	Instructional Assistant, Life Skills	8/26/2024	
	Moore, Juliana	Instructional Assistant, Life Skills	8/21/2024	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Grant, Courtney	Instructional Assistant, Life Skills	6/14/2024	Resignation
	Mowdy, August	Instructional Assistant, Life Skills	6/14/2024	Resignation
	Cummings, Luke	Instructional Assistant, Life Skills	6/14/2024	Resignation
	Babu, Prayerna	Instructional Assistant, Life Skills	6/14/2024	Resignation
	Poet, Kaley	Instructional Assistant, Life Skills	6/14/2024	Resignation
	Masterson, Caitlin	Sign Language Interpreter, Trainee	6/14/2024	Resignation
	Martinez, Johnathan	Instructional Assistant, Life Skills	6/14/2024	Resignation
	Simmons, Sue	Instructional Assistant, Life Skills	6/14/2024	Resignation
<i>Change of Status</i>				

### LICENSED STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Lancaster, Juliana	Teacher, Life Skills (Various Levels)	8/26/2024	
	Wood, Emily	Teacher, Emotional/Behavioral Disabilities	8/26/2024	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Vaughn, Julie	Teacher, Life Skills Secondary	6/14/2024	Resignation
<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>				

### MANAGEMENT STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Knobbe, Carol	Interim HR Director	7/31/2024	Retirement
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Buccieri, Dante	School Improvement Office Manager	9/13/2024	Resignation

<i>Change of Status</i>			
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**VACANCY NOTICES (Information)**

<b>Posting #</b>	<b>Position</b>	<b>Closing Date</b>	<b>Notes</b>
948	Instructional Assistant, Life Skills	6/12/2024	In process
957	Instructional Assistant, At-Large	6/12/2024	In process
961	Instructional Assistant, Life Skills	Open pool	In process
966	Speech Language Pathologist	6/12/2024	In process
975	Instructional Assistant, Life Skills	Open pool	In process
982	Speech Language Pathologist	Open pool	In process
986	Summer School Teacher, Elem., MEP	Open pool	In process
987	Summer School Teacher, Elem., MEP	Open pool	In process
992	Sign Language Interpreter	Open pool	In process
1006	Instructional Assistant, At-Large	Open pool	In process
1019	Instructional Assistant, Life Skills	Open pool	In process
1025	Lane ESD CTE Substitute Teacher	Open Pool	In process



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: September 10, 2024

### July 2024 Financial Report (Unaudited)

The Financial Report for the General Fund for the period ending July 30, 2024 follows this report. Year-to-date operating revenues through July 30, 2024 total \$2.7 million or 9.4% of total budgeted operating revenues as compared to \$2.7 million or 9.7% through July 30, 2023. As usual, state school fund formula revenue (state school fund - general support) constitutes the majority of funds received. Total projected resources of \$28.8 million is \$50,000 more than budgeted,

Year-to-date operating expenditures through July 30, 2024 total \$1.0 million or 4.0% of total budgeted operating expenditures as compared to \$0.7 million or 3.0% through July 30, 2023. Total projected operating expenditures of \$24.9 million is \$0.6 million less than budgeted. Total projected transfers and transits of \$3.5 million is \$0.3 million less than budgeted.

Projected resources and requirements through July 30, 2024 result in an ending fund balance of \$3.0 million, with \$1.4 million assigned (reserved) for districts. The remaining ending fund balance of \$1.7 million is unassigned and represents 5.8% of projected operating revenues. The projected ending fund balance reflects an increase, or operating surplus, of \$0.4 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 July 31, 2024**

	Fiscal Year 2023-24					Fiscal Year 2024-25					
	Final Budget	Actuals thru 7/31/23	% of Budget	Projected thru 6/30/24	% of Budget	Final Budget	Actuals thru 7/31/24	% of Budget	Projected thru 6/30/25	% of Budget	Budget Variance
<b>RESOURCES</b>											
State School Fund Formula Revenue											
State School Fund - General Support	\$ 15,532,800	\$ 2,697,972	17.4%	\$ 15,996,395	103.0%	\$ 16,240,313	\$ 2,741,941	16.9%	\$ 16,448,355	101.3%	\$ 208,042
Property Taxes Levied by District	8,688,000	21	0.0%	8,721,882	100.4%	9,038,376	-	0.0%	9,038,376	100.0%	-
Other Local Revenues	66,200	4	0.0%	52,453	79.2%	86,659	-	0.0%	66,659	76.9%	(20,000)
Services Provided to Districts	2,550,400	-	0.0%	1,259,003	49.4% (1)	2,209,514	(57,452)	-2.6%	1,971,582	89.2%	(237,932)
Fees Charged to Grants	670,000	-	0.0%	812,985	121.3%	600,000	-	0.0%	700,000	116.7%	100,000
Other Revenues	577,700	23,547	4.1%	724,111	125.3%	580,000	7,290	1.3%	580,000	100.0%	-
<b>Total Operating Revenues</b>	<b>\$ 28,085,100</b>	<b>\$ 2,721,544</b>	<b>9.7%</b>	<b>\$ 27,566,829</b>	<b>98.2%</b>	<b>\$ 28,754,862</b>	<b>\$ 2,691,779</b>	<b>9.4%</b>	<b>\$ 28,804,972</b>	<b>100.2%</b>	<b>\$ 50,110</b>
Beginning Fund Balance (District Reserves)	921,200	1,165,894	126.6%	1,165,894	126.6%	1,103,757	1,311,923	118.9%	1,311,923	118.9%	208,166
Beginning Fund Balance	2,050,000	2,080,746	101.5%	2,080,746	101.5%	1,514,860	1,279,305	84.5%	1,337,972	88.3%	(176,888)
<b>TOTAL RESOURCES</b>	<b>\$ 31,056,300</b>	<b>\$ 5,968,184</b>	<b>19.2%</b>	<b>\$ 30,813,469</b>	<b>99.2%</b>	<b>\$ 31,373,479</b>	<b>\$ 5,283,007</b>	<b>16.8%</b>	<b>\$ 31,454,867</b>	<b>100.3%</b>	<b>\$ 81,388</b>
<b>REQUIREMENTS</b>											
Salaries	\$ 10,981,145	\$ 228,461	2.1%	\$ 10,973,743	99.9%	\$ 11,436,471	\$ 293,880	2.6%	\$ 11,159,479	97.6%	\$ (276,992)
Associated Payroll Costs	7,372,689	129,872	1.8%	6,656,766	90.3% (2)	7,495,703	136,453	1.8%	7,314,156	97.6%	(181,547)
Purchased Services	5,490,697	131,029	2.4%	5,679,274	103.4%	5,695,892	334,667	5.9%	5,557,937	97.6%	(137,955)
Supplies and Materials	446,550	63,104	14.1%	554,892	124.3%	662,884	69,378	10.5%	646,829	97.6%	(16,055)
Other Objects	230,100	178,680	77.7%	252,702	109.8%	269,700	190,830	70.8%	263,168	97.6%	(6,532)
<b>Total Operating Expenditures</b>	<b>\$ 24,521,181</b>	<b>\$ 731,146</b>	<b>3.0%</b>	<b>\$ 24,117,378</b>	<b>98.4%</b>	<b>\$ 25,560,650</b>	<b>\$ 1,025,208</b>	<b>4.0%</b>	<b>\$ 24,941,569</b>	<b>97.6%</b>	<b>\$ (619,081)</b>
Transfers											
Interfund Transfers	459,000	-	0.0%	448,198	97.6%	449,000	429,000	95.5%	449,000	100.0%	-
Transits to Districts	4,110,163	-	0.0%	3,597,999	87.5%	3,297,987	-	0.0%	3,037,839	92.1%	(260,148)
Other Uses of Funds											
Planned Reserve (District Reserves)	965,956	-	0.0%	-	0.0%	464,161	-	0.0%	-	0.0%	(464,161)
Planned Reserve	400,000	-	0.0%	-	0.0%	801,681	-	0.0%	-	0.0%	(801,681)
Reserved for Next Year	600,000	-	0.0%	-	0.0%	800,000	-	0.0%	-	0.0%	(800,000)
<b>TOTAL REQUIREMENTS</b>	<b>\$ 31,056,300</b>	<b>\$ 731,146</b>	<b>2.4%</b>	<b>\$ 28,163,574</b>	<b>90.7%</b>	<b>\$ 31,373,479</b>	<b>\$ 1,454,208</b>	<b>4.6%</b>	<b>\$ 28,428,408</b>	<b>90.6%</b>	<b>\$ (2,945,071)</b>
<b>ENDING FUND BALANCE</b>	<b>-</b>	<b>\$ 5,237,038</b>		<b>\$ 2,649,895</b>		<b>-</b>	<b>\$ 3,828,799</b>		<b>\$ 3,026,459</b>		
Assigned for Districts				\$ 1,311,923					\$ 1,364,001		
Unassigned Fund Balance				\$ 1,337,972	4.9%				\$ 1,662,458	5.8% *	
<i>* Percent of Operating Revenues</i>				<b>\$ 2,649,895</b>					<b>\$ 3,026,459</b>		

(1) Variance is due to actual services ordered by districts being less than anticipated.

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

## **BOARD AND SUPERINTENDENT WORKING AGREEMENTS**

**September 10, 2024**

### **Purpose:**

The Board of Directors is the educational policy making body for Lane ESD. To fulfill the District's mission the Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

### **Governance Principles:**

1. Working with members of the Board and the Superintendent in a cooperative and collaborative partnership aligned toward a common mission.
2. Focus on policy making, planning and evaluation, rather than day-to-day operations.
3. Recognize and respect the Superintendent's responsibility to manage the district and to direct employees in district matters.
4. Make decisions as a whole Board only at properly called meetings. Board members recognize that individual members have no authority to take individual action in policy or district and administrative matters.
5. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
6. Actively solicit input, listen to all perspectives and give careful consideration to all issues. We will operate as representatives and make decisions in the best interest of the whole district.
7. Value the role we play in the community and represent the district, when possible, by attending community functions.

### **Meeting Operational Agreements:**

1. Board members may request the board chair place an item on the meeting agenda in a timely manner (at least seven days prior to a meeting).
2. Uphold the legal requirement for confidentiality on all matters arising from the Board meeting Executive Session.
3. Start our meetings on time.
4. Attend regularly scheduled Board meetings unless a situation occurs that makes attendance impossible.
5. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
6. Cast a vote on all matters except when a conflict of interest arises.
7. In general practice, items are first placed on a meeting agenda for discussion and action is taken at the subsequent meeting, except in cases of emergency or critical time considerations.

### **Communication Agreements:**

1. Communicate directly with the Superintendent when a question arises, or a concern is voiced by a staff member, student, parent, or community member.

2. Whenever possible, communicate directly with the Superintendent or Board Chair prior to meetings of the Board to identify questions and /or concerns about agenda items so that the Board Chair and superintendent can prepare for the meeting discussion.
3. Communicate directly with the Superintendent or Board Chair prior to raising new issues or concerns at Board meetings or in other arenas (e.g. inservices, meetings).
4. When an individual concern arises with the Superintendent or other Board member communicate directly with that person, as appropriate. Communicate with the Chair or Superintendent about concerns with Board process.
5. A Board member with a routine question should first consider going to the Chair or the Superintendent. A Board member who desires staff assistance beyond routine inquiry should first raise the issue/question with the Superintendent. The Superintendent should decide whether to proceed before staff time is allocated.
6. No individual Board member, other than the Board Chair or designee, has the authority to speak for the entire Board. Individual Board members may always share their individual viewpoint but must clarify that they are speaking for themselves, rather than the entire Board.

#### **Annual Planning and Evaluation:**

1. Set priorities as a Board for Board professional development.
2. Participate in establishing annual expectations of the board and self-assessment of the Board's performance.
3. Participate in establishing annual expectations and goals for the Superintendent.
4. Objectively evaluate the Superintendent's performance and provide appropriate feedback.

#### **Orientation of New Board Members:**

1. Assure timely orientation of new Board members.

#### **Role of the Board Chair:**

1. Recognize the role of the Chair to speak for, and about, the Board to describe the Board's process, decisions and positions. Recognize the role of the Chair to convene meetings and execute documents, as appropriate.
2. Recognize the role of the Chair and Vice Chair to meet regularly with the Superintendent to develop the agenda and determine whether an item should be scheduled for action or future action, to provide input on information needed by the Board for decision-making, to plan meeting processes, and to distribute assignments.
3. Ensure that information exchanged with the Superintendent is shared with all Board members via Board meeting agenda materials.

#### **Expectations of the Superintendent:**

1. Function together as a team with Board members.
2. Respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.

3. Work with the Board to establish a clear vision for the district.
4. Prepare preliminary goals annually for the Board's consideration.
5. Provide data to the Board members so that data driven decisions can be made.
6. Possess a working knowledge of all legal and local policies.
7. Inform the Board of all critical information including relevant trends, anticipated adverse media coverage, or critical external or internal change.
8. Work with the Chair and/or Vice Chair to effectively bring issues and information to the Board.
9. Communicate with Board members promptly and effectively.
10. Electronically distribute the Board agenda in a timely manner (at least 5 calendar days prior to the board meeting).
11. Respect the confidentiality requirement of Board meeting Executive Sessions.
12. Treat all Board members professionally and respectfully.
13. Represent the district by being visible in the community.
14. Provide follow-up information to Board members on concerns and issues they have referred to the Superintendent--close the loop.

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Sherry Duerst-Higgins

Linda Hamilton

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Leslie Harris

Nora Kent

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Sydney Kissinger

Vanessa Truett

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Rose Wilde

Tony Scurto, Superintendent



## 2023-24 Lane ESD Board Member District and Agency/Committee Assignments

<b>Committee or Activity</b>	<b>Member</b>
Superintendent Evaluation Committee	Board Chair and Vice Chair
Superintendent Salary and Contract Review Committee	Board Chair and Vice Chair
Lane ESD Audit Committee	Vanessa Truett & Leslie Harris
Lane Council of Governments Board	Sherry Duerst-Higgins
Oregon Association of Education Service Districts Board Representative	Rose Wilde
Oregon School Activities Association Board	Sherry Duerst-Higgins
Oregon School Boards Association Representative	Linda Hamilton
Oregon School Boards Association Board Members of Color Caucus	Linda Hamilton
Lane Education Foundation Board	Vanessa Truett & Nora Kent
Equity Design Team Liaison	Linda Hamilton

<b>District Assignments for Board Engagement</b>			
Bethel:	Sydney Kissinger	Mapleton:	Nora Kent
Blachly:	Nora Kent	Marcola:	Vanessa Truett
Creswell:	Sherry Duerst-Higgins	McKenzie:	Leslie Harris
Crow-Applegate-Lorane:	Leslie Harris	Oakridge:	Linda Hamilton
Eugene 4J:	Linda Hamilton	Pleasant Hill:	Rose Wilde
Fern Ridge:	Sydney Kissinger	Siuslaw:	Nora Kent
Junction City:	Linda Hamilton	South Lane:	Sherry Duerst-Higgins
Lowell:	Rose Wilde	Springfield:	Vanessa Truett



## 2023-24 Lane ESD Board Member District and Agency/Committee Assignments

### Lane ESD Program Assignments

- Business Services: Linda Hamilton
- CTE and Non-Traditional Careers: Nora Kent
- Lane School: Vanessa Truett, Rose Wilde
- Life Skills & Transition Program: Vanessa Truett
- Serbu Campus Programs: Leslie Harris
- School Improvement: Sherry Duerst-Higgins, Linda Hamilton
- Technology: Linda Hamilton
- Title Programs: Sydney Kissinger
- Regional Low Incidence Programs: Rose Wilde



## 2024-25 Lane ESD Board Member District and Agency/Committee Assignments

<b>Committee or Activity</b>	<b>Member</b>
Superintendent Evaluation Committee	
Superintendent Salary and Contract Review Committee	
Lane ESD Audit Committee	
Lane Council of Governments Board	
Oregon Association of Education Service Districts Board Representative	
Oregon School Activities Association Board	
Oregon School Boards Association Representative	
Oregon School Boards Association Board Members of Color Caucus	
Lane Education Foundation Board	
Equity Design Team Liaison	

<b>District Assignments for Board Engagement</b>			
Bethel:		Mapleton:	
Blachly:		Marcola:	
Creswell:		McKenzie:	
Crow-Applegate-Lorane:		Oakridge:	
Eugene 4J:		Pleasant Hill:	
Fern Ridge:		Siuslaw:	
Junction City:		South Lane:	
Lowell:		Springfield:	



## 2024-25 Lane ESD Board Member District and Agency/Committee Assignments

### Lane ESD Program Assignments

- Business Services:
- CTE and Non-Traditional Careers:
- Lane School:
- Life Skills & Transition Program:
- Serbu Campus Programs:
- School Improvement:
- Technology:
- Title Programs:
- Regional Low Incidence Programs:

# Lane Education Service District Policy

Code:  
Adopted:  
Readopted:

## Layoff/Recall –Professional

If the Board determines the need for a reduction in workforce, the procedures outlined below will be followed. A layoff means the reduction of an employee's annual hours of assigned work by more than 20 percent or a reduction that would be below the level required to qualify for medical insurance benefits.

Any employee who is to be laid off will be notified in writing 45 calendar days (or more) prior to the lay-off date. The association will simultaneously be sent a copy of the notification if a member or members are involved.

Layoff criteria to be considered by the Board are:

1. Maintenance of a sound and balanced service or program;
2. Qualifications of the staff as defined in the job descriptions; and
3. Seniority.

An employee whose position is being eliminated will be eligible to bump the least senior employee in the same position description/category with the same or fewer hours of employment and same or lesser rate of pay, if qualified. If there are no positions within the job category for which the employee is qualified and has greater seniority, then the employee may bump the least senior employee outside their job category with the same or fewer hours of employment and same or lesser rate of pay so long as the laid off employee is qualified for that position. An employee displaced by bumping may also have the option to bump on the same basis.

Job categories are: data/evaluation coordinator; early childhood; program/project coordinator; student success navigator; technology(administrators or engineers).

Employees holding positions that are temporary or have a specific, limited term of employment will have no reduction in force rights.

The superintendent or designee will make the determination of employee qualifications for "bumping." Qualified means that an individual can do the primary duties and accountabilities of the job as described in the position description.

Seniority is determined by the date the employee became a regular employee. Any probationary periods thereafter served due to "bumping" and unpaid leaves of absence are subtracted from the original hire date to determine seniority. A probationary employee shall not be considered to have seniority over a non probationary employee.

Employees intending to exercise their right to bump must provide written notice to human resources within 14 calendar days of their layoff notice. An employee on unpaid leave is subject to the same layoff conditions as other employees.

“Bumping” to a position description not currently held will require a qualification process to determine that the employee is fully qualified.

An employee whose position is being eliminated or who is displaced by bumping will be given the opportunity to fill an existing vacancy, if the employee is qualified for the position.

Employees filling a position description, which they do not currently hold, are subject to a nine-month probationary period, using the same procedure as a new hire or current employee in a new position. An employee who is unable to fulfill the position requirements during the probationary period shall be subject to additional layoff action.

Employees who “bump” to a new position description will be placed on the step commensurate with their applicable experience for the position, unless they have previously held the position, in which case they will be placed on the step they previously attained when they held the position.

## **Recall**

The following procedures will be followed in the recall of staff members who have been laid off through reduction in force:

1. Except as otherwise provided in Oregon law, laid-off employees shall retain a right to be recalled for a period of 27 months from the effective date on which the lay-off occurred, provided they have followed the requirements of this policy;
2. At the time of lay-off, the employee shall indicate in writing if he/she desires to be recalled by the district. The written notice shall include an address to which a notice of recall may be mailed;
3. If a position vacancy occurs for which the laid-off employee is qualified, the district will notify the employee by certified mail, return receipt requested. The district will specify in the notice the date the employee will return to work. When more than one laid-off employee is qualified for a vacant position, notice of recall shall go first to the most senior laid-off employee. If the employee fails to meet the requirements of subsections 4. and 5. of this section B., notice of recall shall then go to the next most senior laid-off employee.
4. The laid off employee shall have 7 calendar days from receipt of such notification in which to indicate their acceptance or rejection of the position and an additional 14 calendar days from the date of acceptance in which to begin active employment unless otherwise mutually agreed upon.

5. Failure of the employee to respond within the specified 7-day period or the decline of a position that provides at least 80 percent of the wages associated with the position the employee previously held shall result in forfeiture of the employee's right to recall.

The following provisions will apply regarding employee benefits in layoff situations:

1. Insurance benefits will be paid through the month following the effective date of the layoff for employees who are laid off because of a reduction in force. Such employees may thereafter arrange to pay premiums and retain insurance coverage(s) when and to the extent insurance policies allow. The effective date of layoff shall be last day worked.

The implementation of this policy shall be consistent with state and federal statutes governing discrimination applicable to this district.

Reduction in force and recall grievances shall be processed in accordance with Oregon law for all such grievances not resolved through the Board level.

END OF POLICY

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**Legal Reference(s):**

[ORS 334.125\(7\)](#)

# OSBA Model ESD Sample Policy

Code: GBEB  
Adopted:

## Communicable Disease – ~~Staffin~~ Schools

{Highly recommended policy. This policy outlines the requirements for schools on communicable diseases.}

The ESD shall provide reasonable protection against the risk of exposure to communicable disease for students and employees while engaged in the performance of their duties. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance for Schools* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA).

Employees shall comply with all other measures adopted by the ESD and with all rules adopted by the Oregon Health Authority, Public Health Division and the local health department.

An employee or student may not attend work or school, respectively, while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that the employee or student has or has been exposed to any disease for which exclusion is required in accordance with law ~~and per administrative regulation GBEB-AR-Communicable Diseases-Staff. If the disease is a reportable disease, the administrator will report the occurrence to the local health department.~~ The ESD may provide an educational program in an alternative setting. Services will be provided to students as required by law.

~~Employees shall provide services to students as required by law. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure.~~

The ESD shall protect the confidentiality of an employee’s and student’s health condition and record to the extent possible and consistent with federal and state law. ~~In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator may inform employees with a legitimate educational interest.~~

~~The superintendent will develop administrative regulations necessary to implement this policy.~~

END OF POLICY

### Legal Reference(s):

- |  |                                       |                                  |
|--|---------------------------------------|----------------------------------|
| <a href="#">ORS 334.125</a>              | <a href="#">ORS 433.235 - 433.284</a> | <a href="#">OAR 437-002-0377</a> |
| <a href="#">ORS 431.150 - 431.157</a>    | <a href="#">OAR 333-018</a>           | <a href="#">OAR 581-024-0275</a> |
| <a href="#">ORS 433.001 - 433.526004</a> | <a href="#">OAR 333-019-0010</a>      | <a href="#">OAR 581-024-0280</a> |
| <a href="#">ORS 433.010</a>              | <a href="#">OAR 333-019-0014</a>      | <a href="#">OAR 581-022-2220</a> |
| <a href="#">ORS 433.110</a>              | <a href="#">OAR 437-002-0360</a>      | <a href="#">OAR 581-022-2225</a> |

OREGON DEPARTMENT OF EDUCATION AND OREGON HEALTH AUTHORITY, *Community Disease Guidance for Schools* (2020).  
Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2019/2023).  
Health Insurance Portability and Accountability Act of 1996, 42 U.S.C. §§ 1320d to -1320d-8 (2018); 45 C.F.R. Parts 160, 164 (2019/2023).

HR 7/31/204/04/24 | LF

Communicable Disease – ~~Staffin~~ Schools – GBEB

Commented [JS1]: Keep or delete?



# OSBA Model ESD Sample Policy

Code: EBBA  
Adopted:

## Student Health Services\*\*

{Highly recommended policy for ESDs that operate schools. The requirement for ESDs to develop and implement a health services plan comes from OAR 581-022-2220.}

Although the ESD's primary responsibility is to educate students, the students' health and general welfare is also an important Board responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices. A health services plan shall be developed, implemented, and updated annually. The plan shall describe a health services program for all students at each facility that is owned or leased where students are present for regular programming.

The ESD shall maintain a written prevention-oriented health services plan for all students. The health services plan will<sup>1</sup>:

1. Explain available health care space that is appropriately supervised and adequately equipped for providing health care and administering medication or first aid;
2. Refer to available communicable disease prevention and management plan that includes school-level protocols<sup>2</sup>;
3. Outline an ESD-to-school communication plan<sup>3</sup>;
4. Provide information about health screenings, including immunizations and TB certificate requirements;
5. Describe how services for all students, including those who are medically complex, medically fragile or nursing dependent, and those who have approved 504 plans, individual education program plans, and individualized health care plans or special health care needs are managed<sup>4</sup>;
6. Integrate school health services with school health education programs and coordinate with health and social service agencies, public and private;
7. Describe how hearing, vision and dental screenings are managed and/or verified for required students<sup>5</sup>;

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<sup>1</sup> For exact language and complete requirement see OAR 581-022-2220(1).

<sup>2</sup> For specific protocol content requirements see OAR 581-022-2220(1)(b).

<sup>3</sup> For requirements of this plan see OAR 581-022-2220(1)(c).

<sup>4</sup> For more information regarding these requirements see ORS 336.201 and 339.869, OARs 581-021-0037, 581-015-2040, 581-015-2045, 851-045-0040 – 0060, and 851-047-0010 – 0030.

<sup>5</sup> For vision screening or eye examination or dental screening information see ORS 336.211 and 336.213.

8. Include a process to assess and determine a student’s health services needs, including availability of a nurse to assess student nursing needs upon, during, and following enrollment with one or more new medical diagnose(s) impacting a student’s access to education, and implement a student’s individual health plan prior to attending school<sup>6</sup>;
9. Comply with OR-OSHA Bloodborne Pathogens Standards for all persons who are assigned to job tasks which may put them at risk for exposure to body fluids<sup>7</sup>;
10. Refer to adopted policy and procedures for medications in accordance with Oregon law<sup>8</sup>;
11. Include guidelines for the management of students who are medically complex, medically fragile, or nursing dependent as defined by ORS 336.201, including students with life-threatening food allergies and adrenal insufficiency while the student is in school, at a school-sponsored activity, under the supervision of school personnel, in before-school or after-school care programs on school-owned property, and in transit to or from school or school-sponsored activities

Any nurse(s) employed by the ESD and providing services to students and the ESD shall be licensed in Oregon to practice as a registered nurse or nurse practitioner or be a licensed practical nurse (LPN) in alignment with LPN supervision requirements of OAR 851-045-0050 - 0060.

A nurse employed by the ESD shall follow all applicable requirements of Oregon Revised Statutes (ORS) Chapter 678 and Oregon Administrative Rule (OAR) Chapter 851. This includes, but is not limited, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of a student prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.<sup>9</sup>

A nurse employed by the ESD will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

The ESD provides a menstrual product dispenser with a variety of products in every student bathroom<sup>10</sup> which meets the requirements of law.

END OF POLICY

**Legal Reference(s):**

- |                             |                                       |
|-----------------------------|---------------------------------------|
| <a href="#">ORS 329.025</a> | <a href="#">ORS 336.211 - 336.214</a> |
| <a href="#">ORS 334.125</a> | <a href="#">OAR 581-021-0017</a>      |
| <a href="#">ORS 336.201</a> | <a href="#">OAR 581-021-0031</a>      |
| <a href="#">ORS 336.204</a> | <a href="#">OAR 581-021-0587</a>      |
|                             | <a href="#">OAR 581-021-0590</a>      |

<sup>6</sup> For definitions for this policy see ORS 336.201, [OAR 581-022-2050](#), [OAR 581-022-2220](#), and [OAR 581-022-2515](#).

<sup>7</sup> OAR 437-002-0360 lists various health and safety regulations that apply in the employment setting.

<sup>8</sup> Medication laws can be found in ORS 339.866 – 339.874 and OAR 581-021-0037; relevant Board policy includes JHCD/JHCDA - Medications.

<sup>9</sup> For additional delegation requirements see OAR [851-047-0030](#).

<sup>10</sup> [“Student bathroom” means a bathroom that is accessible by students, including a gender-neutral bathroom, a bathroom designated for females, and a bathroom designated for males. (OAR 581-021-0587)]

Every Student Succeeds Act of 2015, 20 U.S.C. § 8548 (2018).  
Family Education Rights and Privacy Act 20 U.S.C. § 1232g (2018).

# **School Improvement Team | Board Report | 09.10.24**

## **HOPE Factory**

The Hope Factory welcomed three new cohorts of students this week from 12 of our component districts. These 50+ high school students will work and learn alongside industry professionals in a factory that produces high-quality, affordable, energy-efficient, and fire-resilient manufactured homes intended to support recovery in Oregon, where home losses are due to wildfires. Students begin their experience at Hope with a strong emphasis on safety, self-regulation, communication, and collaboration skills before moving onto the factory floor.

## **Curriculum Leaders**

The September Curriculum Leaders meeting was focused on Early Literacy plans and implementation. Oregon Department of Education specialists provided an overview of the early literacy framework and Erika Vaughn, curriculum director for Junction City School District, shared her plan as well as the successes and challenges of implementation at the district level.

## **New Staff Highlight**

My name is Angie Elstone and I'm the new School Safety and Prevention Specialist at Lane ESD. I am a licensed school counselor and have worked K-12 in Junction City, Bethel and Springfield school districts. Prior to working in schools I was a mental health clinician working in the emergency departments at PeaceHealth as well as the inpatient psychiatric unit. My specialty there was youth and families in crisis and it remains my passion today. I bring experience in suicide prevention, intervention and postvention as well as behavioral safety assessments (formerly threat assessments) and in student mental health. A particular focus has been in trauma and children how we can foster safe, welcoming, inclusive schools. I enjoy working on multi-disciplinary teams to address youth mental health from a holistic and preventative approach. I was in Washington for three years working as a school counselor and I'm excited to be back in Lane County re-establishing connections and making new ones.

Special Education Board Update  
September 2024

Friends and Fun Summer Camp

Friends and Fun Summer Camp was an incredible experience for students and staff alike. With our own staff and talented community partners, we were able to design a program with the needs of students with intellectual disabilities at the center of it all. With camp, we were able to meet our Compensatory Education obligation requirement for the Oregon Department of Education, and turn the page on that chapter. We are hopeful that this might become something ongoing, and are beginning to have conversations with our component districts about potential moving forward.

Hiring/Staffing

are still hiring the last of our vacancies for Teachers and instructional assistants. Students are back in the classrooms and we're off to a busy start.

SPS Support Model

In the Springfield School District we are operating a new model of support, with a three tiered model for consultants. In an effort to train and retain qualified staff, we are also working with a new Instructional Assistant trainer providing coaching and support for IA's in classrooms.

9/9/24

To: Lane Education Service District School Board Members

From: Dr. Morgan Christensen - Executive Director of Human Resources

**Re: August 2024 Update**

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Service

For the 2024-25 school year, the Human Resources department is focused on providing timely and personalized *service* to our staff and partners across the county. Here are a few examples and system implementations being worked on to improve our organization's efficiency and outcomes.

- HR held staff orientation for 12 new staff members to LESD. The presentation will repeat throughout the year as part of our onboarding process and made available on our staff intranet.
- HR provided office hours to help staff with questions related to benefits and enrollment. Office Hours for staff will continue throughout the year.
- HR is creating a collaborative monthly bulletin/newsletter for all staff. The centralized and regular communication across the organization will occur each month.
- Lastly, HR is initiating PowerSchool (PS) - Professional Services System. LESD purchased the PS suite product which includes applicant tracking for hiring and recruitment, onboarding processes for employees, data records, and evaluation of employee performance. PS is designed to streamline information systems across multiple departments (i.e., HR, Business/Payroll, Technology).

Final report on staffing and positions, there are 2 licensed and 2 classified openings to be filled for the start of the school year. There also are 6 various substitute positions available at this time.



September 2024 Board Report

## *While you were Away*

### **System Upgrades/ Improvements**

- **Construction update:** IT staff have moved into the new space and are putting in final touches. New technology systems equipment room has been built, all equipment has been moved in, all equipment has been tested and is now actively in production.
- **Wireless equipment refresh project:** All upgrades and updates are complete.
- **Multi-Factor Authentication (MFA):** MFA has been successfully completed. This project was a requirement from PACE. Satisfying this insurance requirement took 6 months of planning and work to get 315+ staff setup with 2FA and made sure all teachers were able to successfully login on the first day of school.
- **Equipment Replacements-** The IT department worked with Dell to create a laptop specific to the needs of our staff with the steepest discount possible. There were a total of 74 laptops that were ordered, built, unpackage, and prepped for staff. These new laptops replaced the aged apple devices.
- **CyberSecurity:** Completed phase 1 for moving the ESD to an upgraded cybersecurity platform that will allow for greater flexibility in supporting the Lane county school district IT teams.
- **LEARN Platform-** Lane ESD staff have created a new process for verifying that new applications and software are safe for all staff/ students/ and our environment. This application and process will be fully operational before the end of September. This application will simplify the process required to track and manage all of the ESD's 500+ applications.
- **Parent Square-** Upgraded and rebuilt from scratch the Parent Square
- IT department engineers and systems administrators created 12 month repair and system upgrade plans.
- IT staff lent a hand during summer camp.
- **Connectivity-** Decreased amount the school district was paying for internet service and increased their total available bandwidth.
- **Firewalls-** LESD's next generation firewalls have been installed and are currently in production. We are currently developing the upgrade plans for our network that this new equipment has made possible. These devices are the frontline for our agency's data security needs.
- **Network Infrastructure-** The remaining network infrastructure upgrade is in process with a project completion date before January 1st, 2025.



### **Employee Accounts**

- **Onboarding-** LESD IT staff created 25 new staff accounts and adjusted settings in over 35 systems.
- **Offboarding-** LESD IT staff disabled over 48 existing staff accounts and settings in over 35 systems.

### **Tickets and or Break/Fix**

- IT has resolved 450 tickets since June 1st
- ***156% Improvement-*** Average ticket resolve time improved from 82 hours on average across all IT staff to 32 hours across all staff for completed ticket times. This improvement has cut wait times by 156%.
- ***122 % Increase-*** Total # of tickets compared to last year show a 122% increase.

### **SpEd Classrooms**

- Opened 2 new classrooms
- Moved all associated tech for 2 classrooms

### **After hour support**

- LESD IT staff support 2 overnight power outages- One outage took place at 11pm and another at 2am
- LESD IT Staff responded and monitored the internet connectivity outage for 3 school districts overnight during the summer.

### **Offices and cubicles**

- IT has moved almost all of administration and SpEd to their new locations. All moves are expected to be completed by the end of September.

### **Physical Security**

- Provided access, support, configuration, and oversight to security companies Verkada and NITOR for their egress and camera systems.

## Nora Kent report for September 2024

Aug 6, 2024

I participated in Fun and Friends Lane ESD Camp. It was so wonderfully organized with so many activities for the kids including crafts, a planetarium, swimming and a fantastic music program. I was put right to work teaching at the Tie Dye table. All the kids participated enthusiastically, and I very much enjoyed working with them and their IAs. I hope they have camp again next Year!

August 28, 2024

I attended the All Staff Back to School Meeting. I really appreciated the presentations from all of the different programs, especially the Native Youth Wellness program. Vanessa and I made a short presentation about the Lane Education Foundation. We are encouraging the Administration and Board Members to consider donating to the Foundation so that we can continue offering grants for innovative programs in our schools.

## Board Self-Evaluation Measures

Revised June 2022

Self-Evaluation occurs as per the Annual Performance Review Three Year Plan and per policy BK - Evaluation of Board Operational Procedures, which is ~~annually~~every other year.

**Commented [1]:** "In order to appraise the effectiveness of its programs and its progress toward the educational goals of Lane ESD, the Board shall annually evaluate the conduct of the educational program and the operation of the business of the district."

### Section 1: Individual Director Indicators

**Indicator:** Each Board Director will ~~review policies~~review policies in Section A/B - Board Governance and Operation and Section C - General Administration (Superintendent) yearly.

**Purpose:** To have a refreshed working knowledge of policies most overseen/carried out by the Board.

**Measured by:** Met/Not met

**Indicator:** Each Board Director will review yearly the [Oregon Revised Statute in Chapter 334: Education Service Districts](#), specifically:

- 334.100 Organization of board; meetings; quorum; compensation
- 334.125 Status of board; powers and duties; rules
- 334.175 Core services; local service plan
- 334.177 Expenditure of percentage amounts received on services
- 334.219 Report on performance and finances; distribution and accessibility of report
- 334.225 Superintendent; duties; compensation
- 334.285 Apportionment of taxes; split between elementary and secondary school purposes
- 334.293 Direct ad valorem tax required to pay bonds
- 334.370 Emergency aid fund

**Purpose:** To have a refreshed working knowledge of specific areas requiring Board oversight and action as set forth in ORS 334: Education Service Districts.

**Measured by:** Met/Not met

**Indicator:** Each Board Director will serve on at least one Superintendent Work Group, ESD Committee, OSBA committee, OAESD Committee or other relevant committee during the year.

**Purpose:** To provide variety and inclusivity to leadership and direction of the agency.

**Measured by:** Met/Not met

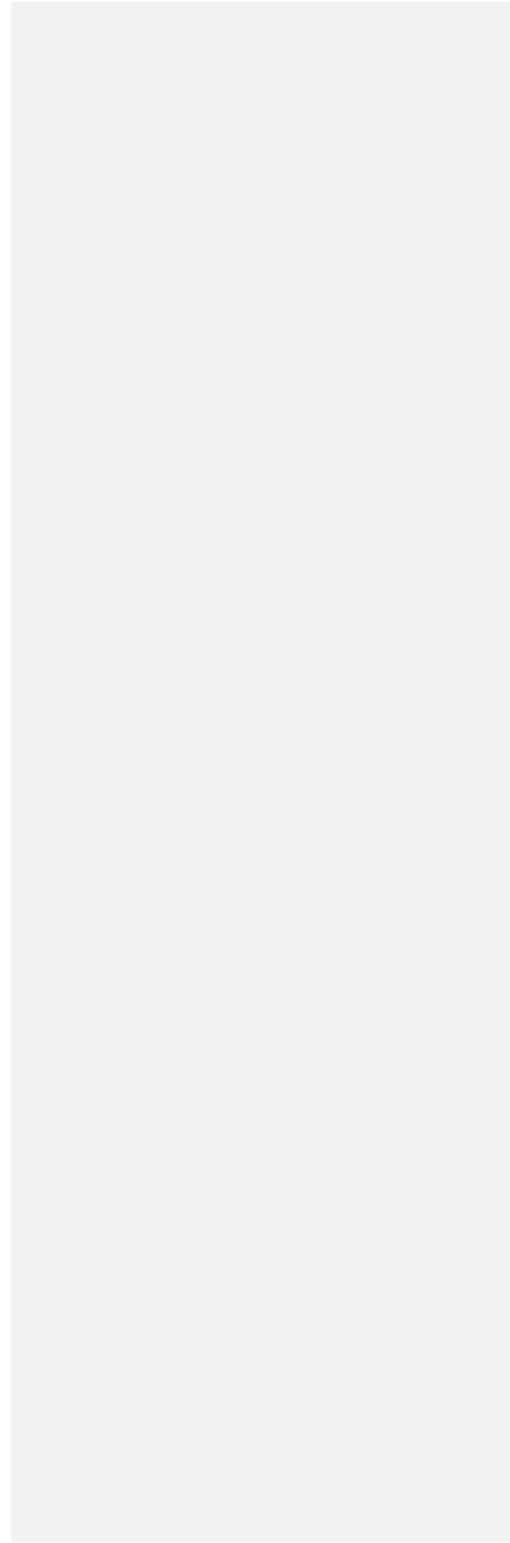
Artifact: Superintendent Work Group Member list and Committee Lists (e.g. Labor Management Team)

**Indicator:** Each Board Director shall complete Recognizing and Responding to Child Neglect and Abuse in Oregon.

Purpose: To provide the Board Directors with the information necessary to complete their duties as a mandatory report of child abuse in Oregon.

Measured by: Met/Not met

Artifact: board member training records.



## Section 2: Board Indicators

**Indicator:** Yearly, the Board will meet in work session to review the [LESD LBL Strategic Plan](#) and update, as necessary, the Mission, Vision, Values, Goals, and Board Objectives.

**Purpose:** To ensure Board goals align with priorities and needs of the agency, component districts, OSBA, and ODE priorities.

**Measured by:** Met/Not met  
Artifact: [LESD LBL Strategic Plan](#)

**Indicator:** The Board will work in association with the Superintendent, [Deputy Assistant Superintendent](#), [Cabinet Leadership Council](#), and as a Governing Body to fulfill Board Goals as set in the Yearly [LESD LBL Strategic Plan](#) Tasks.

**Purpose:** To participate in shared governance related to the [LESD LBL Strategic Plan](#).

**Measured By:** Met/Partially Met/Not Met  
Artifact: Monthly target milestones met as reported in monthly Strategic Plan Reports as part of the regular Board meeting agenda items.

**Indicator:** Yearly, the Board will meet in work session to review and update, as necessary, Board developed guidelines related to:

Typical Roles/Responsibilities of the Board and Superintendent  
Role of the Board Chair

[Role of Board Member Outside ESD](#)

[LBL Board and Superintendent Working Agreements Communication Guidelines](#)

**Purpose:** To foster good working and communication between Board members and the Superintendent and to clarify roles and responsibilities.

**Measured by:** Met/Not Met  
Artifact: [Work session minutes. Updated guidelines and roles in the Board Handbook.](#)

**Indicator:** Yearly, by March 15, the Board will evaluate the Superintendent or indicate if their contract will or will not be renewed as part of the rolling three year contract.

**Purpose:** Statutory responsibility of the Board.

**Measured by:** Met/Not Met  
Artifact: Board meeting minutes from [date of contract adoption or renewal. February or March each year.](#)

**Indicator:** The Board will review and revise [L LBL ESD](#) policies as they are brought forward for consideration/recommendation of the Superintendent and through OSBA Policy Updates.

**Purpose:** To keep policies up to date with current practice, law, and regulations.

**Measured by:** Met/Partially Met/Not Met  
Artifact: Policy tracking documents kept by the Board Secretary that record Policy review and updates and by Policies posted on the LBL ESD website.

Indicator: Board shall adopt goals related to the strategic plan and superintendent/district goals annually.

Purpose: To unify board behind a specific set of goals that support the work of the agency staff.

Measured by: Met/Not Met

Artifact: Work session and board minutes from goal setting meeting.

Indicator: Board shall review and update the Statement of Accountability: Land Acknowledgement statement and workplan annually.

“Lane ESD Board of Directors 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 institution we are accountable for addressing the current and former silencing, erasure, and genocide of native people in Oregon and Turtle Island. We aim to join with indigenous people, honoring their resilience, courage, and self-determination in a purposeful pursuit of justice.

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

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

Purpose: To promote positive relationships between Tribes, tribal members, and nonaffiliated Native Americans and Lane ESD by increasing the knowledge of and connection to Oregon Tribes and other Native Americans.

Measured by: Met/Not Met

Artifacts: Board meeting minutes from date of review or update; Board Member reports and training records relating to learning about the indigenous people so Oregon, Board Meeting minutes from presentations or meetings related to education about or relationships with Oregon Tribes, their members, or other Native American students, families, and community members.

**Chapter 334 — Education Service Districts  
2021 EDITION**

Sections referenced above:

**Commented [2]:** if necessary to include this, we should use the most recently updated version of Chapter 334.

**334.100 Organization of board; meetings; quorum; compensation.** (1) Each education service district board shall meet during July and organize by electing one of its members chairperson and one vice chairperson, each of whom shall serve until a successor is elected and qualified. No member shall serve as chairperson for more than two years in succession.

(2) Regular meetings of an education service district board shall be held on meeting dates determined by the board. Special meetings may be held on dates to be determined by the board.

(3) Members of the education service district board shall receive no compensation for their services, but shall be reimbursed for all traveling and other expenses necessarily incurred in performing their duties as members of the board.

(4) A majority of the members of the education service district board shall constitute a quorum. A lesser number may meet and adjourn from time to time and compel the presence of absent members. The affirmative vote of a majority of members of the board is required to transact any business.

(5) Any duty imposed upon the education service district board as a body must be performed at a regular or special meeting and must be made a matter of record. The consent to any particular measure obtained of individual members when the board is not in session is not an act of the board and is not binding upon the district. [Amended by 1963 c.544 §34; 1965 c.100 §177; 1975 c.477 §8; 1975 c.647 §29c; 1975 c.770 §41a; 1981 c.131 §5]

(Pilot Education Service Districts)

**334.125 Status of board; powers and duties; rules.** (1) The education service district is a body corporate.

(2) The education service district board is authorized to transact all business coming within the jurisdiction of the education service district and may sue and be sued.

(3) The education service district board shall perform all duties required by law, including but not limited to:

(a) Distribution of such school funds as it is empowered to apportion;

(b) Conduct of audits;

(c) Budget and tax levying duties, including the levying of taxes under ORS 280.060;

(d) Contracting a bonded indebtedness and levying direct ad valorem taxes on all taxable property within the education service district in the manner that component school districts are authorized to issue bonds and levy taxes under ORS 328.205 to 328.304 and other laws applicable to the issuance of bonds and levying of taxes by school districts; and

(e) Creating a county education bond district under ORS 328.304 from a county within the district.

(4) In addition to its duties under subsection (3) of this section, an education service district board:

(a) May provide services required by the local service plan developed pursuant to ORS 334.175;

(b) May provide funds to a component school district to provide services required by the local service plan in lieu of the component school district receiving services from the education service district;

(c) Shall provide funds as specified in ORS 327.019 (9) to a school district located within the territory of the education service district that has withdrawn from the education service district as provided in ORS 334.015; and

(d) For the purpose of providing services consistent with the local service plan, may enter into contracts with school districts that have withdrawn from the education service district as provided in ORS 334.015 or that are located outside the territory of the education service district.

(5) The education service district board may employ and fix the compensation of such personnel as it considers necessary for carrying out duties of the board.

(6) In carrying out its duties, the education service district board:

(a) May locate, buy, accept by gift or lease such land, buildings and facilities as may be required for district purposes. Leases authorized by this section may be for a term of up to 30 years and include lease-purchase agreements under which the district may acquire ownership of the leased property.

(b) May acquire personal property by a lease-purchase agreement or contract of purchase for a term exceeding one year. A lease-purchase agreement is one in which the rent payable by the district is expressly agreed to have been established to reflect the savings resulting from the exemption from taxation, and the district is entitled to ownership of the property at a nominal or other price that is stated or determinable by the terms of the agreement and was not intended to reflect the true value of the property.

(c) May lease property or sell and convey property of the district as the board considers unnecessary to its purposes.

(d) May purchase relocatable structures in installment transactions in which deferred installments of the purchase price are payable over not more than 10 years from the date of delivery of the property to the district and are secured by a security interest in the property. The transactions may take the form of, but are not limited to, lease-purchase agreements.

(e) May accept money or property donated for the use or benefit of the district and use the money or property for the purpose for which it was donated.

(7) The education service district board may adopt rules it considers necessary to carry out the duties of the board.

(8) The education service district may contract with public and private entities for service delivery.

(9)(a) The education service district shall work cooperatively with component school districts and review periodically with component school districts the operations of component school districts and shall submit to the component school districts plans for operations that achieve economies and efficiencies through consolidation of various operations of all or some of the districts. The education service district and its component school districts shall submit an annual report on the effectiveness of the consolidation of operations to the State Board of Education.

(b) As used in this subsection, "operations" means services involving transportation, payroll, student records, auditing, legal services, insurance, printing, investment and other similar services. [1965 c.100 §179; 1975 c.477 §6; 1977 c.56 §1; 1981 c.406 §1; 1983 c.133 §1; 1983 c.187 §3; 1985 c.457 §1; 1993 c.784 §11; 1995 c.333 §11; 1995 c.611 §12; 1997 c.600 §4; 2001 c.518 §5; 2005 c.828 §4a; 2011 c.705 §§6,7; 2013 c.1 §29]

**334.175 Core services; local service plan.** (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.

(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 to 339.090.

(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. [1963 c.544 §§10,12; 1965 c.100 §180; 1967 c.542 §16; 1985 c.200 §1; 1991 c.280 §1; 1993 c.784 §13; 1995 c.611 §13; 2005 c.828 §3; 2009 c.94 §7; 2011 c.705 §10]

**334.177 Expenditure of percentage of amounts received on services.** (1) As used in this section, "local revenues of an education service district" has the meaning given that term in ORS 327.019 but does not include any local revenues distributed under ORS 327.019 (8).

(2) An education service district board shall expend at least 90 percent of all amounts received from the State School Fund and at least 90 percent of all amounts considered to be local revenues of an education service district on services or programs that have been approved by the component school districts of the education service district through the resolution process described in ORS 334.175.

(3)(a) Notwithstanding subsection (2) of this section, the school district board of a school district that is located in a region described in ORS 334.013 (1)(a), (e) or (i) may request in writing that a percentage of the amounts identified in subsection (2) of this section be distributed to the school district for any purpose identified by the school district board.

(b) A school district board that makes a request under paragraph (a) of this subsection:

(A) Must make the request to the education service district board by November 1 of the year prior to the school year for which the request is being made; and

(B) Must designate the percentage of the amounts identified in subsection (2) of this section that will be distributed to the school district.

(c) The education service district board:

(A) Shall approve a request submitted as provided by this subsection; and

(B) Shall determine the amounts attributable to the school district and eligible for distribution based on the weighted average daily membership (ADMw) of the school district for which the request was made.

(d) For each school year for which a school district receives a distribution as provided by this subsection:

(A) The school district may act only in an advisory capacity for decisions made in relation to the governance of the education service district if the school district board designates a percentage under paragraph (a) of this subsection that is greater than 50 percent but less than 100 percent; and

(B) Notwithstanding ORS 334.015 and 334.019, the school district shall be considered to have withdrawn from the education service district in the manner provided by ORS 334.015 if the school district board designates a percentage under paragraph (a) of this subsection that is 100 percent.

(4) An education service district board shall expend 100 percent of all amounts received from the School Improvement Fund on services or programs that have been approved by the component school districts of the education service district through the resolution process described in ORS 334.175.

(5) The expenditure requirements of this section apply only to amounts retained by the education service district after making any distributions required under ORS 327.019 (9). [2001 c.695 §27; 2001 c.695 §29; 2007 c.578 §4; 2009 c.705 §1; 2011 c.705 §11; 2013 c.751 §§1,3,5]

**334.219 Report on performance and finances; distribution and accessibility of report.** (1) No later than October 1 of each year, the board of directors of an education service district shall produce an annual report related to the performance and the finances of the education service district for the previous school year. The purpose of the report is to provide information to parents, component school districts and the Department of Education and to improve education service districts through greater involvement of persons who are interested in the success of education service districts.

(2) The annual report that is produced as required by this section must include:

(a) The size and demographics of the education service district;

(b) The number of students served by the education service district, identified by school district;

(c) Services provided by the education service district, and how those services align with the goals described in ORS 334.175 and the local service plan developed for the education service district;

(d) The number of hours of services provided by the education service district, identified by category;

(e) The staff of the education service district, identified by category;

(f) The use of distance learning; and

(g) The education service district's revenue and expenditures, including employee salary information.

(3) The board of directors of the education service district must:

(a) Submit the report produced as required by this section to:

(A) The component school districts of the education service district; and

(B) The Department of Education.

(b) Make the report produced as required by this section available to the public at the administrative offices of the education service district and on the website for the education service district. [2011 c.705 §25]

**334.225 Superintendent; duties; compensation.**

(1) The education service district board shall employ a superintendent who must hold an administrative license as a superintendent. The superintendent shall serve as the board's executive officer, give an official bond or an irrevocable letter of credit issued by an insured institution, as defined in ORS 706.008, and have the duties prescribed by the board and the laws of this state. The board shall fix the term and compensation of the superintendent, provide office room for the superintendent and allow all of the superintendent's necessary traveling expenses.

(2) The education service district board shall designate the superintendent as the district clerk. The board may appoint qualified persons as deputies to the superintendent to perform the duties required of the district clerk by law or by the board. [Formerly 334.120; 1975 c.278 §9; 1975 c.477 §9a; 1983 c.379 §9; 1985 c.195 §1; 1991 c.331 §56; 1997 c.631 §462; 2011 c.705 §28; 2015 c.245 §44]

**334.285 Apportionment of taxes; split between elementary and secondary school purposes.** (1) Before July 15 of each year, the education service district board shall certify the amount of ad valorem property taxes as provided in ORS 310.060 and the apportionment to the county assessor. The county assessor shall extend the levy on the assessment and tax roll as the levy of the education service district board, applicable at a uniform rate or rates to all taxable property within the education service district, including joint districts in adjacent counties that are included in the district.

(2) Notwithstanding subsection (1) of this section, the education service district board shall split its total operating taxes or other ad valorem property taxes into separate portions for elementary and high school purposes where necessary in order to avoid double taxation. The portion for elementary purposes shall amount to two-thirds of the total amount of taxes and the portion for high school purposes shall amount to one-third of the total amount of taxes. Before July 15 of such year, the board shall certify to the county assessor the amount of its taxes for elementary purposes and the amount of its taxes for high school purposes. The county assessor shall extend the taxes for elementary and high school purposes on the assessment and tax rolls as taxes of the education service district board, applicable at a uniform rate or rates to all taxable property within the education service district, including joint districts in adjacent counties that are included in the education service district. The taxes for elementary purposes shall apply to all taxable property in the district for which elementary education is provided by a school district within the education service district. The taxes for high school purposes shall apply to all taxable property in the district for which high school education is provided by a school district within the education service district. [1979 c.689 §23; 1997 c.541 §373]

**334.293 Direct ad valorem tax required to pay bonds.** Notwithstanding ORS 334.240 and 334.285, each education service district shall ascertain and levy annually, in addition to all other taxes, a direct ad valorem tax on all taxable property in the education service district sufficient to pay the maturing interest and principal of all

education service district bonds promptly when and as the payments become due. The board in each year shall include the taxes in the education service district budget for that year. [1995 c.333 §13; 2005 c.209 §20]

**334.370 Emergency aid fund.** The education service district board may include in its own budget, adopted pursuant to ORS 334.240, an emergency aid fund for use, at the discretion of the board, in aiding school districts within the education service district with emergency expenses unforeseen at the time of making the budget of such districts. The emergency aid fund shall not exceed five percent of the combined budget of all districts included in such education service district. [1957 c.678 §15(2); 1965 c.100 §198]

# Board Self-Evaluation Measures

Revised June 2022

Self-Evaluation occurs as per the Annual Performance Review Three Year Plan and per policy BK - Evaluation of Board Operational Procedures, which is every other year.

## Section 1: Individual Director Indicators

**Indicator:** Each Board Director will [review policies](#) in Section A/B - Board Governance and Operation and Section C - General Administration (Superintendent) yearly.

**Purpose:** To have a refreshed working knowledge of policies most overseen/carried out by the Board.

**Measured by:** Met/Not met

**Indicator:** Each Board Director will review yearly the [Oregon Revised Statute in Chapter 334: Education Service Districts](#), specifically:

334.100 Organization of board; meetings; quorum; compensation

334.125 Status of board; powers and duties; rules

334.175 Core services; local service plan

334.177 Expenditure of percentage amounts received on services

334.219 Report on performance and finances; distribution and accessibility of report

334.225 Superintendent; duties; compensation

334.285 Apportionment of taxes; split between elementary and secondary school purposes

334.293 Direct ad valorem tax required to pay bonds

334.370 Emergency aid fund

**Purpose:** To have a refreshed working knowledge of specific areas requiring Board oversight and action as set forth in ORS 334: Education Service Districts.

**Measured by:** Met/Not met

**Indicator:** Each Board Director will serve on at least one Superintendent Work Group, ESD Committee, OSBA committee, OAESD Committee or other relevant committee during the year.

**Purpose:** To provide variety and inclusivity to leadership and direction of the agency.

**Measured by:** Met/Not met

Artifact: Superintendent Work Group Member list and Committee Lists (e.g. Labor Management Team)

## Section 2: Board Indicators

**Indicator:** Yearly, the Board will meet in work session to review the [LBL Strategic Plan](#) and update, as necessary, the Mission, Vision, Values, Goals, and Board Objectives.

**Purpose:** To ensure Board goals align with priorities and needs of the agency, component districts, OSBA, and ODE priorities.

**Measured by:** Met/Not met  
Artifact: LBL Strategic Plan

**Indicator:** The Board will work in association with the Superintendent, Assistant Superintendent, Leadership Council, and as a Governing Body to fulfill Board Goals as set in the Yearly LBL Strategic Plan Tasks.

**Purpose:** To participate in shared governance related to the LBL Strategic Plan.

**Measured By:** Met/Partially Met/Not Met  
Artifact: Monthly target milestones met as reported in monthly Strategic Plan Reports as part of the regular Board meeting agenda items.

**Indicator:** Yearly, the Board will meet in work session to review and update, as necessary, Board developed guidelines related to:

- Typical Roles/Responsibilities of the Board and Superintendent
- Role of the Board Chair
- Role of Board Member Outside ESD
- LBL Board/Superintendent Communication Guidelines

**Purpose:** To foster good working and communication between Board members and the Superintendent and to clarify roles and responsibilities.

**Measured by:** Met/Not Met  
Artifact: Updated guidelines and roles in the Board Handbook.

**Indicator:** Yearly, by March 15, the Board will evaluate the Superintendent or indicate if their contract will or will not be renewed as part of the rolling three year contract.

**Purpose:** Statutory responsibility of the Board.

**Measured by:** Met/Not Met  
Artifact: Board meeting minutes from February or March each year.

**Indicator:** The Board will review and revise LBL ESD policies as they are brought forward for consideration/recommendation of the Superintendent and through OSBA Policy Updates.

**Purpose:** To keep policies up to date with current practice, law, and regulations.

**Measured by:** Met/Partially Met/Not Met  
Artifact: Policy tracking documents kept by the Board Secretary that record Policy review and updates and by Policies posted on the LBL ESD website.

**Chapter 334 — Education Service Districts**  
**2021 EDITION**

**Sections referenced above:**

**334.100 Organization of board; meetings; quorum; compensation.** (1) Each education service district board shall meet during July and organize by electing one of its members chairperson and one vice chairperson, each of whom shall serve until a successor is elected and qualified. No member shall serve as chairperson for more than two years in succession.

(2) Regular meetings of an education service district board shall be held on meeting dates determined by the board. Special meetings may be held on dates to be determined by the board.

(3) Members of the education service district board shall receive no compensation for their services, but shall be reimbursed for all traveling and other expenses necessarily incurred in performing their duties as members of the board.

(4) A majority of the members of the education service district board shall constitute a quorum. A lesser number may meet and adjourn from time to time and compel the presence of absent members. The affirmative vote of a majority of members of the board is required to transact any business.

(5) Any duty imposed upon the education service district board as a body must be performed at a regular or special meeting and must be made a matter of record. The consent to any particular measure obtained of individual members when the board is not in session is not an act of the board and is not binding upon the district. [Amended by 1963 c.544 §34; 1965 c.100 §177; 1975 c.477 §8; 1975 c.647 §29c; 1975 c.770 §41a; 1981 c.131 §5]

(Pilot Education Service Districts)

**334.125 Status of board; powers and duties; rules.** (1) The education service district is a body corporate.

(2) The education service district board is authorized to transact all business coming within the jurisdiction of the education service district and may sue and be sued.

(3) The education service district board shall perform all duties required by law, including but not limited to:

(a) Distribution of such school funds as it is empowered to apportion;

(b) Conduct of audits;

(c) Budget and tax levying duties, including the levying of taxes under ORS 280.060;

(d) Contracting a bonded indebtedness and levying direct ad valorem taxes on all taxable property within the education service district in the manner that component school districts are authorized to issue bonds and levy taxes under ORS 328.205 to 328.304 and other laws applicable to the issuance of bonds and levying of taxes by school districts; and

(e) Creating a county education bond district under ORS 328.304 from a county within the district.

(4) In addition to its duties under subsection (3) of this section, an education service district board:

(a) May provide services required by the local service plan developed pursuant to ORS 334.175;

(b) May provide funds to a component school district to provide services required by the local service plan in lieu of the component school district receiving services from the education service district;

(c) Shall provide funds as specified in ORS 327.019 (9) to a school district located within the territory of the education service district that has withdrawn from the education service district as provided in ORS 334.015; and

(d) For the purpose of providing services consistent with the local service plan, may enter into contracts with school districts that have withdrawn from the education service district as provided in ORS 334.015 or that are located outside the territory of the education service district.

(5) The education service district board may employ and fix the compensation of such personnel as it considers necessary for carrying out duties of the board.

(6) In carrying out its duties, the education service district board:

(a) May locate, buy, accept by gift or lease such land, buildings and facilities as may be required for district purposes. Leases authorized by this section may be for a term of up to 30 years and include lease-purchase agreements under which the district may acquire ownership of the leased property.

(b) May acquire personal property by a lease-purchase agreement or contract of purchase for a term exceeding one year. A lease-purchase agreement is one in which the rent payable by the district is expressly agreed to have been established to reflect the savings resulting from the exemption from taxation, and the district is entitled to ownership of the property at a nominal or other price that is stated or determinable by the terms of the agreement and was not intended to reflect the true value of the property.

(c) May lease property or sell and convey property of the district as the board considers unnecessary to its purposes.

(d) May purchase relocatable structures in installment transactions in which deferred installments of the purchase price are payable over not more than 10 years from the date of delivery of the property to the district and are secured by a security interest in the property. The transactions may take the form of, but are not limited to, lease-purchase agreements.

(e) May accept money or property donated for the use or benefit of the district and use the money or property for the purpose for which it was donated.

(7) The education service district board may adopt rules it considers necessary to carry out the duties of the board.

(8) The education service district may contract with public and private entities for service delivery.

(9)(a) The education service district shall work cooperatively with component school districts and review periodically with component school districts the operations of component school districts and shall submit to the component school districts plans for operations that achieve economies and efficiencies through consolidation of various operations of all or some of the districts. The education service district and its component school districts shall submit an annual report on the effectiveness of the consolidation of operations to the State Board of Education.

(b) As used in this subsection, “operations” means services involving transportation, payroll, student records, auditing, legal services, insurance, printing, investment and other similar services. [1965 c.100 §179; 1975 c.477 §6; 1977 c.56 §1; 1981 c.406 §1; 1983 c.133 §1; 1983 c.187 §3; 1985 c.457 §1; 1993 c.784 §11; 1995 c.333 §11; 1995 c.611 §12; 1997 c.600 §4; 2001 c.518 §5; 2005 c.828 §4a; 2011 c.705 §§6,7; 2013 c.1 §29]

**334.175 Core services; local service plan.** (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.

(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 to 339.090.

(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. [1963 c.544 §§10,12; 1965 c.100 §180; 1967 c.542 §16; 1985 c.200 §1; 1991 c.280 §1; 1993 c.784 §13; 1995 c.611 §13; 2005 c.828 §3; 2009 c.94 §7; 2011 c.705 §10]

**334.177 Expenditure of percentage of amounts received on services.** (1) As used in this section, “local revenues of an education service district” has the meaning given that term in ORS 327.019 but does not include any local revenues distributed under ORS 327.019 (8).

(2) An education service district board shall expend at least 90 percent of all amounts received from the State School Fund and at least 90 percent of all amounts considered to be local revenues of an education service district on services or programs that have been approved by the component school districts of the education service district through the resolution process described in ORS 334.175.

(3)(a) Notwithstanding subsection (2) of this section, the school district board of a school district that is located in a region described in ORS 334.013 (1)(a), (e) or (i) may request in writing that a percentage of the amounts identified in subsection (2) of this section be distributed to the school district for any purpose identified by the school district board.

(b) A school district board that makes a request under paragraph (a) of this subsection:

(A) Must make the request to the education service district board by November 1 of the year prior to the school year for which the request is being made; and

(B) Must designate the percentage of the amounts identified in subsection (2) of this section that will be distributed to the school district.

(c) The education service district board:

(A) Shall approve a request submitted as provided by this subsection; and

(B) Shall determine the amounts attributable to the school district and eligible for distribution based on the weighted average daily membership (ADMw) of the school district for which the request was made.

(d) For each school year for which a school district receives a distribution as provided by this subsection:

(A) The school district may act only in an advisory capacity for decisions made in relation to the governance of the education service district if the school district board designates a percentage under paragraph (a) of this subsection that is greater than 50 percent but less than 100 percent; and

(B) Notwithstanding ORS 334.015 and 334.019, the school district shall be considered to have withdrawn from the education service district in the manner provided by ORS 334.015 if the school district board designates a percentage under paragraph (a) of this subsection that is 100 percent.

(4) An education service district board shall expend 100 percent of all amounts received from the School Improvement Fund on services or programs that have been approved by the component school districts of the education service district through the resolution process described in ORS 334.175.

(5) The expenditure requirements of this section apply only to amounts retained by the education service district after making any distributions required under ORS 327.019 (9). [2001 c.695 §27; 2001 c.695 §29; 2007 c.578 §4; 2009 c.705 §1; 2011 c.705 §11; 2013 c.751 §§1,3,5]

**334.219 Report on performance and finances; distribution and accessibility of report.** (1) No later than October 1 of each year, the board of directors of an education service district shall produce an annual report related to the performance and the finances of the education service district for the previous school year. The purpose of the report is to provide information to parents, component school districts and the Department of Education and to improve education service districts through greater involvement of persons who are interested in the success of education service districts.

(2) The annual report that is produced as required by this section must include:

(a) The size and demographics of the education service district;

(b) The number of students served by the education service district, identified by school district;

(c) Services provided by the education service district, and how those services align with the goals described in ORS 334.175 and the local service plan developed for the education service district;

(d) The number of hours of services provided by the education service district, identified by category;

(e) The staff of the education service district, identified by category;

(f) The use of distance learning; and

(g) The education service district's revenue and expenditures, including employee salary information.

(3) The board of directors of the education service district must:

(a) Submit the report produced as required by this section to:

(A) The component school districts of the education service district; and

(B) The Department of Education.

(b) Make the report produced as required by this section available to the public at the administrative offices of the education service district and on the website for the education service district. [2011 c.705 §25]

### **334.225 Superintendent; duties; compensation.**

(1) The education service district board shall employ a superintendent who must hold an administrative license as a superintendent. The superintendent shall serve as the board's executive officer, give an official bond or an irrevocable letter of credit issued by an insured institution, as defined in ORS 706.008, and have the duties prescribed by the board and the laws of this state. The board shall fix the term and compensation of the superintendent, provide office room for the superintendent and allow all of the superintendent's necessary traveling expenses.

(2) The education service district board shall designate the superintendent as the district clerk. The board may appoint qualified persons as deputies to the superintendent to perform the duties required of the district clerk by law or by the board. [Formerly 334.120; 1975 c.278 §9; 1975 c.477 §9a; 1983 c.379 §9; 1985 c.195 §1; 1991 c.331 §56; 1997 c.631 §462; 2011 c.705 §28; 2015 c.245 §44]

**334.285 Apportionment of taxes; split between elementary and secondary school purposes.** (1) Before July 15 of each year, the education service district board shall certify the amount of ad valorem property taxes as provided in ORS 310.060 and the apportionment to the county assessor. The county assessor shall extend the levy on the assessment and tax roll as the levy of the education service district board, applicable at a uniform rate or rates to all taxable property within the education service district, including joint districts in adjacent counties that are included in the district.

(2) Notwithstanding subsection (1) of this section, the education service district board shall split its total operating taxes or other ad valorem property taxes into separate portions for elementary and high school purposes where necessary in order to avoid double taxation. The portion for elementary purposes shall amount to two-thirds of the total amount of taxes and the portion for high school purposes shall amount to one-third of the total amount of taxes. Before July 15 of such year, the board shall certify to the county assessor the amount of its taxes for elementary purposes and the amount of its taxes for high school purposes. The county assessor shall extend the taxes for elementary and high school purposes on the assessment and tax rolls as taxes of the education service district board, applicable at a uniform rate or rates to all taxable property within the education

service district, including joint districts in adjacent counties that are included in the education service district. The taxes for elementary purposes shall apply to all taxable property in the district for which elementary education is provided by a school district within the education service district. The taxes for high school purposes shall apply to all taxable property in the district for which high school education is provided by a school district within the education service district. [1979 c.689 §23; 1997 c.541 §373]

**334.293 Direct ad valorem tax required to pay bonds.** Notwithstanding ORS 334.240 and 334.285, each education service district shall ascertain and levy annually, in addition to all other taxes, a direct ad valorem tax on all taxable property in the education service district sufficient to pay the maturing interest and principal of all education service district bonds promptly when and as the payments become due. The board in each year shall include the taxes in the education service district budget for that year. [1995 c.333 §13; 2005 c.209 §20]

**334.370 Emergency aid fund.** The education service district board may include in its own budget, adopted pursuant to ORS 334.240, an emergency aid fund for use, at the discretion of the board, in aiding school districts within the education service district with emergency expenses unforeseen at the time of making the budget of such districts. The emergency aid fund shall not exceed five percent of the combined budget of all districts included in such education service district. [1957 c.678 §15(2); 1965 c.100 §198]



# BOARD SELF-EVALUATION

OREGON BOARD STANDARDS FOR GOVERNANCE



**LEADERSHIP TO LIFT OUR PROMISE OF GRADUATION**



**Oregon School Boards Association**

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# 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:

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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 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**

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

FAX 503-588-2813

**OSBA.ORG**





## OAESD Governance Council Meeting

September 12, 2024

9:30am-11:00am

Join Zoom Meeting

Time	Topic	Page	Presenter
9:30 AM	<b>Welcome, Introduction of Governance Council Members with Roll Call; <a href="#">Link to Contact List</a>, Review of Agenda</b>		<b>Will Cahill</b>
9:40 AM	<a href="#">Role of the Governance Council</a>		<b>Dan Goldman</b>
<b>Discussion Items</b>			
9:50 AM	<b>OAESD Legislative Committee Overview and Nominations</b>	<a href="#">Memo</a>	<b>Amber Eaton, Penny Fender</b>
10:00 AM	<b>Legislative Update</b>		<b>Lori Sattenspiel</b>
<b>Operations Reports</b>			
10:15 AM	<b>Financial Report</b>		<b>Rocco Luiere</b>
10:30 AM	<b>Report from Executive Director</b> <ul style="list-style-type: none"> <li>• Operations Update</li> </ul> <b>Report from the Program Administrator</b> <ul style="list-style-type: none"> <li>• Status of Statewide Initiatives</li> </ul>		<b>Amber Eaton</b>  <b>Kelle Hildebrandt</b>
<b>Informational Items</b>			
10:50 AM	<b>OSBA Report</b>		<b>Anna Ali</b>
11:00 AM	<b>Adjourn</b>		<b>Will Cahill</b>

The Oregon Association of Education Service Districts, in support of its 19 member ESDs, their component school districts and the Oregon Department of Education, and in response to systemic inequities and racism, will provide leadership in areas of equity and racial justice. We will raise-up and weave the voices of students and families of communities of color and other historically and currently underserved communities into all areas of our work. We will join with partners to provide the full history of Oregon for all people as a resource. We will bring together diverse groups of people for discussions of equity, race, and justice across the state. This is our call to action to ensure that all students will be accepted as their authentic selves, will be heard and valued, will belong and feel included, and will achieve high academic standards.



Julie Simmonds <[jsimmonds@lesd.k12.or.us](mailto:jsimmonds@lesd.k12.or.us)>

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## Wilde board report

1 message

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**Rose Wilde** <[rwilde@lesd.k12.or.us](mailto:rwilde@lesd.k12.or.us)>

Tue, Sep 10, 2024 at 3:22 PM

To: Julie Simmonds <[jsimmonds@lesd.k12.or.us](mailto:jsimmonds@lesd.k12.or.us)>, Tony Scurto <[tscurto@lesd.k12.or.us](mailto:tscurto@lesd.k12.or.us)>, Sherry Duerst-Higgins <[sduersthiggins@lesd.k12.or.us](mailto:sduersthiggins@lesd.k12.or.us)>, Supt-office <[Supt-office@lesd.k12.or.us](mailto:Supt-office@lesd.k12.or.us)>

Good afternoon,

This month I participated in the first few speakers at the Back to School Welcome event, including Director Truett's speech and the presentation on the Native Youth Wellness program. I also received feedback on the Welcome event, which I shared with the Superintendent. I also had a conversation with our Superintendent regarding our financial oversight of grants. I also reviewed the Linn-Benton-Lincoln ESD and OSBA board self evaluation tools and created some recommendations for an LESD board self evaluation following the model set by LBL.

There will be a meeting of the Oregon Association of ESDs Governance Council later this month - the agenda is attached. I continue to serve LESD as our representative, with our Superintendent, to the Governance Council (GC). If board members have feedback about the OAESD conference or other questions or comments regarding our membership in OAESD, please let me know. I will share a report on the GC meeting in our October board meeting. OAESD is seeking nominations to serve on the legislative committee, and I encourage my colleagues to consider nomination to this position. Nominations are due Oct 31st, so we should be prepared to nominate someone during our October board meeting.

Respectfully submitted,  
Rose Wilde





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Rose I. Wilde, MPH  
Board Member, Lane Education Service District, Position 6 (At Large)  
[rwilde@lesd.k12.or.us](mailto:rwilde@lesd.k12.or.us)

All communications represent my individual beliefs and do not represent Lane ESD or any other entity. These communications are meant solely for the recipient named, and are confidential. Please delete and ignore misdirected communication.

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### 4 attachments

-  **OAESD.Governance Council Meeting .9.12.24 .Agenda .pdf**  
93K
-  **OSBA Board Self Evaluation Tool.pdf**  
458K
-  **LBL Board Self-Evaluation -- Revised June 2022.docx**  
22K
-  **Wilde proposed revisions to LBL Board Self-Evaluation .docx**  
28K