

LANE EDUCATION SERVICE DISTRICT	BOARD MEETING
1200 Hwy 99 N	Tuesday, November 12, 2024
Eugene, Oregon 97402	Regular Meeting: 6:00 PM

**LANE ESD BOARD MEETING
AGENDA**
Tuesday, November 12, 2024

1. Executive Session

The Board of Directors of Lane ESD will conduct an Executive Session

- To consider the employment of a public officer, employee, staff member or individual agent. (ORS 192.660(2)(a))

Board Chair

2. Work Session

Superintendent Tony Scurto and Assistant Superintendent Eric Anderson

A. Strategic Plan–Purpose Statement, SERVE
Local Service Planning

The Board of Directors and Superintendent will discuss the development of the 2025-27 Local Service Plan.

Board of Directors

B. Board Advisors and Liaisons

The Board of Directors and Superintendent will discuss recruitment of Board Advisors and Liaisons.

Board of Directors

BBB-AR Advisor Liaison

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3. Call Regular Meeting To Order

In order to expedite Board business while providing adequate time for relevant discussion and reasoned decisions, the Lane ESD Board of Directors agrees to use the following processes as a guideline for regular Board meetings:

1. Executive sessions, when needed, will be scheduled, as needed;
2. Regular meetings will be scheduled to start at 6 p.m. or whenever the executive session is completed, whichever is later;
3. Regular meetings will have a two-hour time limit from the time that the "Call to order" is provided by the chair and a quorum is in place, ready to act;
4. Regular meetings may be extended for a specific amount of time by

consensus of the members present or a quorum of the Board (four votes);

5. The superintendent will continue to include traditional items in the consent agenda and will also include other items that seem routine and for which appropriate explanatory material is included;

6. Any Board member may remove an item from the consent agenda. A motion and majority vote is not required to remove an item from the consent agenda. If an item is removed from the consent agenda, it will be placed elsewhere on the agenda at the discretion of the chair;

7. A position will be provided for persons who are addressing the Board; 8. Upon review of the materials prior to the meeting, Board members are encouraged to give advance notice by telephone to the Board secretary of questions or concerns which the staff may research in advance.

- Board Policy BD-BDA-AR

Board Chair

4. Welcome

Guests attending the meeting will be introduced.

Board Chair

5. Public Participation

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

Comments Regarding Staff Members - Speakers may offer objective criticism of ESD operations and programs. The Board will not hear comments regarding any individual ESD staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for Board consideration of a complaints involving a staff member. The association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the staff member, his/her supervisor and the Board.

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

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

6. Agenda Review

The board chair will ask if any of the members wish to make any changes to the agenda. If so, the board votes on additions, changes, or deletions.

Board Chair

7. Presentation: Library Services

Beth Clarke

8. Action Items

Board Policy BDD: Board Meeting Procedures

1. Quorum A quorum will consist of the majority of the Board members. Appointed nonvoting advisory members shall not factor in the quorum requirements.

2. Vote Needed for Exercise of Powers The affirmative vote of a majority of Board members will be necessary for exercising any of the Board's powers.

3. Board Member Voting Each member's vote on all motions will be recorded in the minutes. Appointed advisory members shall be nonvoting.

4. Abstaining from Vote If a Board member chooses to abstain from voting, such abstention will be recorded.

5. Parliamentary Procedure Official Board business will be transacted by motion or resolution at duly called regular or special meetings. Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in Robert's Rules of Order, Newly Revised, "Procedure in Small Boards," as modified by the Board, will govern the Board in its deliberation. Modifications will include the following: Motions will all be seconded prior to consideration by the Board and motions to close or limit debate are acceptable. The chair will decide all questions relative to points of order, subject to an appeal to the entire Board.

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 November 4, 2024

Board Chair

HR Board Report - November 2024

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B. Accept Financial Report

EXAMPLE QUESTIONS ASKED BY BOARD MEMBERS OF A BUSINESS MANAGER DURING A FINANCIAL REVIEW SESSION:

- 1) 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 September 2024.

Board Chair

September 2024 Financial Report

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C. Declaration: Native American Heritage Month

During National Native American Heritage Month, we honor the history, rich cultures, and vast contributions of Native peoples. We celebrate the hundreds of Tribal Nations that are ushering in a new era in our Nation-to-Nation relationships. And we recommit to respecting Tribal sovereignty and self-determination and working in partnership with Tribal Nations to bring new prosperity and security to Native peoples.

Indigenous peoples' history in the United States is defined by strength, survival, and a deep commitment to and pride in their heritage, right to self-governance, and ways of life. Native peoples have built and sustained powerful Tribal Nations, and the knowledge they developed still benefits us today. However, our Nation's failed policies of the past subjected generations of Native peoples to cruelty, violence, and intimidation. The forced removal of Native peoples from their homes and ancestral homelands; attempts to assimilate entire generations; and stripping of Indigenous peoples of their identities, cultures, and traditions are some of the darkest chapters of our Nation's history. The trauma and turmoil fundamentally altered their communities.

Indigenous peoples have persisted and survived — a testament to their resilience and resolve. Today, Native communities are leading the way forward and continuing to strengthen the fabric of the United States. They have long served in the United States military and currently serve in the highest levels of government — including the Secretary of the Interior, Deb Haaland, America's first Native American Cabinet secretary. In every field and sector, Native peoples are pushing for progress and contributing to our shared prosperity.

While we recognize Native heritage throughout the year, this month reminds us to celebrate, honor, and learn from the legacy of Indigenous peoples,

whose contributions shape and strengthen our nation.

DIRECTOR MOVED: BE IT RESOLVED

NOW, THEREFORE, the Board of Directors of Lane ESD do hereby proclaim November 2024 as National Native American Heritage Month. We urge all Americans, as well as their elected representatives at the Federal, State, and local levels, to observe this month with appropriate programs, ceremonies, and activities. Also, we urge all Americans to celebrate November 29, 2024, as Native American Heritage Day.

Board Chair

D. Accept Transit Dollar Requests

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

The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2024. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

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

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

The following component school districts have submitted Transit Dollar Requests for the 2025-26 School Year, with no districts requesting more than 50% of transit dollars available to them:

- Bethel School District
- Crow-Applegate-Lorane School District
- Eugene 4J School District
- Fern Ridge School District

- Junction City School District
- McKenzie School District
- Pleasant Hill School District
- Springfield Public School District

BE IT RESOLVED that the Board of Directors of Lane ESD accepts Transit Dollar Request from Component School Districts for the 2025-26 School Year, as presented.

Board Chair, Superintendent

JCSD Transit Dollar Request 2024-25	23
McKenzie School District	24
Pleasant Hill 2025-26 Transit Dollar	25
Springfield Schools Transit Dollar Request 2025-26	26
Bethel Lane ESD Transit Dollar Request for 2025-26 (2)	27
CAL 2025-26 Transit Dollar	29
Eugene 4J ESD Transit Dollars	31
Fern Ridge 25-26 Transit Dollar	32

E. Approve Grants

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

- Health Care Workforce (HCWF) Pathways Scholarship Grant Opportunity
- Native Youth Wellness Program
- If You Can Dream It, You Can Build It In Our Maker Space Classroom: Becoming Real World Problem Solvers Through Hands-on Science, Technology, Engineering, Art and Math Exploration
- LatinX Success Grant
- Student Voice & Teacher Pathways: Youth & Communities Empowered
- Lane Career Academy: Behavioral Health
- SSA: LGBTQIA2S+
- OCF Career Connected Learning Grant to fund Elevate Program in CLC

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

Board Chair, Superintendent

Health Care Workforce (HCWF) Pathways Scholarship Grant Opportunity 33

Native Youth Wellness Program 36

If You Can Dream It, You Can Build It In Our Maker Space Classroom Becoming Real 39

OCF Career Connected Learning Grant to fund Elevate Program in CLC 43

SSA_ LGBTQIA2S+ 46

Lane Career Academy_ Behavioral Health 51

Student Voice and Teacher Pathways_ Youth and Communities Empowered 54

LatinX Success Grant 58

F. OSBA Election

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

In odd-numbered years member boards vote to elect regional representatives for even-numbered positions on the OSBA Board of Directors. Member boards also vote to elect all regional representatives on the Legislative Policy Committee.

In even-numbered years member boards vote to elect regional representatives for odd-numbered positions on the OSBA Board of Directors. Member boards also vote on the OSBA Legislative Priorities and Principles. **Lane ESD does not vote for an OSBA Board of Directors member this year.**

Resolutions submitted to the membership are also on the ballot along with candidate elections.

Resolution Election

Date Action

Sept 27 All resolutions to be submitted to the membership for a vote must be received at the OSBA offices

Oct 15 Resolution details, along with an official ballot, will be sent to the membership

Nov 15 Voting period opens

Dec 15 Voting period closes

Board Chair

1. Resolution to Amend the OSBA Dues Schedule

WHEREAS, the Oregon School Boards Association (OSBA) dues revenue as a percentage of OSBA's total revenues is declining. OSBA's dues revenue as a percentage of OSBA's operating costs to support the services OSBA provides to members is also declining;

WHEREAS, the percentage of dues revenue as a proportion of total association revenue has fallen 19.1 percent since the 1996-97 fiscal year to 6.4 percent of total association revenue. If dues do not increase, this percentage of total association revenue will continue to decline;

WHEREAS, the OSBA dues schedule has not increased since the 1998-99 fiscal year;

WHEREAS, OSBA retained The Coraggio Group to do an in-depth analysis of the value of the programs and services OSBA offers to its members and develop a 3-5 year sustainable business plan with member engagement;

WHEREAS, based on the survey data obtained by The Coraggio Group, OSBA members overwhelmingly agree that they receive great service for what they currently pay. Current annual member dues are as low as \$250. Given the costs associated with providing no cost or highly subsidized services available to members, \$250 is very low in comparison.

WHEREAS, The Coraggio Group in collaboration with OSBA staff, has recommended a phased increase in the dues schedule. This approach aims to provide financial stability for the organization and align the dues with other state associations, thereby enabling the association to continue offering its high-quality programs and services.

WHEREAS, the proposed dues increase, which was reviewed by the OSBA Finance Committee, and approved by the OSBA Board of

Directors on June 15, 2024, supports the recommendation to amend the OSBA Dues Schedule.

THEREFORE, BE IT RESOLVED in recognition of the current financial situation of Oregon districts and the need for an OSBA dues adjustment, the OSBA Board of Directors recommends that the dues schedule be amended in a manner so that OSBA member school districts and education service districts (ESDs) paying more than \$1,500 annually will experience a dues increase of 15% annually for five consecutive years beginning in the 2025-2026 fiscal year. Beginning in the 2030-31 fiscal year, the dues will increase annually as a percentage in alignment with the Consumer Price Index;

THEREFORE, BE IT FURTHER RESOLVED, the OSBA Board of Directors recommends a membership dues floor be established at \$1,500 and a maximum dues rate of \$25,000 per fiscal year. For OSBA member school districts, ESDs, and community colleges who are below this floor, dues will increase \$250 per year until the floor is reached. For school districts and ESDs that reach the floor before the 2030-31 fiscal year, dues will increase by 15% per year until the 2030-31 fiscal year. Beginning in the 2030-31 fiscal year, dues for all school districts, ESDs, and community colleges will increase annually as a percentage in alignment with the Consumer Price Index.

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA Board of Directors' adopted elections calendar. Submitted by: OSBA Board of Directors

Board Chair

Resolution-OSBA-Dues-Schedule-Amendment-Final

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2. Resolution to Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit public benefit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has been operating as an OSBA board appointed advisory committee since September 22, 2023; has a record of regular meetings; has draft bylaws; has identified goals that align with the mission, vision

and goals of OSBA; has draft action plans; and a draft budget;
WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee is ready to elect officers and their Leadership Assembly;
WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has articulated its mission as follows: "To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.";
WHEREAS, OSBA's Board of Directors recognizes the importance of the Oregon LGBTQIA2S+ School Board Members Advisory Committee's mission and goals; and
WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has respectfully requested that the Board of Directors submit a resolution to the membership creating the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.
THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed bylaws amendment designating an Oregon School Board Members PRIDE Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2024 OSBA election; and
BE IT FURTHER RESOLVED that the draft bylaws and a copy of this resolution be forwarded to all association member boards in accordance with OSBA's adopted elections calendar.

Board Chair

Resolution-osbmPRIDEc-Final

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3. Resolution to Amend the OSBA 2023 Bylaws

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards;

WHEREAS, in 2017, through a vote of the OSBA membership, OSBA was incorporated under ORS chapter 65 as a public benefit non-profit corporation and the OSBA bylaws replaced the OSBA constitution;

WHEREAS, in 2018, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members of color caucus;

WHEREAS, in 2023, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon rural school board members caucus and additional revisions to the bylaws;

WHEREAS, in 2024, the OSBA board of directors reviewed the OSBA bylaws and proposes to amend the OSBA bylaws as reflected in the attached draft OSBA bylaws with changes highlighted in the attached draft OSBA bylaws crosswalk document; and
WHEREAS, the substantive changes to the draft OSBA bylaws are the following:

- Allowing caucuses to have an additional director on the OSBA board of directors in the circumstance where the OSBA president or immediate past president is a director from a caucus. This revision is intended to provide the same opportunity for representation for caucuses as is currently provided to regionally elected directors.
- Clarify that OSBA board of directors must comply with the Oregon government ethics laws with respect to conflicts-of-interest.
- Require OSBA caucuses to submit an annual year end fiscal report to the OSBA board of directors.
- Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors.
- Expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members PRIDE caucus.
- Edits to grammar, punctuation, and language for readability.

THEREFORE, BE IT RESOLVED by the OSBA board of directors that the proposed draft OSBA bylaws be submitted to the membership for consideration during the 2024 OSBA election; and
BE IT FURTHER RESOLVED that the proposed draft OSBA bylaws, the draft OSBA bylaws crosswalk document and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA board of directors' adopted elections calendar

Board Chair

Resolution-2024-Bylaws-Amendments-Final

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G. Approve Memorandum of Understanding: CTE Salary Agreement

The Board of Directors of Lane ESD will approve updates to the CTE salary schedules, as discussed.

Superintendent Scurto, Board Chair

MOU CTE Salary Schedule

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H. MOU: CTE Salaries

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. OAESD Summit Report Out

The Board of Directors and Superintendent will report on experiences at the OAESD Summit.

Superintendent Scurto, Board Chair

D. OSBA Annual Convention | Regional Roundtable Discussion Report Out

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

Superintendent Scurto, Board Chair

E. Work Session Report Out

The Board will go on record with any consensus or decisions coming out of the Work Session related to Local Service Planning or Board Advisors and Liaisons.

Board of Directors

10. Information from Administrative Staff

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

Administrative Staff

HR Board Report - November 2024 (summary)	94
School Improvement Board Update_11_12_24	95
11_1_24 Board Report - Special Education	96

11. Board Member Reports and Comments/Agenda Planning

Lane ESD Board, Liaisons, Advisors

A. Agenda Planning

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

Board Chair

B. Board Member Reports

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

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

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

Sherry Duerst-Higgins

Linda Hamilton

Leslie Harris

Nora Kent

Sydney Kissinger

Vanessa Truett

Rose Wilde

Heidi Brown, Superintendents' Council Advisor
Mike Anderson, Liaison, Creswell School District
Erin Zygaitis, Community Advisor

Board, Advisors, Liaisons

Nora Kent Report Nov24

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12. Announcements/Correspondence

Board Chair

A. Acknowledgements and Recognition

Superintendent Tony Scurto

B. Kudos

Kudos to: Jess Garnica Tapia

Reported by: IT Department

Reason: IT department staff voted to recognize Jess Garnica Tapia with our version of "employee of the month" - comments were: Jess singlehandedly configured 74 new laptops and did maintenance on many more, working diligently through the end-of-summer heat (when the air conditioning wasn't working) prior to start of school. She is amazing at organizing and anticipating end user needs, which resulted in a smooth pick up of devices by staff. She is very much appreciated and respected!

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

Administrators

C. Announcements

Board Chair

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

American Education Week, November 18-22, 2024

Education Support Professionals Day, November 20, 2024

November 12, 2024 - OSBA Executive Committee Meeting
November 20, 2024 - OSBA Policy Committee Meeting
December 4, 2024 - Oregon LGBTQIA2S+ School Board Members
Advisory Committee Meeting
December 10, 2024 - OSBA Exec
January 8, 2024 - Oregon LGBTQIA2S+ School Board Members
Advisory Committee Meeting
February 5, 2024 - Oregon LGBTQIA2S+ School Board Members
Advisory Committee Meeting

2. Component District Board Meeting Dates

Bethel: During the regular school year the school board meets on the 2nd and 4th 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 2nd 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, December 2, 2024, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

Lane Education Service District Administrative Rule

Code: **BBB-AR**
Revised/Reviewed: 1/28/14

Board Advisor and Liaison

It is the interest of the Board to invite advisors to the board from the community and component district superintendents, and liaisons from component district boards.

Community Advisor

The Board may recruit one or more advisors from the community. The Board seeks advisors from different community perspectives, including the social services sector, equity and diversity, workforce, higher education or early childhood education.

The Board will recruit based on identified need for perspective. In the event that the Board seeks a community advisor, the Board will prepare an invitation to apply for advisory position. The Board will review applications and select candidates for interview. Selection will be made by Board vote.

The term of Community Advisor is two years, renewable based on the identified needs of the Board. The Community Advisor will bring an independent consumer voice, understand and communicate the community perspective, advocate for the community and share Lane ESD information with the community. The Community Advisor is not a member of the Board.

The Community Advisor is invited to all Board meetings and work sessions. The Community Advisor is expected to attend meetings on a regular basis. The Community Advisor will receive a Board Meeting Agenda packet. The Community Advisor is eligible for mileage reimbursement through Lane ESD.

Superintendents' Council Advisor

The Board will invite one advisor from the Superintendents' Council annually. The Superintendents' Council Advisor is a permanent advisor position, that is not filled by an individual superintendent for more than a two year appointment.

The Superintendents' Council Advisor position is filled by invitation at the August Superintendents' Council meeting each year. The Superintendents' Council appoints an advisor and back-up advisor.

The Superintendents' Council Advisor is not a member of the Board. The Superintendents' Council Advisor represents the Superintendents' Council. This Advisor communicates Superintendents' Council priorities, perspectives and activities, advocates for component districts, and shares Lane ESD information with the Superintendents' Council.

The Superintendents' Council Advisor is invited to all Board meetings and work sessions. The Superintendents' Council Advisor is expected to attend meetings on a regular basis. The Superintendents'

Council Advisor will receive a Board Meeting Agenda and packet. Any expenses incurred in the role of Superintendents' Council Advisor will be reimbursed by the component district.

Board Member Liaisons From Component School Districts

The Board intends to have three Board Member Liaisons from component school district Boards. The Board will recruit Board member representatives from a small, medium and large district.

The Superintendents will be asked to extend an invitation to their board members in August of each year. The Superintendents' Council will appoint three representative Liaisons to the Board.

The Board Member Liaison is not a member of the Board. Board Member Liaisons should not be from the same district as the Superintendent's Council Advisor. The Board Member Liaison will bring component district perspectives to the Board, report component district activities, and share Lane ESD Board information with their district board.

The Board Member Liaisons are invited to all Board meetings, and are expected to attend periodically. The Board Member Liaisons will receive a Board Meeting Agenda and packet.

HUMAN RESOURCES REPORT TO LANE ESD BOARD

November 1, 2024

CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Wright, Tyler	Instructional Assistant	10/2/2024	
	Dimock, Amy	Instructional Assistant	10/7/2024	
	Shields, Payton	Instructional Assistant	9/24/2024	
	Smith,McKinley	Instructional Assistant	9/24/2024	
	Hall, Leah	Instructional Assistant	10/21/2024	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Miller, Sally	Instructional Assistant	10/4/2024	Resignation
	Shaw, Ruth Angelica	Migrant Education Specialist	10/9/2024	Resignation
	O'Sullivan, Catherine	Instructional Assistant	10/15/2024	Resignation
	Clark, Melissa	Instrutional Assistant	10/25/2025	Termination
<i>Change of Status</i>				

LICENSED STAFF (Action)

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

VACANCY NOTICES (Information)

Posting #	Position	Closing Date	Notes
948	Instructional Assistant, Life Skills	6/12/2024	Filled
966	Speech Language Pathologist	6/12/2024	In process
975	Instructional Assistant, Life Skills	Open pool	Filled
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	Filled
1049	Instructional Assistant, Life Skills	Open pool	Filled
1054	Instructional Assistant, Life Skills	Open pool	In process
1055	Instructional Assistant, Life Skills	Open pool	Filled
1057	Instructional Assistant, Life Skills	Open pool	Filled
1062	Instructional Assistant, Life Skills	Open pool	In Process
1067	Instructional Assistant, Life Skills	Open pool	In Process
1069	School Nurse	Open	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

EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

Prepared for: Lane ESD Board of Directors
Prepared by: Olivia Meyers Buch, Executive Director of Business Services
Meeting Date: November 12, 2024

September 2024 Financial Report (Unaudited)

The Financial Report for the General Fund for the period ending September 30, 2024 follows this report. Year-to-date operating revenues through September 30, 2024 total \$5.9 million or 20.5% of total budgeted operating revenues as compared to \$5.5 million or 19.6% through September 30, 2023. As usual, state school fund formula revenue (state school fund - general support) constitutes the majority of funds received. Total projected resources of \$28.7 million is \$30,000 less than budgeted.

Year-to-date operating expenditures through September 30, 2024 total \$3.6 million or 14.1% of total budgeted operating expenditures as compared to \$3.4 million or 14.0% through September 30, 2023. Total projected operating expenditures of \$25.1 million is \$0.5 million less than budgeted. Total projected transfers and transits of \$3.8 million is \$60,000 more than budgeted.

Projected resources and requirements through September 30, 2024 result in an ending fund balance of \$2.6 million, with \$0.7 million assigned (reserved) for districts. The remaining ending fund balance of \$1.9 million is unassigned and represents 6.8% of projected operating revenues. The projected ending fund balance reflects an increase, or operating surplus, of \$0.45 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 September 30, 2024**

	Fiscal Year 2023-24					Fiscal Year 2024-25					
	Final Budget	Actuals thru 9/30/23	% of Budget	Projected thru 6/30/24	% of Budget	Final Budget	Actuals thru 9/30/24	% of Budget	Projected thru 6/30/25	% of Budget	Budget Variance
RESOURCES											
State School Fund Formula Revenue											
State School Fund - General Support	\$ 15,532,800	\$ 5,394,326	34.7%	\$ 15,996,395	103.0%	\$ 16,240,313	\$ 5,482,237	33.8%	\$ 16,448,355	101.3%	\$ 208,042
Property Taxes Levied by District	8,688,000	10,650	0.1%	8,682,801	99.9%	9,038,376	14,944	0.2%	9,038,376	100.0%	-
Other Local Revenues	66,200	1,849	2.8%	87,771	132.6%	86,659	2,096	2.4%	66,659	76.9%	(20,000)
Services Provided to Districts	2,550,400	(1,640)	-0.1%	1,256,511	49.3% ⁽¹⁾	2,209,514	-	0.0%	1,891,538	85.6%	(317,976)
Fees Charged to Grants	670,000	42,889	6.4%	812,985	121.3%	600,000	164,412	27.4%	700,000	116.7%	100,000
Other Revenues	577,700	60,106	10.4%	765,427	132.5%	580,000	226,048	39.0%	580,000	100.0%	-
Total Operating Revenues	\$ 28,085,100	\$ 5,508,179	19.6%	\$ 27,601,890	98.3%	\$ 28,754,862	\$ 5,889,738	20.5%	\$ 28,724,928	99.9%	\$ (29,934)
Beginning Fund Balance (District Reserves)	921,200	1,165,894	126.6%	1,165,894	126.6%	1,103,757	1,286,636	116.6%	1,286,636	116.6%	182,879
Beginning Fund Balance	2,050,000	2,080,746	101.5%	2,080,746	101.5%	1,514,860	1,494,775	98.7%	1,494,775	98.7%	(20,085)
TOTAL RESOURCES	\$ 31,056,300	\$ 8,754,820	28.2%	\$ 30,848,530	99.3%	\$ 31,373,479	\$ 8,671,149	27.6%	\$ 31,506,339	100.4%	\$ 132,860
REQUIREMENTS											
Salaries	\$ 10,981,145	\$ 1,543,077	14.1%	\$ 10,973,743	99.9%	\$ 11,436,471	\$ 1,609,515	14.1%	\$ 11,209,596	98.0%	\$ (226,875)
Associated Payroll Costs	7,372,689	894,426	12.1%	6,470,402	87.8% ⁽²⁾	7,495,703	885,083	11.8%	7,347,004	98.0%	(148,699)
Purchased Services	5,490,697	662,107	12.1%	5,713,478	104.1%	5,695,892	733,028	12.9%	5,582,898	98.0%	(112,994)
Supplies and Materials	446,550	141,418	31.7%	599,614	134.3%	662,884	130,157	19.6%	649,734	98.0%	(13,150)
Other Objects	230,100	189,222	82.2%	263,685	114.6%	269,700	250,383	92.8%	264,350	98.0%	(5,350)
Total Operating Expenditures	\$ 24,521,181	\$ 3,430,250	14.0%	\$ 24,020,922	98.0%	\$ 25,560,650	\$ 3,608,167	14.1%	\$ 25,053,582	98.0%	\$ (507,068)
Transfers											
Interfund Transfers	459,000	429,000	93.5%	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%	3,355,919	101.8%	57,932
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)
TOTAL REQUIREMENTS	\$ 31,056,300	\$ 3,859,250	12.4%	\$ 28,067,119	90.4%	\$ 31,373,479	\$ 4,037,167	12.9%	\$ 28,858,501	92.0%	\$ (2,514,978)
ENDING FUND BALANCE	-	\$ 4,895,569		\$ 2,781,411		-	\$ 4,633,982		\$ 2,647,838		
Assigned for Districts				\$ 1,286,636					\$ 698,866		
Unassigned Fund Balance				\$ 1,494,775	5.4% *				\$ 1,948,972	6.8% *	
<i>* Percent of Operating Revenues</i>				\$ 2,781,411					\$ 2,647,838		

(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.

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2025-26**

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

The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2024. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2025-26.

Name (Number) of District:	Junction City SD #69
Date of Board Action:	October 28, 2024
District Representative:	Dan Allred, Board Chair
Signature:	
Date Submitted:	10/28/24

Select One

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

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

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

**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2025-26**

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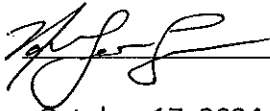
The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2024. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2025-26.

Name (Number) of District: McKenzie School District #68

Date of Board Action: October 16, 2024

District Representative: Lane Tompkins, Superintendent

Signature: 

Date Submitted: October 17, 2024

Select One

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

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

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The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2024. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2025-26.

Name (Number) of District:	Pleasant Hill School District No. 1
Date of Board Action:	October 21, 2024
District Representative:	Jim Crist, Superintendent
Signature:	
Date Submitted:	10.21-24

Select One

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

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**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2025-26**

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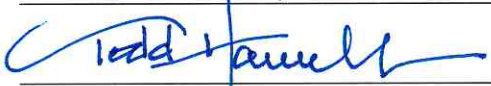
The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2024. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2025-26.

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

Date of Board Action: October 14, 2024

District Representative: Todd Hamilton, Superintendent

Signature: 

Date Submitted: 10-14-2024

Select One

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

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

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- 81%-100% 15% service fee*



October 30, 2024

RESOLUTION NO. 24-25: 15

BE IT RESOLVED, That the Board of Directors, School District No. 52, Lane County, hereby issues a Notice of Intent to Maintain Participation in the Formal Governance of Lane Education Service District by Requesting 50% or Less in ADMw Transit Dollars for fiscal year 2025-2026, as per the attached form.

ATTEST *Kraig Sproles*
 Clerk – Kraig Sproles

Caleb Clark
 Chair – Caleb Clark

MOVED BY Robin Zygaitis

SECONDED BY Caleb Clark

DATE 10.30.2024

RESOLUTION: Passed / Failed

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

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

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

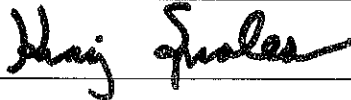
The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2024. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2025-26.

Name (Number) of District: Bethel School District

Date of Board Action: October 30, 2024

District Representative: Kraig Sproles

Signature: 

Date Submitted: October 31, 2024

Select One

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

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

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

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


The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2024. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2025-26.

Name (Number) of District: Crow-Applegate-Lorane S.D.

Date of Board Action: _____

District Representative: Heidi Brown

Signature: 

Date Submitted: 10/24/24

Select One

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

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Lane Education Service District
2024-25 Service Order Form

District: **Crow-Applegate-Lorane**

Funds Available

2024-25 Flex Allocation
2023-24 Flex Carryover (estimate)
Total Flex Dollars Available

\$	185,600
\$	-
\$	185,600

Services	Units	Participation/ # of Units	Unit Cost	
1 Transit Dollars by ADMw	Maximum	--	\$ 92,800	\$ -
2 Career & Technical Education	Programs	2	\$ 1,675	\$ 3,350
3 Learn360	ADMw	Yes	\$ 0.75	\$ 208
4 Tragedy Response	ADMw	Yes	\$ 0.13	\$ 36
5 Direction Service	ADMw	Yes	\$ 2.02	\$ 561
6 Substitute List	ADMw	Yes	\$ 0.62	\$ 172
7 Librarian	ADMw	Yes	\$ 6.07	\$ 1,685
8 Courier Service	Per district	No	\$ 6,400	\$ -
9 School Psychologist	FTE	0.375	\$ 166,000	\$ 62,250
10 Behavior Consultant	FTE	0.00	\$ 158,000	\$ -
11 Speech & Language Pathologist	FTE	0.400	\$ 126,000	\$ 50,400
12 Lane School Placement	Slot	0	\$ 47,300	\$ -
13 Life Skills Consortium Placement	Slot	1	\$ 60,400	\$ 60,400
14 Augmentative Communication	Student	2	\$ 3,200	\$ 6,400
15 Sign Language Interpreters	Dollars	--	--	\$ -
16 Intensive Services Prog./I			--	\$ -
17 MLK Jr Ed Center Tuition			--	\$ -
18 Attendance/Truancy			--	\$ -
19 Custom Service			--	\$ -
20 Custom Service			--	\$ -
21 Custom Service			--	\$ -
22 Custom Service			--	\$ -
Total Cost of Services Ordered				\$ 185,462

Not needed



185,462
 - 60,400

 \$ 125,062

Dollar Balance \$ 138

\$60,538.-

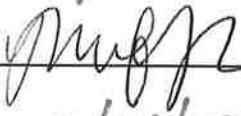
***** Please return to Lane ESD by April 3, 2024 *****

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

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The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2024. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2025-26.

Name (Number) of District: Eugene School District
 Date of Board Action: 10/23/2024
 District Representative: Jenny Jonak, Board Chair
 Signature: 
 Date Submitted: 10/24/2024

Select One

<input checked="" type="checkbox"/>	<p>Not to Exceed 50% <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
<input type="checkbox"/>	<p>More than 50% and less than 100% <i>The school district may request up to 99% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
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**Lane Education Service District
School District Transit Dollar Request for Fiscal Year 2025-26**

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The ORS requires that the component school district Board submit the request to the Lane Education Service District Board no later than November 1, 2024. The percentage of funds requested may affect the school district's ability to participate in the formal governance of Lane Education Service District.

The following school district requests the amount of funds identified below for Fiscal Year 2025-26.

Name (Number) of District: FERN RIDGE S.D. 28J.
 Date of Board Action: OCTOBER 31ST 2024
 District Representative: COARY CARPENTER, SUPERINTENDENT
 Signature: 
 Date Submitted: OCT 22, 2024

Select One

<input checked="" type="checkbox"/>	<p>Not to Exceed 50% <i>The school district may request up to 50% of their funds without having any impact on their ability to participate in the formal governance of Lane ESD.</i></p>
<input type="checkbox"/>	<p>More than 50% and less than 100% <i>The school district may request up to 99% of their funds but may only act in an advisory capacity for decisions made in relation to the governance of Lane ESD. This precludes the school district from voting for the Lane ESD local service plan.</i></p>
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Response Summary:

Grant Report

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

- Yes

Q4. Details

Project Name	Health Care Workforce (HCWF) Pathways Scholarship Grant Opportunity
Department Submitting Proposal	CTE/SI
Person Submitting Proposal	Shareen Vogel
Potential Funder (please include link to RFP if available)	file:///C:/Users/svogel/Downloads/OB%20S-44300-00010130%20HCWF%20Pathways_Grant%20Opportunity%20Notice%20Combined%20with%20all%2022-24.pdf
Requested Funding Amount	250,000
Person who will manage grant if funded	Shareen Vogel

Q5. Grant Period

Length of grant	2 years
Anticipated start date (mm/dd/yyyy)	03/01/2025
Anticipated end date (mm/dd/yyyy)	03/01/2027

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

- No

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

- No

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

- No

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

- Yes

Q47. What kind of reporting is being asked for?

Provide an annual report to OHA at the end of each year of scholarship award distribution period. A reporting template will be provided by OHA for this purpose

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

Shareen Vogel

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

- No

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

The purpose of the Health Care Workforce Pathways Scholarship RFGA is to support Career and Technical Education (CTE)/Lane Career Academy efforts , for students between 11th -12th grade, to receive scholarship grant funds that will meet the health care workforce objectives set by the Oregon Health Policy Board, its Health Care Workforce Committee , and the Oregon Legislature. Specifically to support certifications and training for the Behavioral Health Pathway and Emergency Services Pathway (soon to be piloted). The outcome would be to support student Health-related workforce programs. With support from great examples (like the teacher pathway scholars program), we have the resource in-house to glean successful models (application/rubrics/process). All students will be able to reach their full health potential and well-being and are not disadvantaged by their race, ethnicity, language, disability, age, gender, gender identity, sexual orientation, social class, intersections among these communities or identities, or other socially determined circumstances.

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

Vision: Building a beloved community of learners.

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

This grant will help us achieve health equity (via access to certifications/training) that require the ongoing collaboration of school districts, workforce, community college, and training partners to address:

- a. The equitable distribution or redistributing of resources and power; and
- b. Recognizing, reconciling, and rectifying historical and contemporary injustices.

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

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

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

Many voices have been part of this proposal-- community, education, workforce, and special partners that have been part of the Behavioral Health pathway (see partners as part of the Future Ready proposal) as well as all the partners engaged with the development of the Emergency Services pathway.

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

This proposal will work with others around Oregon to establish a health system that creates health equity when all people can reach their full health potential and well-being and are not disadvantaged by their race, ethnicity, language, disability, age, gender, gender identity, sexual orientation, social class, intersections among these communities or identities, or other socially determined circumstances.

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

Postively impact all involved. No negative (only those who might not be able participate due to barriers?)

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

We will be holden to data collection processes-- students who participate and outcomes of certifications and trainings.

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

- No

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

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

None

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

Just the amazing CTE team and utilize our incredible Teacher Pathway team as thought partners.:)

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

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

Response Summary:

Grant Report

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

- Yes

Q4. Details

Project Name	Native Youth Wellness Program
Department Submitting Proposal	School Improvement
Person Submitting Proposal	Roshelle Weiser-Nieto
Potential Funder (please include link to RFP if available)	https://www.lchealthcouncil.org/grant-opportunities/
Requested Funding Amount	550,000
Person who will manage grant if funded	Roshelle Weiser-Nieto

Q5. Grant Period

Length of grant	2 year grant
Anticipated start date (mm/dd/yyyy)	01/03/2025
Anticipated end date (mm/dd/yyyy)	12/31/2026

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

- No

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

- No

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

- No

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

- Yes

Q47. What kind of reporting is being asked for?

Quarterly Meetings and Regular Updates, Annual Report

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

Roshelle Weiser-Nieto

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

- Yes

Q50. With which data coordinator did you speak?

- Coordinator X

Q51. When did you speak with your data coordinator about this project?

October, 2024

Q52. How often will you need their support for reporting, exports, and imports?

Rarely, occasional Qualtrics reporting

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

Grant Focus Area

One of the primary goals of this grant process is to fund innovative projects that address priority areas identified by the Lane Community Health Council and align with the needs of the community. For this application process, we are focused on the following priority areas:

- Behavioral Health supports, specifically:
 - o Programs that focus on prevention (substance use, suicide, mental health concerns, etc.)
 - o Programs that primarily support youth (defined as up to age 25)

Projects that demonstrate the following will be given additional consideration:

- Projects that emphasize culturally responsive and linguistically appropriate principles.
- Projects that emphasize equity in their development and planning.
- Projects serving rural areas of Lane County.

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

Vision: Building a beloved community of learners.

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

The Native Youth Wellness Program (NYW) exemplifies our mission to enhance the well-being of American Indian/Alaska Native youth through a series of focused initiatives. Each element of our programming, from community culture nights to educator support, is designed to promote protective factors, balance, and connectedness within a strengths-based framework. Our diverse efforts collectively contribute to fostering wellness and resilience among AI/AN communities, underpinning our commitment to a holistic approach that values and integrates the cultural and educational richness of Native traditions.

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

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

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

We have developed a Lane County Native Collective, where we meet quarterly with other Native service organizations including: Siletz Eugene Area Office, Coos, Lower Umpqua, Siuslaw, Title VI programs (4j, Bethel, Springfield), LCC and UO Longhouse personnel, UO Native Admissions, Morning Start Creative, Wocus Consulting to develop programming and NYW goals.

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

Through affinity groups, NYW aids in the development of culturally relevant spaces in schools, leading to improved behavioral management, self-advocacy, attendance, and graduation rates among students. These groups enhance school and cultural connectedness for AI/AN youth, creating an environment that supports cultural identity and academic achievement. This approach, supported by qualitative data collected from school staff, administrators, and students across both rural and urban schools in Lane County, not only strengthens students' sense of belonging and community but also fosters a balanced network of relationships that contribute significantly to their educational experience and success.

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

We support and see positive impact with Native Students, community members, and educators from all backgrounds.
We do not foresee any negative impact.

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

Disaggregated data will be collect through the fiscal year to measure our goals and community satisfaction/experience.

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

- Yes

Q30. In detail, please explain what equipment will be required. List the name of the software that will be used.

We are planning on hiring another staff member and will need the typical tech set-up.

Q53. Will this software store PII (Personally identifiable information)?

- No

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

One additional cubical space

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

HR, Finance, IT, SI

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

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

Response Summary:

Grant Report

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

- Yes

Q4. Details

Project Name	If You Can Dream It, You Can Build It In Our Maker Space Classroom: Becoming Real World Problem Solvers Through Hands-on Science, Technology, Engineering, Art and Math Exploration
Department Submitting Proposal	Special Education
Person Submitting Proposal	Anna Shea
Potential Funder (please include link to RFP if available)	https://www.selco.org/steps-up/spark-creative-learning-grant-eligibility/
Requested Funding Amount	2500
Person who will manage grant if funded	Anna Shea

Q5. Grant Period

Length of grant	1 year
Anticipated start date (mm/dd/yyyy)	01/01/2025
Anticipated end date (mm/dd/yyyy)	12/31/2025

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

- No

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

- No

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

- No

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

- No

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

We are seeking support to develop a Maker Space on the Westmoreland campus, where students can construct hands-on, project based exploration through STEAM (Science, Technology, Engineering, Art, and Math) learning. We are pursuing funding to support the design of a space in our school that allows students, staff, and families to collaborate with designing, building, and creating useful projects, while also developing key real world skills like problem solving, communication, and perseverance.

This Maker Space classroom will provide endless opportunities for students to engage with their own learning and explore creating with both low and high tech materials. With this SPARK! Creative Learning Grant we will have the opportunity to purchase the materials needed to fulfill our vision of developing this Maker Space into an alternative, inclusive, and accessible classroom.

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

Vision: Building a beloved community of learners.

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

Hands-on opportunities for learning, utilizing both low and high tech materials, provides a highly engaging and accessible learning experience for our unique and diverse student population. With the creation of this Maker Space, students will have more opportunities to feel successful at school, while providing an engaging curriculum that helps students find joy in their own learning.

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

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

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

One goal for this new space is to cultivate each student's technical, creative, and interpersonal skills through hands-on, project-based learning, providing each learner with opportunities to explore future potential careers in STEAM fields. Another goal is to allow student interests to guide our Maker Space classroom development. Our students are creative individuals who bring their own perspectives and great ideas to our school community. Students will bring their own interests, strengths, and preferences to this space which will shape which projects are developed and how the space is ultimately used.

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

Students will be provided with access to the Maker Space, which will align with our goals at the ESD to provide students who have been marginalized by the school system and society to access equitable learning opportunities while they are served by Lane ESD programs.

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

This project will hopefully have a positive impact on Westmoreland students, staff, and families as everyone will have access to this hands-on learning space. We do not envision anyone being negatively impacted by this opportunity.

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

Data on who is using the space and what materials are being explored, along with what learning objectives are being obtained will be tracked. The results of this data will be shared out campus-wide. It will be important to determine why some groups are using the space more than others and adjust the Maker Space materials and schedule to be equitable for all.

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

- Yes

Q30. In detail, please explain what equipment will be required. List the name of the software that will be used.

Project Budget Proposal:

Item

Estimated Cost

3-D Printer: Prusa MK4

\$950.00

Printer Enclosure Kit

\$120.00

Filament for 3-D Printer \$17 per roll x 10 = \$170

\$170.00

Computer

Provided by Lane ESD

Maker Space Cart for 3-D printer

Provided by Lane ESD

Cricut Maker 3: The ultimate smart cutting machine

\$350.00

Cricut Starter Pack & Materials (vinyl, tools, cardstock, sticker making paper, mats, pens, infusable ink, balsa wood), mat for cricut creating space

\$200.00

Wide format inkjet rear feed printer

\$150.00

Ink for printer/printer supplies

\$50.00

Button Maker and materials

\$60.00

Makedo Cardboard tools: 3D engineering tool kits

\$180.00

Green Screen

\$20.00

Ipad tablet with imovie for recording & editing video student broadcasts

Provided by Lane ESD

Tripod with ipad holder/mount

\$20.00

Bluetooth microphone

Donated by community member

Organizer with bins for recycled materials for (3-d creations)

\$30.00

Art supplies: glue (glue sticks, glue gun, fabric glue, straws, cotton balls, q-tips, craft supplies, markers, colored pencils, construction paper, scissors, hole punch, pipe cleaners, painters tape, scotch tape, duct tape)

\$100.00

Restocking supported by MECCA

Sewing machine

Donated by staff member

Fabric, thread, basic patterns, cutting mats, quilting tools, measuring tapes, sewing needles, threaders, fabric glue, velcro, buttons

\$50.00

Circuit boards/Raspberry pi/coding tools/lego robotics

Checked out from Lane ESD Science Library

AIMS curriculum - grab and go STEAM projects for teachers

Provided by Lane ESD

Idea and design drafting materials: rulers, protractors, compasses, graph paper, tracing paper, lighting

\$30.00

Bracelet making/rubber bands/perler beads/crafting materials

\$20.00

TOTAL REQUESTED:

\$2,500.00

Q53. Will this software store PII (Personally identifiable information)?

- No

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

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

This alternative classroom space will require a small classroom space. We will need work tables (could be folding), and room in the storage cabinets to keep materials organized and cataloged. Currently one of the shared spaces on campus (room 2) has room for this project. The Maker Space team will need to work closely with Facilities and the building Administrator to ensure the Maker Space is in a good spot. This will only need to be accessible during student contact hours/days.

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

We hope to collaborate with the School Improvement team's STEAM Specialist, Dustin Dawson and any other employees with interest and experience with project based learning and technology in schools. This is not required to move forward, however it would be a great opportunity for cross-department collaboration.

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

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

Response Summary:

Grant Report

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

- Yes

Q4. Details

Project Name	OCF Career Connected Learning Grant to fund Elevate Program in CLC
Department Submitting Proposal	School Improvement
Person Submitting Proposal	Gabriel Gellon
Potential Funder (please include link to RFP if available)	Oregon Community Foundation
Requested Funding Amount	65000
Person who will manage grant if funded	Gabriel Gellon

Q5. Grant Period

Length of grant	One year
Anticipated start date (mm/dd/yyyy)	05/01/2024
Anticipated end date (mm/dd/yyyy)	05/31/2025

Q6. Is indirect rate allowed?

- Yes

Q7. Note restrictions, if any:

None

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

- No

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

- No

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

- No

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

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

- Yes

Q49. Please provide a description and explanation of these services.

Connected Lane County is a non-for-profit organization that carries on the activities associated with the Elevate program (a series of workshops and internships). The grant is written as a continuation of funding for this specific project, entirely ascribed to CLC.

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

- No

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

- Yes

Q47. What kind of reporting is being asked for?

Brief narrative report. Some of the data would be shared with ODE as part of the STEM Hub network commitments

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

Gabriel Gellon

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

- No

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

- Yes

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

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

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

In year three of this project, 15 youth will participate in the Manufacturing Technology Excelsior. This paid learning experience includes six weeks of classroom instruction and a three-week internship at a local manufacturing site. Youth who succeed in this experience and enjoy the work will have opportunities to extend their experiences if job openings are available. The program is intended to serve Bipoc youth and ones from rural communities and youth who are unstably housed.

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

Vision: Building a beloved community of learners.

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

The grant finances a project that supports youth from bipoc, rural and un-housed populations, providing paid opportunities for workshops and internships in STEM industries.

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

- 4. Youth, from all backgrounds, will have access to highly engaging and culturally relevant learning opportunities connected to our communities and delivered by diverse, qualified, and passionate educators.

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

This is the third and final installment of a multi-stage grant. The original proposal was filled by staff now working in CLC. We do not exactly know how diverse voices were heard.

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

By providing paid opportunities to youth from historically excluded populations.

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

It will impact positively the youth participating in it. We do not know of any adverse effects of the grant, except that it has a limited number of positions and some youth may be left out.

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

We will collect basic demographic data of the participants disaggregated by grade level, school, race/ethnicity, gender.

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

- No

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

- No

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

The facilities used will be entirely provided by CLC.

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

The usual support given by staff and the able fiscal officers.

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

- No

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

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

Response Summary:

Grant Report

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

- Yes

Q4. Details

Project Name	SSA: LGBTQIA2S+
Department Submitting Proposal	SIA
Person Submitting Proposal	Shareen Springer
Potential Funder (please include link to RFP if available)	ODE; https://content.govdelivery.com/accounts/ORED/bulletins/3a8fcf5
Requested Funding Amount	350,000
Person who will manage grant if funded	Shareen Springer

Q5. Grant Period

Length of grant	2 years with options for renewal (year 3 & 4)
Anticipated start date (mm/dd/yyyy)	10/30/2024
Anticipated end date (mm/dd/yyyy)	06/30/2026

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

- No

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

- No

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

- No

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

- Yes

Q47. What kind of reporting is being asked for?

Narrative and financial reporting

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

Shareen Springer with support from supervisors and program managers.

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

- Yes

Q50. With which data coordinator did you speak?

- Coordinator X

Q51. When did you speak with your data coordinator about this project?

8/01/2024

Q52. How often will you need their support for reporting, exports, and imports?

Quarterly

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

The LGBTQ2SIA+ Student Success Plan was written to address barriers to educational success for Oregon students who identify as lesbian, gay, bisexual, pansexual, transgender, queer, questioning, Two Spirit, intersex, asexual, nonbinary, and the myriad of marginalized gender identities and sexual orientations represented by the (+). The goal of these grants is to support efforts utilizing the strategies outlined in the Plan to document and support the unique needs of Plan students in order to improve educational and social emotional outcomes for Plan students.

For this grant we plan to partner with Queer Eugene, a community-based nonprofit with existing connections with schools and who serves as a hub for resources, connections, and support for Lane County Queer Community. This partnership comes from direct feedback and requests from students and educators, and will focus on the following: Community/Student Leadership/Design: Convene a listening session with students from Lane County Schools surrounding challenges, possibilities, needs, and strengths of existing services/supports for Lane County Schools with specific focus on mental health, safety, belonging/affinity, staff and student training, and meaningful accountability recommendations/practices. Students will provide insight and participate in the development of resources, trainings for staff/students, and in helping to name and determine important community activities, partners.

Student/School Listening & Building Contact: On site visits to known and existing GSA's across Lane County schools; connecting with advisors and/or admin; student listening - specifically around what makes a positive/supportive affinity experience, what supports exist at the school, what supports do they wish existed/ideas for meaningful support and engagement.

Resource Development: Based on student feedback/leadership and best practices, create facilitation guides/best practices for GSA advisors and student leaders, activities and individual/group exploration, facilitation tips and student action ideas for use by district staff and students.

Community Partnership Expansions & Coalitions: From the understanding of school and student needs, work to build collaborations and partnerships among and between organizations that focus specifically on LGBTQIA+ student supports, resources, and community building. Creating connections and resource lists for school districts, as well as contact lists and introductions based on building/regional needs.

This work is based on what we heard/know from students and districts:

Request for support for student groups/conversations and trainings for students and staff surrounding LGBTQIA+ identities and experiences

Requests from districts for community partners/increased support for LGBTQIA+ students

Tension/realities and possibilities for supporting student identity/belonging/safety at school while supporting student's privacy/identities and expressions of self at home or in community.

Requests from staff for assistance/support/community in holding GSA and/or LGBTQIA+ affinity spaces and students

How we envision SSA funding Supporting this work/Meeting Needs:

LGBTQIA+ is a listed focal student population, and in turn a demographic and student identity group with lived experience and insights that are critical to not only the goals of Integrated Guidance, but the safety, belonging, and success goals of our partner school districts. As LGBTQIA+ is an identity that moves alongside and within other identities and experiences - the Lane ESD SIAB team has gathered critical insight from students and educators, and is currently underway to dedicate a year of listening and building with students and community members to support capacity building.

SSA funding will be used to continue listening and building with and alongside student leaders and district staff specifically around the following actionable inputs (as articulated in ODE's IG)

Building specific ways LGBTQIA+ students self-determine ways in which their education can be strengthened with safer, more welcoming, and inclusive environments.

Increase access to professional development, coaching, training, and technical assistance opportunities for teachers, administrators and school communities to understand Oregon laws regarding bias and discrimination on all protected classes and in using trauma-informed practices to support LGBTQ2SIA+ students and students of color.

Schools encourage educators to increase visible support of LGBTQ2SIA+ students.

Districts invest in culturally responsive family engagement that support LGBTQ2SIA+ students, and are provided with the guidance and resources to do this well.

Increase availability and support development of culturally responsive curriculum and engagement in core courses (i.e. racial and ethnic studies) that also foster inclusive classroom environments.

Students experience project-based, hands-on learning experiences through which their identity and lived experience is affirmed and valued

Provide access to linguistically and culturally responsive mental health advocates and services for staff, students and families.

Collaborate across health, education, county, coordinated care organizations, community and traditional health workers, peer support specialists, and community partners to expand access to mental health supports in and outside of school.

Measured by:

of schools serviced (# of hours in schools)

of students serviced/student contact hours

of resources/curriculum/materials created

Feedback from student advisory/design team members (participation)

Feedback from staff/students on trainings/learning/event offerings

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

Vision: Building a beloved community of learners.

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

Supporting our LGBTQIA+ students is an essential aspect of beloved community.

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

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

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

This work is based on what we heard/know from students and districts through collaboration with student voice and other ESD programs and partnerships including: Lane AABSS, MEP, NYW, and WREN

Request for support for student groups/conversations and trainings for students and staff surrounding LGBTQIA+ identities and experiences

Requests from districts for community partners/increased support for LGBTQIA+ students

Tension/realities and possibilities for supporting student identity/belonging/safety at school while supporting student's privacy/identities and expressions of self at home or in community.

Requests from staff for assistance/support/community in holding GSA and/or LGBTQIA+ affinity spaces and students

The scope of work proposed for this grant comes directly from requests and feedback from Lane ESD's Student Voice Design Team.

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

Supporting LGBTQIA+ students is key to dismantling systems of racism and oppression in schools. These students, particularly those who are also people of color, face intersecting forms of discrimination. By fostering an inclusive environment that addresses these challenges, schools can challenge discriminatory practices and promote equity. This approach not only improves outcomes for LGBTQIA+ students but also contributes to a broader culture of respect and justice, benefiting all marginalized communities and ensuring every student has the opportunity to thrive.

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

Positive Impact:

This proposal will positively impact LGBTQIA+ students, particularly those from marginalized racial and ethnic backgrounds. By creating a more inclusive and supportive environment, these students will benefit from improved educational, social, and emotional outcomes. Additionally, the broader school community will gain from a more equitable and just environment, fostering a culture of respect and understanding that benefits all students and staff.

Negative Impact:

There may be resistance or discomfort from individuals or groups who are unfamiliar with or opposed to the initiatives aimed at supporting LGBTQIA+ students. Some may perceive these efforts as a challenge to their beliefs or as giving undue attention to certain groups. However, this resistance can be addressed through education and open dialogue, helping to build a more inclusive and accepting school culture for everyone.

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

To ensure equitable outcomes, we will implement targeted interventions that address the specific needs of LGBTQIA+ students, with a focus on those who are also from marginalized racial and ethnic backgrounds. This will include professional development for educators on culturally responsive and inclusive practices, the establishment of safe spaces, and the integration of LGBTQIA+ perspectives into the curriculum. We will also involve LGBTQIA+ students and their families in the planning and evaluation process to ensure their voices are heard and their needs are met.

We will also track:

of schools serviced (# of hours in schools)

of students serviced/student contact hours

of materials created

Feedback from student advisory/design team members (participation)

Feedback from staff/students on trainings/learning/event offerings

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

- No

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

Training space, and occasional hotel/workspace for district or contracted partners.

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

Collaboration with other SSA and SI team members

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

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

Response Summary:

Grant Report

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

- Yes

Q4. Details

Project Name	Lane Career Academy: Behavioral Health
Department Submitting Proposal	CTE
Person Submitting Proposal	Shareen Vogel
Potential Funder (please include link to RFP if available)	https://www.oregon.gov/highered/about/Documents/Grants-contracts/RFA/Future%20Ready%20R3/23-141%20RFA%20Workforce%20Ready%20Grant%20R3%20Healthcare%20UPDATED%206-10-2024.pdf
Requested Funding Amount	700,000
Person who will manage grant if funded	Shareen Vogel

Q5. Grant Period

Length of grant	July 2024-June 2026
Anticipated start date (mm/dd/yyyy)	09/01/2024
Anticipated end date (mm/dd/yyyy)	06/30/2026

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

- No

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

- No

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

- No

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

- Yes

Q47. What kind of reporting is being asked for?

Monthly project updates for both activities and budget

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

Shareen Vogel and Kathy Mayer, along with the hired Project Coordinator (funded by the grant)

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

- Yes

Q50. With which data coordinator did you speak?

- Coordinator X

Q51. When did you speak with your data coordinator about this project?

Over the last few weeks

Q52. How often will you need their support for reporting, exports, and imports?

N/A

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

Lane ESD will establish a high school behavioral health pathway via the Lane Career Academy model (LCA). LCA uses an innovative approach, delivering curriculum and training to high school students at their home school and then bringing these students from across Lane County to industry partner sites to learn and experience the behavioral health field with both professionals and a Career Technical Education (CTE) teacher for a scaffolded introduction to the work world. This CTE pathway will be culturally relevant and provide specific support to students that give a comprehensive understanding of the complexities surrounding human behavior, mental health, and social well-being. Students will complete this pathway prepared to pursue much needed careers in a variety of settings, including mental health agencies, social service organizations, substance abuse treatment centers, schools, hospitals, in-home health care, and community outreach programs. Year (1) will be a planning year to create engagement plans, conduct scoping research, interview industry, education and community partners (NAACP, Plaza, Ballmer Institute, REAP, LCC, local clinics, etc) and stand up subcommittees to advise and assist with program design and curriculum. In year (2) we will pilot curriculum and programming for 3-5 Lane County high schools. This includes training at least 3 teachers and have a minimum of 25 students participate in the pilot year. By partnering with higher education, a myriad of County, State and local governments in health and human services, and nonprofits, we will equip students with the necessary skills for professional practice and also foster a deep commitment to promoting the well-being and mental health of individuals and communities. Behavioral health is a fundamental aspect of human well-being. Just as physical health is vital for leading a fulfilling life, mental health plays a crucial role in our overall happiness, quality of life, and ability to cope with challenges. Behavioral health issues affect people of all ages, backgrounds, and cultures, making it a universal concern that requires attention, resources, as well as caring, knowledgeable, and well-trained professionals.

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

Vision: Building a beloved community of learners.

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

This proposal embodies the Lane ESD vision: building a beloved community of learners! This proposal will bring teams at LESD and across Lane County to equip students with the necessary skills for professional practice and also foster a deep commitment to promoting the well-being and mental health of individuals and communities. Behavioral health is a fundamental aspect of human well-being. Just as physical health is vital for leading a fulfilling life, mental health plays a crucial role in our overall happiness, quality of life, and ability to cope with challenges.

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

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

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

This proposal at its core is around engaging and serving diverse members of our community, including partners such as NAACP, Plaza de Nuestro Comunidad, Lane CC departments (Career Pathways, Workforce, Coop, Human Services), Ballmer Institute, Lane Workforce Partnership, and members of the health network of providers in our County. We have had conversations and set up planning meetings.

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

This proposal will work to dismantle systems of racism and oppression by working with organizations that represent the underserved and underrepresented students that we intend to support, specifically by designing culturally relevant curriculum, training, and programmatic elements (through advisory input).

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

This proposal will positively impact all. No negative impact.

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

We intend to include budget in this grant to hire an evaluation consultant that will work to develop specific evaluation tools in order to collect data and measure success.

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

- Yes

Q30. In detail, please explain what equipment will be required. List the name of the software that will be used.

Typical equipment that would be purchased upon the hiring of any Lane ESD staff (laptop, headphones, etc)

Q53. Will this software store PII (Personally identifiable information)?

- No

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

A desk.

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

Just enthusiasm and support. :)

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

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

Response Summary:

Grant Report

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

- Yes

Q4. Details

Project Name	Student Voice & Teacher Pathways: Youth & Communities Empowered
Department Submitting Proposal	SIAB/SI
Person Submitting Proposal	Shareen Springer/Erika Case
Potential Funder (please include link to RFP if available)	Myers Memorial Trust https://drive.google.com/file/d/1bi3XGA4PXv-u4QPe4kOFvoHfiitP9UiG/view
Requested Funding Amount	100000
Person who will manage grant if funded	Erika Case

Q5. Grant Period

Length of grant	1 year
Anticipated start date (mm/dd/yyyy)	01/01/2025
Anticipated end date (mm/dd/yyyy)	12/31/2025

Q6. Is indirect rate allowed?

- Yes

Q7. Note restrictions, if any:

no restrictions listed in the RFP

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

- No

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

- No

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

- No

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

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

- No

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

- No

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

- Yes

Q47. What kind of reporting is being asked for?

Narrative and budget

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

Erika Case, Shareen Springer and support from program assistants, data analysts and Program Directors

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

- Yes

Q50. With which data coordinator did you speak?

- Alyssa Leraas

Q51. When did you speak with your data coordinator about this project?

8/5/2024

Q52. How often will you need their support for reporting, exports, and imports?

1 annually

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

- Yes

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

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

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

This grant we advances strategies that ensure Oregon's children can access a fully-resourced education and realize their highest ambitions. Focused on 3 goals and corresponding Strategies:

Goal 1: Build power for a thriving education

STRATEGY 1: Strengthen community capacity to engage in systems and policy change for educational justice

STRATEGY 2: Ensure equitable implementation of educational policies and practices

Goal 2: Close the opportunity gap for our most marginalized students

STRATEGY 1: Uplift promising educational models that repair harm, create belonging and address educational gaps\

STRATEGY 2: Strengthen transitions from cradle to career so youth and families can thrive

Goal 3: Cultivate educators & decision-makers that reflect our diverse youth

STRATEGY 1: Invest in growing and retaining educators of color who center justice

STRATEGY 2: Increase leadership opportunities for youth and community to advocate for educational justice

PORTFOLIO PRINCIPLES

LET THE COMMUNITY LEAD

Leverage and uplift justice-oriented voices to ensure resources are equitably distributed

LOOK FROM CRADLE TO CAREER

Understand that education starts at birth and extends past graduation. Focus on impacts at all stages of the continuum.

COMMIT TO TRANSFORMATION

Invest in communities over the long term and support their vision for a student-centered and just educational system.

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

Vision: Building a beloved community of learners.

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

This proposal is deeply aligned with the vision and mission of Lane ESD by focusing on student-voice, student-priorities, and partnerships between students and educators/communities to advance justice and equitable access to education for all student.

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

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

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

Our student design team and Teacher Pathway Scholars (overwhelming majority of which identify as BIPOC and multilingual) have consistently referenced the power of community as a means of survival, retention and joy with educational spaces and settings. This grant would allow the the ESD to build from the asks/priorities and needs as articulated by our diverse student leadership team and our pathway scholars.

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

Myers Memorial Trust is committed to dismantling and transformation - all requests and partnerships for funding must align.

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

Positively impact students (both directly as Lane ESD student design team members, and pathways scholars and less directly as transformations to building and educational climate and culture); Positively impact educators, admin, and families through investment and involvement in belonging, voice, and agency in meaningful and equitable education. We do not see any negative impacts associated with this grant or the work of our programs.

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

We will work closely with Myers to understand reporting, and to begin the grant with a clear understanding of the outcomes and objectives - both of the funder, and of the agency/organization. We will ground our success in the voices of students and scholars, and will regularly (outside of grant reporting cycles) create opportunity for feedback, check-ins, and shifts based on conversations with students, districts, and scholars.

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

- No

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

- No

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

Training space/meeting spaces - occasionally on weekends.

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

We would love to invite board members to be informed of and invited to participate in this grant/project!

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

- No

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

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A

Response Summary:

Grant Report

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

- Yes

Q4. Details

Project Name	LatinX Success Grant
Department Submitting Proposal	School Improvement
Person Submitting Proposal	Ana Quintero Arias
Potential Funder (please include link to RFP if available)	https://oregonbuys.gov/bsa/external/bidDetail.sdo?docId=S-58100-00010982&external=true&parentUrl=close&utm_medium=email&utm_source=govdelivery
Requested Funding Amount	85,000
Person who will manage grant if funded	Ana Quintero-Arias

Q5. Grant Period

Length of grant	October 1, 2024, to June 30, 2025
Anticipated start date (mm/dd/yyyy)	10/01/2024
Anticipated end date (mm/dd/yyyy)	06/30/2025

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

- No

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

- No

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

- No

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

- Yes

Q47. What kind of reporting is being asked for?

- Annual Project Plan (Activities Table and Budget)
- Expenditure Reports (quarterly, or monthly by request)
- Annual Mid-Year Progress Report
- Annual Final Progress Report
- Memorandum of Understanding (MOU) or other agreements with Project Partners
- Progress on SSP Resource(s)

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

Ana Quintero-Arias, Olivia Meyers Buch and office manager

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

- Yes

Q50. With which data coordinator did you speak?

- Coordinator X

Q51. When did you speak with your data coordinator about this project?

When thinking about applying for the grant

Q52. How often will you need their support for reporting, exports, and imports?

Quarterly or as requested by ODE

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

Address the disproportionate rate of disciplinary incidents involving plan students as compared to all students in the education system;(b) Increase parental engagement in the education of plan students;(c) Increase the engagement of plan students in educational activities before and after regular school hours;(d) Increase early childhood education and kindergarten readiness for plan students;(e) Improve literacy and numeracy levels among plan students between kindergarten and grade three;(f) Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance

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

Vision: Building a beloved community of learners.

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

A student does not come to school on their own. They come with their family, their experiences, their strengths, their struggles, their hopes, and their joy. Our role as educators is to not only prepare students academically but to reflect to them their brilliance and to help remove any barrier that can be in the way of meeting their own goals. This work cannot be done in isolation. The family needs to be at the center of the work. To have a family engagement specialist means to help a student succeed.

The family engagement specialist will

- Ensure that families understand the educational system that their student is navigating in order for them to know how to participate and advocate.
- Ensure that families know where and how to access resources to not only help their student survive but thrive.
- Ensure that families have opportunities to be present in their student's school in an authentic and engaging manner.

This is the work of a family engagement specialist. To help the families and the schools create spaces where families are confident in sharing the celebrations and concerns of their children.

This funding would cover a portion of the role of a family engagement specialist. The work would consist of expanding the successful work already being done in hosting regular parent meetings where topics related to family needs are addressed. This work is done in collaboration with school district and community partners to ensure clear and consistent communication among those servicing students and families.

This grant and its intended outcomes align with the following board goals:

Goal 1: All decisions and actions will reflect the guiding principles and affirmations in our Equity Lens document.

Goal 2: Lane ESD staff along with community partners will be Equity Leaders trained to dismantle systems of oppression through interrupting inequitable policies and practices by providing culturally specific curricula that reflects the histories of our students.

Goal 3: All ESD staff and educators we serve will be provided the equity tools and training needed to inspire student learning, so all youth thrive.

Goal 5: While amplifying youth voice, we will build trusted and inclusive relationships with our families and elevate the engagement of community partners that lead to improved equitable student outcomes.

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

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

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

Parents are always sought out for input through the MEP. This grant will allow us to widen the scope of families that are able to access the information that we present as well as share their desires and interests for further topics, needs, and dreams. The funding for this year will allow us to continue the work that is already being implemented, the addition will be to include non-migrant families to the conversations.

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

Families are often left out of the input process in their child's education. Creating authentic spaces of engagement and advocacy will help reduce the disproportionate numbers of LatinX students in special education, increase attendance, and create spaces in schools where students and families belong.

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

This work will positively impact the LatinX community as well as the districts we serve. I am not able to identify a negative impact of this work.

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

Working in partnership with United Way will encourage a broader representation of the LatinX community in these meetings. This will allow us to meet the outcome of increased knowledge of the US educational system and a greater presence of families in their child's school.

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

- No

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

Meeting rooms may be used if a meeting will be held at the esd. in general, meetings are held in schools.

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

None. It is all part of what is already happening in MEP.

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

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

Embedded Data:

N/A



Resolution to Amend the OSBA Dues Schedule

WHEREAS, the Oregon School Boards Association (OSBA) dues revenue as a percentage of OSBA's total revenues is declining. OSBA's dues revenue as a percentage of OSBA's operating costs to support the services OSBA provides to members is also declining;

WHEREAS, the percentage of dues revenue as a proportion of total association revenue has fallen 19.1 percent since the 1996-97 fiscal year to 6.4 percent of total association revenue. If dues do not increase, this percentage of total association revenue will continue to decline;

WHEREAS, the OSBA dues schedule has not increased since the 1998-99 fiscal year;

WHEREAS, OSBA retained The Coraggio Group to do an in-depth analysis of the value of the programs and services OSBA offers to its members and develop a 3-5 year sustainable business plan with member engagement;

WHEREAS, based on the survey data obtained by The Coraggio Group, OSBA members overwhelmingly agree that they receive great service for what they currently pay. Current annual member dues are as low as \$250. Given the costs associated with providing no cost or highly subsidized services available to members, \$250 is very low in comparison.

WHEREAS, The Coraggio Group in collaboration with OSBA staff, has recommended a phased increase in the dues schedule. This approach aims to provide financial stability for the organization and align the dues with other state associations, thereby enabling the association to continue offering its high-quality programs and services.

WHEREAS, the proposed dues increase, which was reviewed by the OSBA Finance Committee, and approved by the OSBA Board of Directors on June 15, 2024, supports the recommendation to amend the OSBA Dues Schedule.

THEREFORE, BE IT RESOLVED in recognition of the current financial situation of Oregon districts and the need for an OSBA dues adjustment, the OSBA Board of Directors recommends that the dues schedule be amended in a manner so that OSBA member school districts and education service districts (ESDs) paying more than \$1,500 annually will experience a dues increase of 15% annually for five consecutive years beginning in the 2025-2026 fiscal year. Beginning in the 2030-31 fiscal year, the dues will increase annually as a percentage in alignment with the Consumer Price Index;

THEREFORE, BE IT FURTHER RESOLVED, the OSBA Board of Directors recommends a membership dues floor be established at \$1,500 and a maximum dues rate of \$25,000 per fiscal year. For OSBA member school districts, ESDs, and community colleges who are below this floor, dues will increase \$250 per year until the floor is reached. For school districts and ESDs that reach the floor before the 2030-31 fiscal year, dues will increase by 15% per year until the 2030-31 fiscal year. Beginning in the 2030-31 fiscal year, dues for all school districts, ESDs, and community colleges will increase annually as a percentage in alignment with the Consumer Price Index.

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED by the OSBA Board of Directors that the proposed amendments to the OSBA Dues Schedule and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA Board of Directors' adopted elections calendar.

Submitted by: OSBA Board of Directors

DISTRICT	24-25 DUES	25-26 DUES	26-27 DUES	27-28 DUES	28-29 DUES	29-30 DUES	30-31 DUES**
District Member 01 (under 100)*	\$ 250.25	\$ 500.25	\$ 750.25	\$ 1,000.25	\$ 1,250.25	\$ 1,500.00	\$ 1,560.00
District Member 02 (100-249)*	\$ 541.25	\$ 791.25	\$ 1,041.25	\$ 1,291.25	\$ 1,541.25	\$ 1,772.44	\$ 1,843.34
District Member 03 (250-499)*	\$ 778.00	\$ 1,028.00	\$ 1,278.00	\$ 1,528.00	\$ 1,757.20	\$ 2,020.78	\$ 2,101.61
District Member 04 (500-999)	\$ 1,420.50	\$ 1,633.58	\$ 1,878.61	\$ 2,160.40	\$ 2,484.46	\$ 2,857.13	\$ 2,971.42
District Member 05 (1000-1999)	\$ 2,503.00	\$ 2,878.45	\$ 3,310.22	\$ 3,806.75	\$ 4,377.76	\$ 5,034.43	\$ 5,235.80
District Member 06 (2000-2499)	\$ 3,450.00	\$ 3,967.50	\$ 4,562.63	\$ 5,247.02	\$ 6,034.07	\$ 6,939.18	\$ 7,216.75
District Member 07 (2500-3999)	\$ 5,952.75	\$ 6,845.66	\$ 7,872.51	\$ 9,053.39	\$ 10,411.40	\$ 11,973.11	\$ 12,452.03
District Member 08 (4000-4999)	\$ 7,035.00	\$ 8,090.25	\$ 9,303.79	\$ 10,699.36	\$ 12,304.26	\$ 14,149.90	\$ 14,715.89
District Member 09 (5000-9999)	\$ 8,658.25	\$ 9,956.99	\$ 11,450.54	\$ 13,168.12	\$ 15,143.33	\$ 17,414.83	\$ 18,111.43
District Member 10 (10000-25000)	\$ 10,823.00	\$ 12,446.45	\$ 14,313.42	\$ 16,460.43	\$ 18,929.49	\$ 21,768.92	\$ 22,639.68
District Member 11 (over 25000)***	\$ 18,940.00	\$ 21,781.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 25,000.00	\$ 26,000.00
						\$	-
ESD Membership Dues 01 (under 1000)*	\$ 473.75	\$ 723.75	\$ 973.75	\$ 1,223.75	\$ 1,473.75	\$ 1,694.81	\$ 1,762.61
ESD Membership Dues 02 (1000-2500)*	\$ 710.50	\$ 960.50	\$ 1,210.50	\$ 1,460.50	\$ 1,679.58	\$ 1,931.51	\$ 2,008.77
ESD Membership Dues 03 (2500-5000)*	\$ 947.00	\$ 1,197.00	\$ 1,447.00	\$ 1,664.05	\$ 1,913.66	\$ 2,200.71	\$ 2,288.73
ESD Membership Dues 04 (5000-7500)*	\$ 1,082.50	\$ 1,332.50	\$ 1,582.50	\$ 1,819.88	\$ 2,092.86	\$ 2,406.78	\$ 2,503.06
ESD Membership Dues 05 (7500-10000)	\$ 1,556.00	\$ 1,789.40	\$ 2,057.81	\$ 2,366.48	\$ 2,721.45	\$ 3,129.67	\$ 3,254.86
ESD Membership Dues 06 (10000-15000)	\$ 2,029.50	\$ 2,333.93	\$ 2,684.01	\$ 3,086.62	\$ 3,549.61	\$ 4,082.05	\$ 4,245.33
ESD Membership Dues 07 (15000-25000)	\$ 2,367.75	\$ 2,722.91	\$ 3,131.35	\$ 3,601.05	\$ 4,141.21	\$ 4,762.39	\$ 4,952.89
ESD Membership Dues 08 (25000-50000)	\$ 3,111.75	\$ 3,578.51	\$ 4,115.29	\$ 4,732.58	\$ 5,442.47	\$ 6,258.84	\$ 6,509.19
ESD Membership Dues 09 (above 50000)	\$ 4,667.50	\$ 5,367.63	\$ 6,172.77	\$ 7,098.68	\$ 8,163.49	\$ 9,388.01	\$ 9,763.53
State Board of Education	\$ 67.75	\$ 77.91	\$ 89.60	\$ 103.04	\$ 118.50	\$ 136.27	\$ 141.72
Community College Association****	\$ 4,601.00	\$ 8,851.00	\$ 13,101.00	\$ 17,351.00	\$ 21,601.00	\$ 25,500.00	\$ 26,520.00

*Add \$250 annually until floor is reached, then increase 15% through year 5

**Reflects an estimated CPI increase of 4%

*** \$25,000 cap prior to CPI

****Reflects an increase of \$250 per year, per community college (17) annually until the community colleges reach the \$1,500 floor amount per college. (\$25,500)



Resolution to Amend Oregon School Boards Association's Bylaws Relating to Composition of the Board of Directors

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards and transitioned to a nonprofit public benefit corporation under Oregon Revised Statute Chapter 65 as of July 1, 2018;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has been operating as an OSBA board appointed advisory committee since September 22, 2023; has a record of regular meetings; has draft bylaws; has identified goals that align with the mission, vision and goals of OSBA; has draft action plans; and a draft budget;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee is ready to elect officers and their Leadership Assembly;

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has articulated its mission as follows: "To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.";

WHEREAS, OSBA's Board of Directors recognizes the importance of the Oregon LGBTQIA2S+ School Board Members Advisory Committee's mission and goals; and

WHEREAS, the Oregon LGBTQIA2S+ School Board Members Advisory Committee has respectfully requested that the Board of Directors submit a resolution to the membership creating the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) and designate a seat on the OSBA Board of Directors and Legislative Policy Committee.

THEREFORE, BE IT RESOLVED by the OSBA Board of Directors that the proposed bylaws amendment designating an Oregon School Board Members PRIDE Caucus representative as a voting member of the OSBA Board of Directors and Legislative Policy Committee be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the draft bylaws and a copy of this resolution be forwarded to all association member boards in accordance with OSBA's adopted elections calendar.

Submitted by: OSBA Board of Directors

BYLAWS

OREGON SCHOOL BOARD MEMBERS PRIDE CAUCUS
OF THE OREGON SCHOOL BOARDS ASSOCIATION

DRAFT

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ARTICLE 1

CHARTER

The Oregon School Boards Association (the “OSBA”) exists solely to perform essential governmental functions and all its income must accrue to the State of Oregon or its political subdivisions as required under IRC Section 115. OSBA’s mission is to improve student success and education equity through advocacy, leadership and service to Oregon public school boards.

OSBA is aware and acknowledges that diversity is a core value of OSBA. OSBA desires to identify areas of concern and causation, convene a caucus of stakeholders, and create a plan to better promote and support the success of students, school staff and school board members who identify as part of the LGBTQIA2S+ communities.

To this end, The OSBA Board of Directors has formally recognized the Oregon School Board Members PRIDE Caucus (the “Caucus”) to serve as a resource and provide guidance and leadership for these initiatives to the OSBA Board of Directors.

The activities of the Caucus shall align with OSBA bylaws as well as complement, not duplicate, OSBA’s efforts on behalf of all local governing boards.

ARTICLE 2

NAME, MISSION AND GOALS

2.1 Name. This organization shall be known as the Oregon School Board Members PRIDE Caucus (OSBM PRIDE) of the Oregon School Boards Association (OSBA).

2.2 Mission. To promote quality education for all students with an emphasis on the unique needs of LGBTQIA2S+ students, staff and board members.

2.3 Goals.

2.3.1 The implementation of ODE’s “Oregon LGBTQ2SIA+ Student Success Plan.”

2.3.2 Promoting positive and effective relationships among LGBTQIA2S+ school board members, their communities, political leaders, partner organizations and OSBA.

2.3.3 Building and increasing capacity of LGBTQIA2S+ school board members and support a pipeline for LGBTQIA2S+ people to run for school board seats.

2.3.4 Serving as a resource.

2.3.5 Developing, promoting, and advancing legislation to improve educational opportunities and outcomes for LGBTQIA2S+ students, staff and families.

2.3.6 Equipping and advancing LGBTQIA2S+ board members to serve in the general OSBA leadership.

2.3.7 Building capacity of the general board membership in understanding the issues of LGBTQIA2S+ people and inclusion.

ARTICLE 3

MEMBERSHIP

3.1 Qualification. All members must support the purposes and goals of the Caucus as set forth in Article 2.

3.2 Members. The Caucus members may include any elected or appointed member of any public board of education in Oregon who are active members in good standing with the Oregon School Boards Association and identify as a member of the LGBTQIA2S+ communities. Caucus members may participate in all discussions, vote, and serve as an officer of the Caucus. Members must attend the meeting in person, via telephone, or via virtual meeting platform (e.g., Zoom) to vote. Voting by proxy shall not be permitted.

3.3 Attendees. The Caucus may, in its discretion, invite to participate in any meeting or event any other individuals who support the purpose and goals of the Caucus as set forth in Article 2.

3.4 Membership List. The Membership list shall be maintained by the Secretary.

ARTICLE 4

BUDGET

4.1 Budget. The Caucus shall submit an annual budget request as outlined under the OSBA budget process, including approval by the OSBA Board of Directors. The request shall set forth the areas of concern, recommended actions, and annual goals.

ARTICLE 5

MEETINGS

5.1 Annual Meetings. An annual meeting of the Caucus shall be in conjunction with the OSBA Annual Convention at which time the Caucus shall elect officers and shall conduct other business as may properly be brought before the meeting of the Caucus.

5.2 Regular and Special Meetings.

5.2.1 Regular Meetings. The Caucus shall meet as often as required to achieve the goals outlined in its annual Work Plan. These meetings shall be scheduled for the year at the Annual Meeting.

5.2.2 Special Meetings. Special meetings of the members for any purpose may be called, either in writing or by e-mail, by the President or by a majority of the Executive Committee. Such a request shall state the purpose or purposes of the proposed meeting.

5.2.3 Place of Meetings. Regular and special meetings of the Caucus shall be held at any location within Oregon, by virtual meeting platform, or a combination of the two, as designated by the President or the Executive Committee.

5.3 Notice.

5.3.1 Notice of every annual meeting of members, stating the time and place thereof, will be provided with an agenda no less than 15 days prior to such meeting.

5.3.2 Notice of every regular or special meeting of members, stating the time and place thereof, shall be provided with an agenda no less than 10 days prior to such meeting.

5.4 Quorum. Except as otherwise provided by law, the presence at any meeting of a majority of the Executive Committee shall constitute a quorum.

5.5 Organization. The President may determine in their sole discretion whether any meeting of the Caucus shall be held in accordance with Robert's Rules of Order.

5.6 Records. The President shall see that all correspondence, minutes, agendas, and Charter be sent to and kept on file with OSBA.

5.7 OSBA Staff Liaison. The Executive Director of OSBA shall designate a staff member to serve as a liaison representative to the Caucus. The designee shall not have voting rights.

5.8 Compliance with Open Meetings Laws. The Caucus shall comply with the open meetings law requirements of ORS chapter 192 at every convening of its membership in which a quorum is required in order to make a decision or to deliberate toward a decision on any matter.

ARTICLE 6

CAUCUS LEADERSHIP COUNCIL

6.1 Composition. The Leadership Council of the Caucus shall include the President(s), Vice President, Secretary, Treasurer, Regional Directors and two Members of the Caucus.

6.2 Term. Leadership Council members shall serve a two-year term. The President may only serve one consecutive term. The Vice President, Secretary, Treasurer, Regional Members, and Members-at Large may serve any number of consecutive terms. Each officer shall hold office until the term has expired or until a successor has been duly elected and qualified for the position, or until the officer can no longer hold the position because they no longer qualify to be a member of the Caucus as defined in Article 3 above, or because of removal or death.

6.3 Nomination and Election

6.3.1 Nomination. Leadership Council members may be nominated by either the nominating committee or a caucus member at the annual meeting.

6.3.2 Election. The members shall elect the Leadership Council by majority vote at the annual meeting in even numbered years.

6.4 Designations

6.4.1 President. The President shall preside at all meetings of the Caucus and the Executive Committee. The President shall appoint all standing and special committees and shall be an ex-officio member of all committees, except the nominating committee, with voting power. The President shall sign all official reports of the Caucus. Two persons may share the position of President, or one person may serve as President and another as Vice President.

6.4.2 Vice President. In the absence of the President, the Vice President shall have and perform all the powers and duties of the President.

6.4.3 Immediate Past President. The Immediate Past President shall advise and counsel with other officers. The Immediate Past President chairs the officer succession planning process. The past president serves for two calendar years.

6.4.4 Secretary. The Secretary shall keep the minutes and records, maintain a roster of the current membership, and shall see that all notices are duly given in accordance with the provisions of law and this Charter, and such other duties as from time to time may be assigned by the Executive Committee.

6.4.5 Treasurer. The Treasurer shall have the responsibility for receiving and disbursing all funds related to the Caucus in coordination with the OSBA liaison. The Treasurer shall report regularly to the Executive Committee, shall prepare a written yearly financial

report to be distributed to the members at each annual meeting, and shall perform other duties assigned by the Executive Committee.

6.4.6 Regional Caucus Directors. There shall be one Regional Director for each congressional district apportioned to Oregon for election at the Oregon general election held in the year of the Caucus' annual meeting. (For reference, there shall be six Regional Directors starting in 2025.) The Regional Directors shall live in the region which they represent. The Regional Directors shall report issues from their region to the Caucus and shall perform other duties assigned by the Executive Committee. The regions shall be based on Oregon's congressional districts.

Future positions:

6.4.7 At-Large Members. There shall be two At-Large Directors.

6.5 Resignation. A Leadership Council member may resign by filing a written resignation with the President or Secretary of the Caucus or the President of OSBA.

6.6 Vacancies. Any vacancy in any office may be appointed for the unexpired portion of the term by a majority of the officers at the next regular or special meeting.

6.7 Removal. Any member of the Caucus who misses more than two meetings out of any four consecutive meetings, unless they are excused by the board for a valid reason, may have their office vacated by action of the board.

ARTICLE 7

EXECUTIVE COMMITTEE

7.1 Composition. There shall be an Executive Committee made up of the President(s), Vice President, Immediate Past President, Secretary, and Treasurer.

7.2 Responsibilities. The Executive Committee shall have the following responsibilities and powers:

- (a) To respond to any inquiry or question from OSBA.
- (b) To act on behalf of the Caucus when deemed necessary by the President.
- (c) To review plans and programs to be presented to the Caucus at its meetings.
- (d) To give direction to the OSBA liaison on legislative action to come before the state legislature on which there is no formal Caucus policy or resolution.

(e) The Executive Committee shall act as the Nominating Committee and nominate a candidate for each office of the Caucus. A nominating committee report will be included in the notice of the annual meeting of the membership.

7.3 Ratification. Any actions by the President shall be reported to the Executive Committee as soon as the action has taken place. All actions of the Executive Committee shall be subject to ratification by the Caucus at the next meeting of the members.

7.4 Administration. The Executive Committee may use the guidance of Robert's Rules of Order for all procedures. The Executive Committee shall keep regular minutes of its proceedings and all actions by the Executive Committee shall be reported promptly to the membership. Such actions shall be subject to review by the membership, provided that no rights of third parties shall be affected by such review.

ARTICLE 8

COMMITTEES

The President or Executive Committee may establish committees of two or more members to serve at the discretion of the President or the Executive Committee. These committees may consist of such persons and perform such duties as the President designates from time to time. The committees may not act on behalf of the Caucus but may make recommendations to the Caucus for approval. The Chair of any such committee shall be a member of the Executive Committee.

ARTICLE 9

SEAT ON THE OSBA'S BOARD OF DIRECTORS

The Caucus shall appoint one officer from the Leadership Council to serve as liaison to the OSBA Board of Directors and to be a member of the OSBA Board of Directors. The appointee must be an elected or appointed member of any public board of education in Oregon and an active member in good standing with the Association.

ARTICLE 10

GENERAL PROVISIONS

10.1 Amendment of Bylaws

10.1.1 Bylaws may be altered, amended, or replaced by the members of Caucus as approved by voting members at the annual meeting by a majority vote.

10.1.2 Notice of proposed bylaws changes shall be in the annual meeting agenda and sent to all members 15 days prior to the annual meeting.

10.1.3 Omissions from this Charter shall be governed by Robert's Rules of Order when they do not conflict with the Charter.

10.2 Seat on OSBA'S Legislative Policy Committee (LPC)

10.2.1 The Caucus shall appoint one caucus member to serve as liaison to the OSBA Legislative Policy committee and to be a member of the LPC. The appointee must be an elected or appointed member of any public board of education in Oregon who is an active member in good standing with the Association.

The foregoing charter was adopted by the active membership of OSBM PRIDE on August 10, 2024.



Resolution to Amend the OSBA 2023 Bylaws

WHEREAS, the Oregon School Boards Association (OSBA) was formed in 1946 as a volunteer association of locally elected public school boards;

WHEREAS, in 2017, through a vote of the OSBA membership, OSBA was incorporated under ORS chapter 65 as a public benefit non-profit corporation and the OSBA bylaws replaced the OSBA constitution;

WHEREAS, in 2018, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members of color caucus;

WHEREAS, in 2023, through a vote of the OSBA membership, the OSBA bylaws were amended to expand the OSBA board of directors and legislative policy committee with representatives from the Oregon rural school board members caucus and additional revisions to the bylaws;

WHEREAS, in 2024, the OSBA board of directors reviewed the OSBA bylaws and proposes to amend the OSBA bylaws as reflected in the attached draft OSBA bylaws with changes highlighted in the attached draft OSBA bylaws crosswalk document; and

WHEREAS, the substantive changes to the draft OSBA bylaws are the following:

- Allowing caucuses to have an additional director on the OSBA board of directors in the circumstance where the OSBA president or immediate past president is a director from a caucus. This revision is intended to provide the same opportunity for representation for caucuses as is currently provided to regionally elected directors.
- Clarify that OSBA board of directors must comply with the Oregon government ethics laws with respect to conflicts-of-interest.
- Require OSBA caucuses to submit an annual year end fiscal report to the OSBA board of directors.
- Create officer eligibility criteria that requires candidates for officer positions and directors in officer positions to be voting members of the OSBA board of directors.
- Expand the OSBA board of directors and legislative policy committee with representatives from the Oregon school board members PRIDE caucus.
- Edits to grammar, punctuation, and language for readability.

THEREFORE, BE IT RESOLVED by the OSBA board of directors that the proposed draft OSBA bylaws be submitted to the membership for consideration during the 2024 OSBA election; and

BE IT FURTHER RESOLVED that the proposed draft OSBA bylaws, the draft OSBA bylaws crosswalk document and a copy of this resolution be forwarded to all OSBA member boards in accordance with the OSBA board of directors' adopted elections calendar.

Submitted by: OSBA Board of Directors



BYLAWS

As Amended by the Membership: December 2023

Proposed Edits: September 14, 2024

SECTION 1 PURPOSE

The Oregon School Boards Association (the “Association” or “OSBA”) exists solely to perform essential governmental functions and all of its income accrues to the State of Oregon or its political subdivisions as required under IRC Section 115. In particular, the Association’s mission and purpose are as follows:

- A. To work for the general advancement and improvement of the education of all public school children of the State of Oregon.
- B. To gather and disseminate information pertinent to the successful operation of public schools.
- C. To work for the most efficient and effective organization of public schools of this state. “Public schools” include local school districts, education service districts, the State Board of Education, and community colleges classified as a political subdivision.
- D. To work for adequate and dependable financial support for the public schools of this state.
- E. To study all legislation which affects the public schools of Oregon and to support and work for that which appears to be desirable and to keep members informed thereof. To propose and work for the enactment of proper educational legislation.
- F. To encourage the establishment and maintenance of best practices and high standards in the conduct and operation of the public school educational system.
- G. To study and interpret educational programs and to relate them to the needs of pupils.
- H. To promote public understanding of the role of school boards and school board members in the improvement of education.
- I. To conduct seminars, conferences, and research projects in the various aspects of education for the benefit of members.
- J. To endeavor to implement the policies, beliefs, and resolutions of the Association members and board of directors.
- K. To do such other things as the member boards or board of directors may deem appropriate for the accomplishment of these and other purposes which tend to improve public education.
- L. To enter into such cooperative agreement with members for the pooling of resources and the provision of services as may result in the more efficient utilization of district resources and accrue to their financial advantage.

SECTION 2 MEMBERS

2.1 Admission. All members must qualify as (1) a “political subdivision” as defined under Treas Reg § 1.103-1(b) and Revenue Ruling 78-276, 1978-2 CB 256 and (2) as one of the following:

- 2.1.1 ~~Local~~ School District as defined under ORS Chapter 332;
- 2.1.2 Education Service District as defined under ORS Chapter 334;
- 2.1.3 Community College District as defined under ORS Chapter 341;
- 2.1.4 State Board of Education as defined under ORS Chapter 326; and

2.1.5 Any other governmental educational organization qualifying as a political subdivision, as approved by resolution of the board of directors.

2.2 Dues. Annual dues shall be set by majority vote of the members and shall be based on resident Average Daily Membership (ADMr) as of December 31 of the preceding year as reported to the Oregon Department of Education. Dues shall be payable on July 1 of each year and shall become delinquent on September 1 of each year. Member status shall automatically terminate for members failing to pay dues by September 1 unless an extension is requested and granted by the board of directors.

2.3 Reserved Powers of the Members. The following corporate actions require the consent and approval of the members:

2.3.1 Election and removal of directors except as set forth in Section 3.8;

2.3.2 Election and removal of the Legislative Policy Committee ("LPC") members except as set forth in Section 4.1.3(g);

2.3.3 Approval of resolutions to effectuate any of the following:

(a) Adoption, amendment, or restatement of the articles of incorporation or bylaws;

(b) Modification to the region descriptions set forth in Section 2.6.1; and ~~the~~

(c) Dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets.

2.4 Voting Power.

2.4.1 Election of Directors and LPC Members. For the purposes of nominating and electing directors and LPC members, each member shall have one vote.

2.4.2 Resolution. For the purposes of approving a resolution, each member shall have one vote on all resolutions except as follows:

(a) K-12 Local Districts with an ADMr between 15,600 and 23,400 shall have two votes.

(b) K-12 Local Districts with an ADMr between 23,400.1 and 31,200 shall have three votes.

(c) K-12 Local Districts with an ADMr between 31,200.1 and 39,000 shall have four votes.

(d) K-12 Local Districts with an ADMr of 39,000.1 or more shall have five votes.

2.5 Process of Approval of Member Resolutions.

2.5.1 Generally, members shall approve resolutions annually by ballot vote. Members or the board of directors may submit a resolution for member approval. Such resolutions shall be submitted to the board of directors no later than September 30~~th~~. The board of directors shall distribute all timely submitted resolutions, together with an official ballot, to the members no later than October 15. Members shall vote by ballot submitted to the board of directors no later than December 15.

2.5.2 ~~The board of directors may call a special meeting of the members under Section 2.9, as necessary.~~

2.6 Regional Election of Directors and LPC Members.

2.6.1 Regional Voting. For the purposes of nominating and electing the board of directors and LPC members, the Association members shall be organized into and represented by region:

- (a) Eastern Region includes all of the members located in the counties of Baker, Grant, Malheur, Union, Wallowa, and Wheeler.
- (b) Gorge Region includes all of the members located in the counties of Gilliam, Morrow, Sherman, Umatilla, and Wasco.
- (c) Central Region includes all of the members located in the counties of Crook, Deschutes, and Jefferson.
- (d) Southeast Region includes all of the members located in the counties of Harney, Klamath, and Lake.
- (e) Southern Region includes all of the members located in the counties of Jackson and Josephine.
- (f) Lane Region includes all of the members located in the county of Lane.
- (g) Clackamas Region includes all of the members located in the counties of Clackamas and Hood River.
- (h) Douglas/South Coast Region includes all of the members located in the counties of Coos, Curry, and Douglas.
- (i) Linn, Benton, Lincoln Region includes all of the members located in the counties of Benton, Lincoln, and Linn.
- (j) Marion Region includes all of the members located in the county of Marion.
- (k) Yamhill, Polk Region includes all of the members located in the counties of Polk and Yamhill.
- (l) North Coast Region includes all of the members located in the counties of Clatsop, Columbia, and Tillamook.
- (m) Washington Region includes all of the members located in the county of Washington.
- (n) Multnomah Region includes all of the members located in the county of Multnomah.

2.6.2 Members shall be assigned to the region in which their main administrative office is located. If a member's district boundaries span more than one region, the member board must declare which region it intends to vote and shall vote only in that region.

2.6.23 Regional elections shall be determined ~~taken~~ by a majority of votes cast by members within of the members within the region.

- 2.7 Modification of Regions.** A formal review of the regional organizations described in Section 2.6.1 shall be conducted by the board of directors at least every three years commencing with 2017. Any recommended changes to the regional organization shall be submitted to the members in the form of a resolution in accordance with the provisions of Section 2. ~~115.~~
- 2.8 Annual Meetings.** An annual meeting of members shall be held in November of each year unless a different date or time is fixed by the board of directors and stated in the notice of the meeting. Failure to hold an annual meeting on the stated date shall not affect the validity of any corporate action. At the annual meeting, the president and secretary-treasurer of the board of directors, and any other officer or person whom the president may designate, shall report on the state of the Association, ~~the its~~ activities, and its financial condition ~~of the Association.~~
- 2.9 Special Meetings.** A special meeting of members shall be held upon the call of the president or 25 percent of the board of directors. All members shall be officially notified of a special meeting by written notice, mailed via U.S. mail or electronic mail, to all members at least 15 days prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the members, the place and time of the meeting, and instructions describing the method by which members can participate by telephone or video. Notice shall also comply with all procedures and include any information as required by ORS Chapter 192.
- 2.10 Telephonic/Video Meetings.** The board of directors may permit any member to participate in any annual or special meeting of the membership, or conduct the meetings through, the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A member participating in the meeting by this means is deemed to be present ~~in person~~ at the meeting.
- 2.11 Place of Meetings.** Meetings of the members shall be held at any place, in ~~or out of~~ Oregon, designated by the board of directors. If a meeting place is not designated by the board of directors, the meeting shall be held at the Association's principal office.
- 2.12 Action by Written Ballot.** Any action required of the members will be taken by written ballot, and the Association will deliver a written ballot to every member entitled to vote on the matter. Once delivered, a written ballot may not be revoked.
- 2.13 Quorum.** A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the association.
- 2. ~~13.114~~ Approval:** With the exception of approving amendments to the Association's bylaws, which is as outlined in Section 7.1 ~~of these bylaws~~, and with the exception of regional elections outlined in 2.6.3, approval by written ballot is effective ~~when~~ at the end of the voting period when:
- (a) The number of votes cast by ballot equals or exceeds a quorum of the members; and
 - (b) The number of approvals equals or exceeds a majority of the number of returned ballots.

SECTION 3 DIRECTORS

- 3.1 Powers.** Except as provided under Section 2. ~~23,~~ all corporate powers shall be exercised by or under the authority of ~~and the affairs of, are managed under the direction of~~ the board of

directors. The board of directors shall adopt policies defining specific obligations of the board of directors.

3.2 Qualifications. Directors must serve on the board of a member of the Association throughout the duration of their term, with the exception of the director serving as past president.

3.3 Number. The board of directors shall consist of not fewer than three nor more than 25 persons. The number of directors may be fixed or changed periodically, within the minimum⁷ and maximum² by the members.

3.4 Term. Directors shall take office on January 1 and shall serve for a term of two calendar years or until their successors are elected and qualified. Terms shall be staggered as per the election calendar.

3.4.1 Directors who took office prior to January 1, 2018, and are re-elected may serve for any number of terms as long as they continuously remain members of the board of directors.

3.4.2 Directors taking office on or after January 1, 2018, may serve five consecutive two-year terms and, if eligible, may rerun after a two-year hiatus.

3.4.3 If a director serving as immediate past president requires additional time beyond the term limits outlined above, the term limits will be held in abeyance to allow the director to complete their term as immediate past president.

3.5 Composition. The board of directors will be comprised of up to ~~23~~²² regionally elected directors, one designated director as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and~~ one designated director as defined in the bylaws of the Oregon Rural School Boards Members Caucus, ~~and one designated director as defined in the bylaws of the -Oregon school board members PRIDE caucus and ex-officio nonvoting members advisors as delineated in Section 3.5.4.~~

3.5.1 Regional Elected Directors. Each region, as described under Section 2.6.1, shall elect one director except as follows:

(a) Clackamas Region shall elect two directors;

(b) Marion Region shall elect two directors;

(c) Washington Region shall elect three directors; and

(d) Multnomah Region shall elect three directors.

(e) ~~Provided, however, that i~~ If the president or immediate past president of the board of directors is a representative director from a region that elects only one director, that region shall elect an additional director or directors to serve for the duration of the president and/or the immediate past president's term.

3.5.2 Regional Election.

(a) The nomination and election of directors shall be in accordance with the elections calendar annually adopted by the board. The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.

(b) Each regional candidate for a director position shall be nominated by a member within the region by means of a nomination form. ~~The board of directors shall distribute notice of position vacancies, candidate information packets, and official nomination forms to all incumbent directors and members in electing regions.~~ To nominate a director candidate, one or more of the members in the region must timely submit to the board of directors a formal resolution or motion of the member and the completed nomination form(s). Nominations in regions where there is more than one open director position shall indicate the numbered position for which the nomination is being submitted.

(c) Each member in a region shall have one vote in the regional elections for the board of directors. The director candidate receiving a majority of the votes ~~cast by the~~ members within the region shall be elected.

~~(a)~~(d) In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes cast, a second regional ballot shall be required between the two candidates receiving the highest number of votes; the one receiving a majority of the votes is elected.

3.5.3 ~~Designated-Caucus~~ Representatives. In accordance with their bylaws, caucuses of OSBA shall appoint a representative of the Caucus to serve as a director of the Association. The representative must be an elected or appointed member of any public board of education in Oregon ~~who that~~ is an active member in good standing with the Association. All Association bylaws and policies shall apply to the designated representative serving as the Caucus' director of the Association.

If the president or immediate past president of the board of directors is a representative director from a caucus, then the caucus shall elect an additional director to serve for the duration of the president and/or the immediate past president's term.

3.5.4 Ex-Officio. The following individuals or their designee may serve as ex-officio, nonvoting, advisors to the board of directors:

- (a) Any director of the National School Boards Association elected from Oregon;
- (b) ~~Any officer of the National School Boards Association, National School Boards Advocacy Committee, or an officer of the NSBA Pacific Region.~~
- (c) ~~The immediate past president of the Oregon Association of School Executives;~~
- (d) The ~~immediate past president~~ Executive Director of the Confederation Coalition of School Administrators;
- (e) The ~~board section president~~ Chair-Elect of the Oregon Association of Education Service Districts;
- (f) The board ~~section~~ president of the Oregon Community College Association;
- (g) The chair of the State Board of Education; and
- (h) Any other person ~~as that~~ the board of directors may appoint.

Ex-officio advisors do not attend executive sessions of the board of directors unless they hold a separate position that entitles them to attend executive session, or they are invited to attend by the board of directors.

Ex officio advisors are not eligible for travel reimbursement from OSBA unless they hold a separate position for which travel reimbursement is provided.

3.6 Vacancies. In the event that any director position, other than the president or immediate past president serving as a second director for a region as set out in Section 3.5.1(e), is vacant during the term of office, the remaining directors may appoint an interim director from the same region to serve until December 31 of the same year.

If the board of directors cannot recruit a candidate from the region, they may appoint a person from a contiguous region to serve as director representing the open region. An individual appointed as a director from a contiguous region is not eligible to serve as an officer of the board.

All appointed interim directors must run for regional election during the next election cycle following appointment in order to be eligible to continue service on the board of directors past December 31 of the election year. The members shall elect, using the procedures in Section 3.5.2, an interim director to serve from January 1 of the next year until the end of the remaining term.

If there is a vacancy in an OSBA caucus-designated director position, then the caucus shall, as set forth in Section 3.5.3, appoint a new caucus representative to serve the remaining term.

3.7 Resignation. A director may resign at any time by delivering written notice to the president or the secretary. A resignation is effective when notice is effective under ORS 65.034 unless the notice specifies a later effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors.

3.8 Removal. A director may be removed for cause by vote of two-thirds majority of the directors. A director may be removed with or without cause by a majority vote of the members who elected the director. The board may provide guidance or adopt and amend policies regarding what types of actions the board considers to be sufficient cause for removal.

3.9 Regular Meetings. An annual meeting of the board of directors shall be held immediately after, and at the same place as, the annual meeting of members. The board of directors may schedule additional regular meetings to occur during a calendar year. ~~If the time and place of any other directors' meeting is regularly scheduled by the board of directors, the meeting is a regular meeting.~~ All other meetings are special meetings.

3.10 Special Meetings. A special meeting of the board of directors may be called by the president or the president-elect or 20 percent of the board of directors. All directors shall be officially notified of a special meeting by written notice delivered personally, by telephone, or electronic mail at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. No matter may be considered at a special meeting other than the matter(s) specified in the notice.

3.11 Place of Meetings. The board of directors may hold annual, regular, or special meetings at any location in the State of Oregon.

3.12 Telephonic/Video Meetings. The board of directors may conduct meetings through the use of any means of communication by which all persons participating may simultaneously hear each other during the meeting. A director participating in the meeting by this means is deemed to be present at the meeting.

3.1013 Notice of Meetings. All ~~members~~ directors shall be officially notified of a special meeting by written notice delivered personally, by telephone or electronic mail to all directors at least 48 hours prior to the date of the meeting. Such notice shall include a description of all agenda items and any matters to be voted upon by the directors, the place and time of the meeting, and instructions describing the method by which directors can participate by telephone or video. Notice of meetings shall ~~also~~ comply with all procedures and include any information as required by ORS Chapter 192.

3.1114 Waiver of Notice. A director may at any time waive any notice required by these bylaws. A director's attendance at or participation in a meeting waives any required notice to the director of the meeting unless the director, at the beginning of the meeting or promptly upon the director's arrival, objects to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting. Except as provided in the preceding sentence, any waiver must be in writing, must be signed by the director entitled to the notice, must specify the meeting for which the notice is waived, and must be filed with the minutes or the corporate records.

3.1215 Quorum. A quorum of the board of directors shall consist of a majority of the number of directors in office at the time the meeting begins.

3.1316 Voting. If a quorum is present when a vote is taken, the affirmative vote of a majority of the directors present when the action is taken is the act of the board of directors except to the extent that the articles of incorporation, these bylaws, or applicable law require the vote of a greater number of directors.

3.1417 Presumption of Assent. A director who is present at a meeting of the board of directors when corporate action is taken is deemed to have assented to the action taken unless:

- (a) The director objects at the beginning of the meeting, or promptly upon the director's arrival, to holding the meeting or transacting the business at the meeting; and
- (b) The director's dissent from the action taken is entered in the minutes of the meeting.

3.1518 Compensation. Directors and members of committees may receive reimbursement of such expenses as may be determined by resolution or policy of the board of directors to be just and reasonable. Directors shall not otherwise be compensated for service in their capacity as directors.

3.1619 Director Conflict of Interest. The Association shall maintain a Conflict of Interest policy, the terms of which comply with ORS 65.361 and ORS Chapter 244. The board of directors shall annually review and notify ~~its members and the~~ directors of the current Conflict of Interest policy. ~~Each director shall annually complete and return a Conflict of Interest statement.~~

SECTION 4 COMMITTEES AND CAUCUSES

4.1 **Standing Committees.** The board of directors shall maintain the standing committees described below:

4.1.1 Executive Committee. The executive committee shall consist of the five officers of the board of directors: the president as chairman ~~and as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws~~, the president-elect, the vice president, the secretary-treasurer, and the immediate past president. The executive committee ~~may act, pursuant to its delegation delegated~~ of authority to ~~such committee by the board of directors, act~~ in place and instead of the board of directors between board meetings on all matters except those specifically reserved to the board under the terms of the bylaws. Actions of the executive committee shall be reported to the board ~~of directors by mail, email, on a timeframe consistent with the seriousness and urgency of the matter and within two weeks if practicable. Additionally, executive committee actions will be reported or~~ at the next regular board meeting.

4.1.2 Finance Committee. The finance committee shall be appointed by the president and shall be composed of members from Oregon public school districts, education service districts, and community colleges with boards that meet all criteria to be Association voting members. The members shall include, but are not limited to, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, the Association secretary/treasurer and vice president, one ~~Association board director trustee~~ from the PACE board, one district business official, and one at-large board member.

~~Finance committee members serve for a term of two (2) years unless they are appointed to replace a member who left the committee before finishing their two-year term, in which case the member will serve the remainder of the two-year term. The trustee from the PACE board is recommended by the PACE Board of trustees, appointed by the President, subject to approval by the Board, and will serve a two-year term, with no term limits. The district business official and the at-large board member will be recommended by OSBA staff, appointed by the President, subject to approval by the Board, will serve two-year terms, with no term limits, and staggered start dates starting in January.~~

The finance committee shall operate within the corporation's investment guidelines and the Finance Committee ~~e~~Operating gGuidelines.

4.1.3 Legislative Policy Committee. The board of directors shall maintain a Legislative Policy Committee ("LPC").

(a) Purpose. The LPC shall develop legislative policies which are recommended to and approved by the members as a resolution proposed by the board of directors and voted on by the membership in accordance with Section 2.4 and 2.5. The LPC also advises the executive director and staff during legislative sessions.

(b) Composition. The LPC shall be composed of the voting members of the board of directors, the President as an ex-officio voting member pursuant to section 5.5.1 of the Bylaws, ~~and the~~ regional representatives elected under the procedures defined in Section 4.1.3(c) and (d), ~~and~~ one designated voting member as defined in the bylaws of the Oregon School Board Members of Color Caucus, ~~and one designated~~

voting member as defined in the bylaws of the Oregon Rural School Boards Members Caucus, and one designated voting member as defined in the bylaws of the Oregon school board members PRIDE caucus. All committee members must be elected or appointed directors of a member as defined in Section 2.1. The vice president of the board of directors shall chair the LPC.

~~(b)~~(c) Qualifications. LPC representatives must serve on the board of a member of the Association throughout the duration of their term.

~~(c)~~(d) Nomination. The board of directors shall cause the nomination form to be distributed to all members in eligible regions. A member may To nominate a candidate to the LPC, and shall do so one or more of the members in the region must timely submit to the board of directors by a formal resolution or motion of the member and timely submission of the nomination form(s) to the office of the Association and the completed nomination form(s). Nominations in regions where there is more than one representative position shall indicate the numbered position for which the nomination is being submitted. The Nominations and election of the LPC representatives will be closed by a date identified in shall be in accordance with the elections calendar adopted by the board.

~~(d)~~(e) Election. Each LPC member shall be elected by majority of member boards of a region. Each member in a region shall have one vote in the regional elections for the LPC representative. The LPC representative candidate receiving a majority of the votes cast by the members within the region shall be elected. Each region shall elect the number of LPC members as described in Section 3.5, without regard to Section 3.5.1 ~~(de)~~. Such elections shall be held using the procedures described in Section 3.5.2.

(f) Term. Each committee member shall take office on January 1 in even numbered years and serve for a term of two (2) years.

~~(e)~~(g) Vacancies. In the event that there is a vacancy on the LPC, the board of directors may appoint an interim LPC member from the same region to fill the unexpired term of office. If the board of directors cannot recruit an LPC member from the region, they may appoint a person from a contiguous region to serve to represent the open region to fill the unexpired term of office.

~~4.1.4 PACE Trustees. The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE"). As per the PACE Restated Trust Agreement, the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.~~

~~PACE trustees taking office on or after January 1, 2023, may serve three consecutive three year terms and, if eligible, may return after a one year hiatus.~~

4.2 Other Board Committees. The board of directors may create one or more committees of the board of directors and appoint directors and representatives of members to serve on such committee. The creation of a committee and the appointment of directors and member representatives to the committee must be approved by a majority of all directors in office when the action is taken. The provisions of these bylaws governing meetings, action without meetings,

notice and waiver of notice, and quorum and voting requirements of the board of directors shall apply to committees and their members as well. Committees of the board of directors may, to the extent specified by the board of directors, exercise the authority of the board of directors; provided, ~~however,~~ that no committee of the board of directors may:

- (a) Authorize distributions, provided that this restriction does not apply to payment of value for property received or services performed or payment of benefits in furtherance of the Association's purposes;
- (b) Approve or recommend dissolution, merger, or the sale, pledge, or transfer of all or substantially all of the Association's assets;
- (c) Elect, appoint, or remove directors or fill vacancies on the board or on any of its committees; or
- (d) Adopt, amend, or repeal the articles of incorporation or bylaws.

4.3 Advisory Committees. The board of directors may create one or more other committees. Members of these committees need not be members or directors, but at least one director shall serve on each such committee. These committees shall have no power to act on behalf of, or to exercise the authority of, the board of directors, but may make recommendations to the board of directors.

4.4 Caucuses. Caucuses shall exist to enhance the work of the Association by addressing the unique needs of member districts. ~~Caucuses shall:~~

4.4.1 ~~Caucuses shall~~ clearly articulate the vision, mission, and goals of the Caucus.

4.4.2 ~~Caucuses shall~~ adopt bylaws for operating, programming, and governing within the context of the Association bylaws described herein.

4.4.3 ~~Caucuses shall~~ comply with Association policies and guidelines.

4.4.4 Caucuses shall be added or eliminated to this provision through the bylaw's amendment process described in Section 8.1~~these bylaws~~.

4.4.5 Caucuses shall submit an end of fiscal year report to the Board of Directors that includes the following:

4.4.5.1 The caucus is meeting regularly;

4.4.5.2 An accounting of the prior year's budget allocation;

4.4.5.3 Identified officers and current bylaws;

4.4.5.4 A summary of the Caucus current goals, the prior year's Caucus activities that support those goals, and how the Caucus goals align with the mission, vision, and goals of OSBA.

The end of fiscal year report will be submitted at the first regularly scheduled board of directors meeting following the end of the fiscal year.

4.4.56 The Oregon School Board Members of Color Caucus was established by a vote of the membership in 2018.

4.4.57 ~~With the adoption of this section, t~~The Oregon Rural School Boards Members Caucus ~~is~~
was established by a vote of the membership in 2023.

4.4.8 The Oregon school board members PRIDE caucus was established by a vote of the membership in 2024.

4.5 **Administration.** Each committee and caucus shall prepare minutes of each of its meetings, and such minutes shall be kept on file at the Association's principal office and made available on request to any member of the board of directors. Each committee and caucus shall also report on its activities at the regular meetings of the board of directors. Each committee and caucus shall comply with the public meetings laws requirements under ORS Chapter 192.

SECTION 5 OFFICERS OF THE BOARD OF DIRECTORS

5.1 **Eligibility.** Effective January 1, 2026, to hold an officer position on the Board of Directors other than the immediate past president, candidates and officers must be a voting member of the OSBA Board of Directors.

5.12 **Appointment.** The board of directors shall elect officers by majority vote ~~at least 10 days~~ prior to the November member meeting. In cases where there are more than two candidates nominated for any position, and none receives a majority of the votes, a second ballot shall be required between the two candidates receiving the highest number of votes. The one receiving a majority of the votes is elected.

5.23 **Designation.** The officers of the Association shall be a president, president-elect, past president, vice president, a secretary-treasurer, and such other officers as the board of directors may appoint.

5.34 ~~Compensation and~~ **Term of Office.** Officer terms are one calendar year. No officer, except the secretary-treasurer, shall serve two consecutive terms in the same office, unless the director ~~completed~~completes ~~athe~~ term ~~for~~of another officer who was unable to complete ~~atheir~~ term, and is then voted into the same position the following year. The secretary-treasurer may serve up to two consecutive one-year terms.

5.5 Compensation

~~Directors and members of committees~~Officers may receive reimbursement of such expenses as may be determined by resolution of the board of directors to be just and reasonable. ~~Directors~~Officers shall not otherwise be compensated for service in their capacity as ~~directors~~officers.

5.46 **Removal and Resignation.** Any officer may be removed, either with or without cause, at any time by action of the board of directors. An officer may resign at any time by delivering notice to the board of directors, the president, or the secretary-treasurer. A resignation is effective when the notice is effective under ORS 65.034 unless the notice specifies a later effective date. If a resignation is made effective at a later date and the Association accepts the later effective date, the board of directors may fill the pending vacancy before the effective date if the board of directors provides that the successor does not take office until the effective date. Once delivered, a notice of resignation is irrevocable unless revocation is permitted by the board of directors. No removal or resignation shall prejudice the rights of any party under a contract of employment.

5.57 Officers. The officers of the Association are as follows:

- 5.57.1 President: The president shall preside at all member meetings of the Association and of the board of directors; shall appoint, any committees positions not otherwise designated in these bylaws or OSBA adopted policy, subject to the approval of the board of directors; shall call all regular and special meetings as provided herein; shall be an ex-officio voting member of all committees established under sections 4.1 and 4.2 of these bylaws. The president shall automatically serve as immediate past president for the following term. The president serves for a term of one calendar year.
- 5.57.2 President-elect: In the absence of the president, the president-elect shall assume the powers and duties of the president, and when a vacancy occurs in the office of president, shall serve in that capacity for the remainder of the term. The president-elect shall automatically serve as president for the following term, even if required to fill an uncompleted term as president. In addition, the president-elect shall assume duties related to the oversight of Association member elections and resolutions processes and such other administrative duties as are assigned by the president. The president-elect serves for a term of one calendar year.
- 5.57.3 Vice president: In the absence of the president-elect, the vice president shall assume the powers and duties of the president-elect. The vice president shall also serve as the chair of the LPC. The vice president serves for one calendar year.
- 5.57.4 Secretary-treasurer: The secretary-treasurer shall be responsible for keeping ~~in a suitable minute book~~ accurate minutes of all board of director meetings in electronic format in accordance with OSBA's record retention schedule; shall carry on official correspondence of the Association; shall arrange for proper banking facilities; ~~and~~ shall receive, account for, and disburse funds in a businesslike manner as provided for by the board of directors; shall see that the minutes of the previous meetings are ~~read~~ approved by the board of directors; and shall give an itemized and detailed report of the financial condition of the Association at each annual meeting and at such other times as may be required by the board of directors. Such duties of the secretary-treasurer as may be specified by the board of directors may be delegated to the executive director or a designated member of the staff. The secretary-treasurer serves for a term of one calendar year.
- 5.57.5 Immediate past president: The immediate past president shall advise and counsel ~~with~~ other officers. The immediate past president chairs the officer succession planning process. The past president serves for one calendar year.
- ~~5.57.6 Assistants: The board of directors may appoint or authorize the appointment of an assistant to the secretary treasurer. Such assistant may exercise the powers of the secretary treasurer, as the case may be, and shall perform such duties as are prescribed by the board of directors.~~

SECTION 6 NONDISCRIMINATION

The Association shall not discriminate in providing services, hiring employees, or otherwise, upon the basis of gender identity, race, creed, marital status, sex, sexual orientation, religion, color, age, disability, or national origin.

SECTION 7 OSBA PROPERTY AND CASUALTY FOR EDUCATION TRUST

PACE Trustees. The board of directors shall appoint the trustees of the OSBA Property and Casualty Coverage for Education Trust ("PACE") as provided in As per the PACE Restated Trust Agreement. ,the PACE trustees shall nominate trustee candidate(s) to the OSBA board of directors. If the list of candidates is not acceptable by the board of directors, the PACE trustees will continue to submit nominated candidate(s) for consideration until accepted by the board of directors.

It is the policy of OSBA with respect to PACE trustees taking office on or after January 1, 2023, that such trustees will be appointed to no more than may serve three consecutive three-year terms and, if eligible, may return after a one-year hiatus.

SECTION ~~7~~8 GENERAL PROVISIONS

~~7~~8.1 Amendment of Bylaws.

~~7~~8.1.1 Amendments to the bylaws may be initiated by the board of directors or submitted by a member to the board of directors.

~~7~~8.1.2 The board of directors shall provide written notice to the members containing a statement that the members will be asked to approve the amendment and a copy of the proposed amended bylaws.

~~7~~8.1.3 Action by Written Ballot: The Association will deliver a written ballot to every member entitled to vote on the matter. The ballot shall set forth each proposed action and provide an opportunity to vote for or against each proposed action and specify a reasonable time by which a ballot must be received by the Association in order to be counted. Once delivered, a ballot may not be revoked.

~~7~~8.1.4 Approval: Approval by written ballot shall be valid only when the number of votes cast by ballot equals or exceeds a quorum of the members, and the number of approvals equals or exceeds two-thirds majority of the number of the returned ballots.

~~7~~8.1.5 Quorum: A quorum of the members shall consist of a majority of members in good standing at the time the ballots are to be returned to the Association.

~~7~~8.1.6 Whenever an amendment or new bylaw is adopted, it shall be ~~copied in the minute book~~saved in electronic format in accordance with OSBA's record retention schedule with the original bylaws in the appropriate place. If any bylaw is repealed, the fact of repeal and the date on which the repeal occurred shall be stated in such book and place.

~~7~~8.2 **Inspection of Books and Records.** All books, records, and accounts of the Association shall be open to inspection by the directors in the manner and to the extent required by law.

- 78.3 Checks, Drafts, Etc.** All checks, drafts, and other orders for payment of money, notes, or other evidences of indebtedness issued in the name of or payable to the Association shall be signed or endorsed by such person or persons and in such manner as shall be determined by resolution of the board of directors.
- 78.4 Deposits.** All funds of the Association not otherwise employed shall be deposited to the credit of the Association in those banks, trust companies, or other depositories as the board of directors or officers of the Association designated by the board of directors select, or be invested as authorized by the board of directors.
- 78.5 Loans or Guarantees.** The Association shall not borrow money and no evidence of indebtedness shall be issued in its name unless authorized by the board of directors. This authority may be general or confined to specific instances. Except as explicitly permitted by ORS 65.364, the Association shall not make a loan, guarantee an obligation, or modify a pre-existing loan or guarantee to or for the benefit of a director or officer of the Association.
- 78.6 Execution of Documents.** The board of directors may, except as otherwise provided in these bylaws, authorize any officer or agent to enter into any contract or execute any instrument in the name of and on behalf of the Association. Such authority may be general or confined to specific instances. Unless so authorized by the board of directors, no officer, agent, or employee shall have any power or authority to bind the Association by any contract or engagement, or to pledge its credit, or to render it liable for any purpose or for any amount.
- 78.7 Insurance.** The Association may purchase and maintain insurance on behalf of an individual against liability asserted against or incurred by the individual who is or was a director, officer, employee, or agent of the Association, or who, while a director, officer, employee, or agent of the Association, is or was serving at the request of the Association as a director, officer, partner, trustee, employee, or agent of another foreign or domestic business or nonprofit corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise; provided, however, that the Association may not purchase or maintain such insurance to indemnify any director, officer, or agent of the Association in connection with any proceeding charging improper personal benefit to the director, officer, or agent in which the director, officer, or agent was adjudged liable on the basis that personal benefit was improperly received by the director, officer, or agent.
- 78.8 Fiscal Year.** The fiscal year of the Association shall begin on the first day of July and end on the last day of June in each year.
- 78.9 Severability.** A determination that any provision of these bylaws is for any reason inapplicable, invalid, illegal, or otherwise ineffective shall not affect or invalidate any other provision of these bylaws.

* * * * *

The foregoing bylaws were approved by the membership of the Oregon School Boards Association on December 15, 2023. The original bylaws were duly adopted by the Board of Directors of OSBA on September 15, 2017, and approved by the membership on December 15, 2017.



LANE EDUCATION SERVICE DISTRICT

1200 Highway 99 North | 541.461.8200 | www.lesd.k12.or.us
Eugene, OR 97402 | 541.461.8298 [Fax]

EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

Memorandum of Agreement

The LANE EDUCATION SERVICE DISTRICT Board of Directors (hereinafter referred to as “District”) and LANE COUNTY EDUCATION ASSOCIATION (hereinafter referred to as “Association”) hereby agree to the following salary schedule for Career and Technical Education (CTE) teachers as follows:

For Career and Technical Education (CTE) teachers, a determination of salary placement shall be based on the following criteria:

1. Employees hired as CTE teachers who hold a restricted teaching license with Oregon Teacher Standards and Practices Commissions (TSPC), shall be credited for non-teaching industry experience using a 2:1 ratio for step placement under Column A upon hire.
2. Column advancement shall be based on the following criteria:
 - a. Column B shall be awarded upon obtaining licensure under TSPC.
 - b. Column C through E shall be awarded upon hours of industry training obtained and/or credits earned after CTE licensure. Additional hours of industry training obtained and/or credits earned beyond the requirements of the Professional Development Plan while obtaining CTE licensure may also be considered.

All training hours and credits earned, including courses, externships, certifications, for column advancement must be pre-approved by the supervisor/administrator.

3. Employees hired as CTE teachers who hold an Oregon teaching license and/or endorsement specific to the program shall be placed on Column B.
4. Employees hired as CTE teachers who have a master’s degree or greater shall be paid an annual salary based on the rate in the current year’s licensed salary as stated in Article 17.
 - a. Credit for non-teaching industry experience shall be awarded using a 2:1 ratio for step placement.

**Appendix C-6
CTE
2024-25 Licensed Salary Schedule**

Step	Rate	A	B	C	D	E
		Restricted Licensed	Licensed	600 hrs ≡ 30 credits	900 hrs ≡ 45 credits	1200 hrs ≡ 60 credits
1	Daily	239.94	243.55	247.16	250.76	256.16
2	Daily	250.76	254.35	257.94	261.53	266.97
3	Daily	261.53	265.14	268.75	272.37	277.74
4	Daily	272.37	275.96	279.55	283.14	289.16
5	Daily	283.14	286.75	290.36	293.97	300.55
6	Daily	293.97	297.57	301.17	304.76	311.96
7	Daily	304.76	308.35	311.94	315.54	323.33
8	Daily	315.54	319.14	322.74	326.34	334.76
9	Daily	326.34	329.95	333.56	337.16	346.14
10	Daily	337.16	340.76	344.36	347.95	357.56
11	Daily	347.95	351.56	355.17	358.77	368.94
12	Daily	358.77	362.36	365.95	369.55	380.35
13	Daily	369.55	373.15	376.75	380.35	391.73
14	Daily	380.35	383.94	387.53	391.12	403.14
15	Daily	380.35	383.94	387.53	401.94	414.54
16	Daily	380.35	383.94	387.53	401.94	420.52

CTE Credits and Hours Conversion

Credits	Hours	Credits	Hours
1	20	31	620
2	40	32	640
3	60	33	660
4	80	34	680
5	100	35	700
6	120	36	720
7	140	37	740
8	160	38	760
9	180	39	780

10	200	40	800
11	220	41	820
12	240	42	840
13	260	43	860
14	280	44	880
15	300	45	900
16	320	46	920
17	340	47	940
18	360	48	960
19	380	49	980
20	400	50	1000
21	420	51	1020
22	440	52	1040
23	460	53	1060
24	480	54	1080
25	500	55	1100
26	520	56	1120
27	540	57	1140
28	560	58	1160
29	580	59	1180
30	600	60	1200


EXCEPT as modified in this Memorandum of Agreement, the 2023-27 Collective Bargaining Agreement shall remain in full force and effect.

IN WITNESS WHEREOF the Association has this Memorandum of Agreement to be signed by its President and Negotiations Chair, and the District has caused this Memorandum of Agreement to be signed by its chairperson, on the dates indicated.

LANE COUNTY EDUCATION ASSOCIATION LANE EDUCATION SERVICE DISTRICT

BY: 
 Co-LCEA President

BY: _____
 Lane ESD Chairperson

BY: 
 Co-LCEA President

DATE: _____

DATE: 11/12/2024

11/8/24

To: Lane Education Service District School Board Members

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

Re: November 2024 Update

Service

As you may recall, Lane ESD has purchased PowerSchool (PS) - Professional Services System. PowerSchool is an interactive cloud-based software system used by districts across the nation and globally designed to support both the function and operations of a learning organization. To date, we are on track to implement the following PS suite products for the 2025 -2026 school year: (1) applicant tracking with hiring and recruitment, (2) onboarding processes for employees, (3) data records, and (4) evaluation of employee performance.

Staffing

HR and SpEd are working to fill several classified and licensed positions in Special Education. We are continuing to advertise employment opportunities at Lane ESD along with in-person recruitment at the University of Oregon for substitutes.

Currently there are 10 vacancies to fill for Special Education. Changes to staff include three resignations, one termination, and five newly hired staff to Lane ESD.

(See Human Resources Report for details)

School Improvement Team | Board Report | 11.12.24

Siuslaw Vision

On October 25, Siuslaw Vision, in partnership with Lane Educational Service District and the Siuslaw and Mapleton school districts, hosted a student-led community event centered on student wellness. The event, held at Lane Community College Florence, focused on identifying student concerns and encouraging community members to work with student leaders on action-based solutions. Press release will be shared when available.

Curriculum Leaders

The November Curriculum Leaders meeting featured three presentations:

- Graduation Requirements Update (higher education/career path skills and personal finance education) with LESD Specialists Krista Hocker and Hanna Hostick
- Early Childhood Hub of Lane County: Parent Education and Family Resource Center Support with United Way's Brittany Kramer
- District Spotlight: South Lane's Family Resource Center with Sarah Canales and Heather Murphy

Read the [11/5 agenda](#) here.

CTE Tours

You are all invited to attend our inaugural Lane County CTE tours! The idea: get a bus and invite district CTE leaders and other CTE enthusiasts to tour several of our districts' CTE programs. These full day experiences will include student-led tours and lunch. Please mark your calendars- more information coming soon!

Tour 1: February 4 Marcola and Springfield

Tour 2: February 13 Mapleton and Siuslaw

Tour 3: February 19 Bethel and Crow

Tour 4: February 26 4J and Pleasant Hill

Special Education Department Report

Date: 11/1/2024

Presented by: Molly Gillett, Executive Director of Special Education

1. Opening a New Classroom for Medically Fragile Students

In response to increasing enrollment of our Middle School Life Skills classrooms in Eugene 4j, our department has successfully opened a new classroom designed to meet the unique needs of our medically fragile students. This specialized classroom:

- Provides a controlled, safe environment with an increased number of Instructional Assistants who are trained to provide delegated medical protocols to address the physical and health-related needs of medically fragile students.
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2. Collaboration with School Districts to Address Shortfalls in Funding for Regional Inclusive Services

The Special Education Department has been actively working with our school districts to explain the funding model for RIS and to provide guidance for Individualized Education Programs (IEPs) for students with autism. This collaborative effort aims to:

- Address existing funding gaps for Lane County students by aligning IEPs with regional service requirements, thus qualifying more students for necessary funding and support services.
 - Enhance the quality of education and services by standardizing access to specialized autism supports, such as behavior interventionists, social skills training, and sensory-friendly classrooms.
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3. Meeting with Superintendents to Review the Life Skills Consortium Slot Cost and Address Funding Shortfalls

To ensure that the Life Skills Consortium Program remains viable and accessible for students in need, the Special Education Department recently attended the Superintendent meeting and invited Special Education Directors, as well. The agenda focused on:

- Reviewing the current slot cost structure for the Life Skills Consortium, which is inadequate to meet the high needs of the students we serve.

- Discuss funding shortfalls and the impact on service quality, staffing, and resource availability.
 - Presenting two new slot cost options: a tiered service model and an increased slot cost.
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4. Expanding Nursing Support to Rural Districts

In response to the new OAR requiring nursing services, the department is actively working to hire an additional nurse to support our rural districts.

- Provide additional support in our medically fragile classrooms.
 - Support nursing needs in rural communities.
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Molly Gillett

Executive Director of Special Education

Lane Education Service District



November 2024 Board Report

System Upgrades/ Improvements

- Inter Programs- We have partnered with CLC to bring in interns for 4-6 weeks and introduce them to technology in education.
We have started talks with the City of Eugene to partner on a digital equity program that will supply interns exiting college to our rural districts for 10 months.
- CyberSecurity: Currently, AI Borders, our security engineer is working through phase 2. Phase 2 of CrowdStrike's attack surface management is Testing, Feature engineering, and Mitigation.
Testing involves continuous monitoring and testing of the attack surface to identify security gaps, prevent new vulnerabilities, and eliminate misconfigurations.
Feature engineering is a key step in data science and machine learning (ML). It involves using data to create new variables to simplify data transformations and improve model accuracy.
Mitigation- involves detecting and stopping threats, or mitigating the impact of a breach if a threat can't be stopped right away. Automation and orchestration are critical for real-time detection and response
- LEARN Platform- Wrapping up the process and finalizing the data dashboard. We expect to have this completely wrapped up in the next week.
- Parent Square- Has been rebuilt and currently in use. IT is training additional staff to ensure that we are covered for sending critical messaging tour staff.
- Connectivity- Finished the Mapleton Internet connection to our new partner.
- Firewalls- The next phase of development will happen after January 1. IN this phase we will expand the network and its capabilities to consider the growing regional needs over the next 5-7 years.
- Network Infrastructure- The remaining network infrastructure upgrade is in process with a project completion date before January 1st, 2025. *We are still on track to meet our January Deadline*
- HR System- IT is supporting our move to a new and improved system. We have kicked off this project and started to work through the deliverables.
- Freshservice-re-engineering of the IT ticket systems to increase support of our staff and increase reporting and BA (Business Analytics). *We are struggling to find the necessary time allocation to get this project kicked off. We need to dedicate 4 hours a day for the next 3 weeks to just design and planning. Hoping to kickoff next Monday.*

Integrated Guidance Community Connections

I attended the Integrated Guidance Community Connections for Western Lane on October 25th at Florence LCC. The Integrated Guidance program coordinated with WREN and Siuslaw Vision to create an event to share student voices with community partners.

WREN connected with students in the Mapleton and Siuslaw schools before the event and they were asked about issues they thought were problematic in the schools and community. Approximately 30 students came to the LCC campus on the morning of the 25th to gather and diagram the problems on large sheets of paper.

Siuslaw Vision brought community partners in for the afternoon program. Some who attended were the Superintendents, as well as Eric, our assistant superintendent. There were a couple of principals from the schools and also the Aspire coordinator. The OSU Extension Service was represented, as well as the Siuslaw Watershed Council.

The students hung their diagrams on the wall. Some of the subjects were mental health, extra curricular activities (other than sports), community activities for young people, transportation and vaping issues. Each group gave a short presentation. We rotated around the room and were given sticky notes to add questions and comments. Afterwards we chose groups to join for discussion and problem solving. I wasn't able to stay to hear all of the ideas, but I heard from the Siuslaw School Board Student Representative that the school counselor will organize a wellness fair.