

Regular School Board Meeting
Wednesday, January 19, 2022 6:00 PM Pacific

Blachly School District #90---Board Zoom
Meeting Link
20264 Blachly Grange Rd.
Blachly, OR 97412

Dwight Coon: Present
Meleah Drago: Present
Jeff Eastburn: Absent
Derek Pennel: Present
Bev Schiesser: Present
Lanae Sjostrom: Present
Jeff Thiessen: Present

Present: 6, Absent: 1.

Staff in attendance: Lisa Wagner, Dennis Boyd, Kelly Goodwin, Gwendolynn Coons, Pat Rufo, Sadie Mooney and Shane Bencoter. Guests in attendance: Chris Schmidt, Kristen Miles, Rob Lafferty

Lanae Sjostrom: Absent

Present: 5, Absent: 2.

Staff in attendance: Lisa Wagner, Dennis Boyd, Kelly Goodwin, Gwendolynn Coons, Pat Rufo, Sadie Mooney, Shane Bencoter, Aria Richardson, Ray Yarbrough, Ulises Rodriguez. Guests in attendance: Chris Schmidt, Kristen Miles, Rob Lafferty, Carlos Sequeira, Leonora Kent

1. **CALL TO ORDER**
2. **WELCOME GUESTS AND VISITORS**
3. **PUBLIC FORUM/COMMUNICATIONS**
4. **CHANGES OR ADDITIONS TO THE AGENDA**
5. **CONSENT AGENDA**
 - 5.1. **BOARD MINUTES**
 - 5.2. **APPROVE STAFF HIRE**
 - 5.3. **FINANCIAL REPORT**
 - 5.4. **FIRST READING 2022-23 BUDGET CALENDAR**
 - 5.5. **POST BUDGET COMMITTEE VACANCIES**
 - 5.6. **MOTION**
6. **REPORTS**
 - 6.1. **APPROVE LANE ESD SERVICE PLAN**
 - 6.2. **FACILITIES AND ENROLLMENT PRESENTATION-TAP GRANT**
 - 6.3. **ENROLLMENT**
 - 6.4. **CHARTER BOARD REPORT**
 - 6.5. **FACILITIES REPORT**
 - 6.6. **TRANSPORTATION/TECHNOLOGY REPORT**
 - 6.7. **PRINCIPAL'S REPORT**
 - 6.8. **SUPERINTENDENT'S REPORT**
 - 6.9. **ANALYSIS OF CHARTER BOARD CONTRACT AND BYLAWS**
7. **UNFINISHED BUSINESS**
8. **SECOND READING OF POLICY BDDH**

9. NEW BUSINESS

9.1. LANE ESD BUDGET COMMITTEE APPOINTMENT

10. THE BOARD MAY RECESS THE REGULAR MEETING AND CONVENE EXECUTIVE SESSION

11. RECONVENE REGULAR SESSION

12. ANNOUNCEMENTS

12.1. UPCOMING BOARD MEETING

12.2. ADJOURN THE REGULAR MEETING

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites district community members to attend Board meetings to become acquainted with the program and operation of the district. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, an alternative, equally effective means of communication will be used.

Audience

During a session of a Board meeting open to the public, members of the public may be invited to present comments during the designated portion of the agenda. At the discretion of the Board chair, further public comment may be allowed.

Request for an Item on the Agenda

A member of the public may request the superintendent consider placing an item on the agenda of a regular Board meeting. This request should be made in writing and presented to the superintendent for consideration at least five working days prior to the scheduled meeting.

Procedures for Public Comment at Meetings

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

¹Auxiliary aids may include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Braille materials and large print.

1. Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair.
2. A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.
3. 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 and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.
4. Statements by members of the public should be brief and concise. The Board chair may use discretion to establish a time limit on discussion or oral presentation by visitors.
5. Questions asked by the public, when possible, will be answered by the Board chair or referred to the superintendent for reply. Questions requiring investigation may, at the discretion of the Board chair, be referred to the superintendent for response at a later time.
6. At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card or sign-in sheet, prior to the Board meeting in order to allow the chair to provide adequate time for each agenda item.

The Board chair should be alert to see that all visitors have been acknowledged and thanked for their presence and for any contributed comments on agenda issues. Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

Petitions

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

Comments Regarding Staff Members

Speakers may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy for Board consideration of a legitimate complaint involving a staff member. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, his/her supervisor and the Board.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 to -192.690](#)

[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Americans with Disabilities Act Amendments Act of 2008.

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Cross Reference(s):

BDDC - Board Meeting Agenda

KC - Community Involvement in Decision Making

KLD - Public Complaints about District Personnel

Blachly School District #90

Code: **BDDH-AR**
Revised/Reviewed: 2/21/18

Public Comment at Board Meetings

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.

Please keep in mind that reference to a specific employee or group of employees, is prohibited as follows:

Board policy BDDH - Public Comment at Board Meetings:

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

INTENT TO SPEAK

The Board welcomes your input. Please submit this completed card to the Board secretary prior the start of the meeting.

Name: _____ Phone: _____
Address: _____
Email (optional): _____
Topic or comment to be presented (brief description): _____

A complaint brought before the Board shall be referred to the proper school authorities. A complaint shall be processed in accordance with Board policy. A hearing conducted before the Board regarding personnel shall take place in an executive session.

The Board requests that a topic or comment is limited to three minutes or less.

Regular School Board Meeting
Wednesday, November 17, 2021 6:00 PM
Pacific

Blachly School District #90---Board Zoom
Meeting Link
20264 Blachly Grange Rd.
Blachly, OR 97412

Dwight Coon: Present
Meleah Drago: Present
Jeff Eastburn: Absent
Derek Pennel: Present
Bev Schiesser: Present
Lanae Sjostrom: Present
Jeff Thiessen: Absent

Present: 5, Absent: 2.

Staff: Superintendent Adam Watkins, Bri Simington, Dennis Boyd, Kelly Goodwin, Lisa Wagner, Pat Rufo, Sadie Mooney, Ulises Rodriguez Guests: Rob Lafferty

Jeff Eastburn: Present

Present: 6, Absent: 1.

Staff: Superintendent Adam Watkins, Bri Simington, Dennis Boyd, Kelly Goodwin, Lisa Wagner, Pat Rufo, Sadie Mooney, Ulises Rodriguez Guests: Rob Lafferty

1. CALL TO ORDER

2. WELCOME GUESTS AND VISITORS

3. PUBLIC FORUM/COMMUNICATION

Kelly Goodwin made the following public statement: After having reviewed both the board meeting agenda and the proposed policy changes listed therein, I noticed that policy LBE-AR (Public Charter Schools) does not appear in the agenda's policy list for either the first or second readings. Furthermore, some of the policies seem to be incomplete, with multiple options in brackets and blank fields without finalized information inserted.

Director Pennel spoke and said he wanted to make clear that an AR is not a policy. When we adopt a policy we don't adopt an AR. Director Pennel wanted to state, the school board has nothing to do with AR's. Superintendent Watkins shares that the district agenda is now on our district website, blachly90.org as well as the link to boardbook had been shared with staff and parents via ParentSquare the week prior to the meeting.

4. CHANGES OR ADDITIONS TO THE AGENDA

Director Drago stated that she had received two different print-offs of the policy. She said that she received incorrect info and couldn't move forward. Director Drago was stopped and asked to wait until the meeting was at the policy point in the agenda.

5. CONSENT AGENDA

5.1. BOARD MINUTES

There were no questions in regards to last month's board meeting minutes.

5.2. FINANCIAL REPORT

Pat Rufo shared the October 31 financial report. The General Fund estimate has no changes for this month. A look at the All Funds page shows little tax revenue. The bulk of the tax revenue is expected

in November and December. Expenditures for Food Service have now increased with the start of school, and it is operating the Seamless Summer program where all kids eat breakfast and lunch for free. Community Program expenditures show a number of scholarships have been paid out. Items of note include this month's bus lease payment will leave us with one payment next year and then all bus leases will be done. Modular payments will continue. Director Schiesser asked about the line item on the Check Register for the AHERA manual. Ms. Rufo explained the manual included maintenance-related items such as lead and asbestos on property. It has taken several years to create this. Director Pennel explained it was like a policy portfolio for the facility. Director Eastburn inquired about Bus #9's maintenance and Ms Rufo thought it was for the annual inspection and repairs. Director Eastburn also commented on the large number of parent reimbursements. It was explained that these are for TLCS Online parent expenses made before the PEX cards were available. Superintendent Watkins mentioned that all the extra Accounts Payable through TLCS online have been a lot more work and he is considering additional support in this area. Director Pennel requested the district look at Lane ESD support related to office support.

5.3. AMENDED CALENDAR

Superintendent Watkins shared the amended calendar. Discusses that our staff have had a heavy lift this year with all the additional covid protocols and other stresses from this year. Superintendent Watkins is recommending the amended calendar and shares that we are still in compliance with our daily totals for students. We are giving the Monday and Tuesday of the week of Thanksgiving as non-student days. Director Pennel asks if we have snow days, will we have to make them up 1:1. Superintendent Watkins answers yes we might, if make up days are needed, we do have them built in and would consider them.

5.4. ACCEPTING RESIGNATION

Superintendent Watkins announced that the school accepted the resignation of Debi Werner. Superintendent Watkins wanted to thank her for her longtime service to our district and students. We are currently working on a plan to fill her position.

5.5. FIRST READ BOARD POLICY: ACB & ACB-AR

Superintendent Watkins shares that OSBA came out with these policies after they came out with the first batch. Which is why they are up for first reading now. We are currently in compliance. The state wants to have the changes by January.

5.6. SECOND READ BOARD POLICY

Discussion was started in regards the policies presented for the second reading. Director Schiesser says she did have one policy IDJA that was in the packet but was not on the list in the description. Superintendent Watkins suggests we fix the brackets to "may" that were missed in this policy, all agree. Director Schiesser asked about IIA policy, what do they mean when they say "online resources" for people with print disabilities. Superintendent Watkins said that when you do a curriculum adoption, especially with textbook, the ask is that you consider the option of having an online option that will allow you to have print to text. Director Schiesser also asked about grad requirements in Policy IKF, does a student who is ahead of their grade need to be careful not to move too far ahead to stay involved with their class? Superintendent Watkins says we want to talk with the students and parents about the options for early graduation, whether that is college, trade, work etc. Superintendent Watkins said he would have to talk to staff who have worked with this for a longer time, but we will continue to work with the students. If we are paying for dual credit, then we might need to look further into whether there are more appropriate steps for the student. Director Pennel

shared that in practice it hasn't been an issue where a student has fulfilled the grad requirements prior, we have always had legacy requirements like senior seminar that have still held them because they are held later in their senior year. These students will have continued conversations with our counselor. In IL, the paragraph after the numbers still states "essential skills", Director Schiesser asked why that hasn't been removed. Superintendent Watkins said that the state has the right to leave it in the policy because ODE has only changed the requirement for 5 years. OSBA is not recommending removing it at this time. Director Schiesser also asked about the admission of non-resident students. Does the first policy apply to us? Superintendent Watkins says it does not apply to students coming to us, but it does apply to our students leaving from our own district.

Director Drago is still concerned that she still didn't have the right packet of policy to review. She was wondering if everyone was reviewing different policies. She has questions about AC-AR, step 3. Director Pennel states that AR is shown to us to just see how OSBA suggests how your administration might use it. The AR is for admin to use. It is the operationalizing of the policies that the admin have the ability to add the customization to be the most appropriate for our district. Director Pennel states that BoardBook has been the most effective way he has seen so far to review policy. Director Pennel states that maybe due to the confusion on how to work BoardBook the board should meet and have tech available to learn more about how BoardBook works.

5.7. MOTION

Director Pennel moved to approve the consent agenda as amended with IGDJ policy included. This motion, made by Derek Pennel and seconded by Jeff Eastburn, Carried.

Jeff Thiessen: Absent, Dwight Coon: Yea, Meleah Drago: Yea, Jeff Eastburn: Yea, Derek Pennel: Yea, Bev Schiesser: Yea, Lanae Sjostrom: Yea

Yea: 6, Nay: 0, Absent: 1

Director Drago moved to have policy BDDH removed from the second read and review it separately. This motion, made by Meleah Drago and seconded by Jeff Eastburn, Carried.

Jeff Thiessen: Absent, Dwight Coon: Nay, Derek Pennel: Nay, Meleah Drago: Yea, Jeff Eastburn: Yea, Bev Schiesser: Yea, Lanae Sjostrom: Yea

Yea: 4, Nay: 2, Absent: 1

Dwight Coon: Nay, Derek Pennel: Nay

6. REPORTS

6.1. ENROLLMENT

Superintendent Watkins states that the numbers are holding steady. We have had some new enrollment for our online program. At this time, we are currently looking at numbers and how it affects our high school. Superintendent Watkins does not anticipate much change at this time.

6.2. CHARTER BOARD REPORT

Lisa Wagner provided the charter board report. There was a question in the Charter Board report and Adam said that Ms. Bottensek will be the liaison to work with the Charter Board on answering this question.

6.3. FACILITIES REPORT

Director Eastburn asked if we were on track to be within our budget with the modular office building. Superintendent Watkins answered that we are still on track with budget. Director

Eastburn asked if the possibility of the track resurfacing could possibly be done for this track season or if that would have to be done over the summer. Superintendent Watkins said he didn't have that answer, but he thinks due to our wet weather, we might have to wait until later in the year. We are also currently looking into options to expand our track so we could host meets. This process also might take up additional time. Director Pennel does mention that the track is the most utilized area of our property, not only by the school but by the community as well. Director Schiesser asked about the funding for the modular office. Superintendent Watkins answered it is mostly ESSER dollars.

6.4. TRANSPORTATION/TECHNOLOGY REPORT

Superintendent Watkins updated the board to let them know the bus that was stranded over the mountain after our Football playoff game is home and fixed.

6.5. PRINCIPAL'S REPORT

Director Scheisser asked a clarifying question about our current student schedule, Ms. Bottensek answered. Director Eastburn asked if we knew how many students are using the activity bus. Ms. Bottensek shared that the middle school, 5:15 bus is a "good size" regular load, high school tends to vary on the day. Director Eastburn asked if we had clubs that use the buses as well. Ms. Bottensek answers yes, we currently have 2 clubs running. Currently, only students actively involved in athletics, clubs or academics are allowed on the activity bus.

6.6. SUPERINTENDENT'S REPORT

Superintendent Watkins shared that there will be an increase when it comes to the school fund, including SSA. We got our first quarter SIA approved. We had our Measure 98 HSS review. We had two items they had recommended we improve on as of last spring. We have made changes and have passed this fall with flying colors. We have been working with Kristen Miles to go over the policies of our Charter Board. She will meet with them and then have a joint collaboration of both boards once she has met with them to discuss her findings. The last announcement is, we were contacted by the regional director of AVID (college and career readiness, pathways for all students). They have a new grant with a very specific interest in small districts. The grant is 2 years of full funding. Superintendent Watkins' recommendation is to present AVID's presentation when the board meets again. Superintendent Watkins is very hopeful about us receiving this grant.

7. UNFINISHED BUSINESS

8. NEW BUSINESS

8.1. GRADUATE PROFILE

Superintendent Watkins shares a slide show with the board in regards to the upcoming Portrait of a Graduate profile work. A Graduate Portrait is a clear statement of what students know and are able to do when they graduate. Superintendent Watkins shared some images from some schools who have already created their Portrait of a Graduate. A Graduate Portrait usually has 5-10 elements and includes cognitive, personal and interpersonal competencies. This creates a shared destination, and allows all stakeholders to be on the same path. This fall we started the process of discussing with our main stakeholders. We would like to have the school board approve the final draft at the end of this year. There will be several opportunities for shareholders to participate. Director Pennel feels this is a very complimentary activity to our

Mission and Vision activity. Superintendent Watkins states this will drive our Mission and Vision for our district. Director Schiesser is excited to see what this implementation will look like in each grade level, what the individual path looks like at each student interval. Superintendent Watkins shares that we will encourage as much involvement from multiple stakeholder groups as possible. Director Eastburn asks what are some of the trackable metrics we will look at to view our progress. Superintendent Watkins answers, will look for things like attendance improvement, grad rates going up, higher entrance into college, higher rates of career starts out of school, things like that. Director Eastburn asks if we can see a similar vision with the online program. Superintendent Watkins answers absolutely. We will work to create an equal opportunity for all our students.

9. THE BOARD MAY RECESS THE REGULAR MEETING AND CONVENE EXECUTIVE SESSION

Board Chair Coon convened the regular session for the board to begin an executive session at 7:54 pm.

10. RECONVENE REGULAR SESSION

Director Pennel moved to accept the TLEA CBA for the contract years of 2021-2026 as presented. This motion, made by Derek Pennel and seconded by Lanae Sjostrom, Carried. Jeff Thiessen: Absent, Dwight Coon: Yea, Meleah Drago: Yea, Jeff Eastburn: Yea, Derek Pennel: Yea, Bev Schiesser: Yea, Lanae Sjostrom: Yea
Yea: 6, Nay: 0, Absent: 1

The regular meeting reconvenes at 8:06 p.m.

11. ANNOUNCEMENTS

11.1. UPCOMING BOARD MEETING

Board Chair Coon asks if the board wants to replace the board meeting in December and change it to a work session. Superintendent Watkins doesn't feel we have any pressing issues for December. All agree that changing the meeting to a work session works well for them. The December 15, 2021 board meeting will be a work session only. There will be a person there to help members get familiar with BoardBook.

12. ADJOURN THE REGULAR MEETING

Hearing no objection, Board Chair Coon adjourned the meeting at 8:09 p.m.

School Board Work Session
Wednesday, December 15, 2021 5:00 PM
Pacific

Blachly School District #90---Board Zoom
Meeting Link
20264 Blachly Grange Rd.
Blachly, OR 97412

Dwight Coon: Present
Meleah Drago: Present
Jeff Eastburn: Present
Derek Pennel: Present
Bev Schiesser: Present
Lanae Sjostrom: Present
Jeff Thiessen: Present
Present: 7.

1. CALL TO ORDER

2. POLICY TRAINING

Kristen Miles from OSBA explained the 4 kinds of policy that exist. 1st is a Required Policy. The law says you must do the thing in the policy and you must have a policy for the thing. The required policy doesn't usually have bracketed info, you mostly adopt it as is. The 2nd is Highly Recommended. You have to do the thing but don't necessarily have to have a policy, but OSBA recommends you adopt a policy for these. 3rd is Recommended Policy. A lot of board practice comes from recommended policy. They will have more bracketed areas to make them more customary for Blachly. 4th is Optional Policy. These are usually around conditional things that not all districts would have.

Director Pennel asked, "with 100 plus boards in Oregon, when we have to adopt a policy that is stopping us from adopting our own policies based on what we see in law". Ms. Miles answered that it takes a lot of lawyer power to be able to make sure that everything lines up with the laws. Only Portland Public does this in Oregon.

Director Schiesser asked, "What are AR's?" Ms. Miles explains that policy is what the board adopts, but some policy might have an AR with it. The AR is an Administrative Regulation. You don't adopt that, it's the superintendent who implements them. The board does not vote on the AR's. Superintendents can take the recommended AR's and adopt them to fit the district as long as it still fits within the law. Very rarely will policy let you know if there is an AR that does need to be adopted. It's still informational, the superintendent will be the one to manage this still. AR's are more like a "handbook" that can be modified.

Director Drago asked, "When there is a policy you are voting on with things in parenthesis or brackets, you should choose which wording you are adopting before you vote on it?" Ms. Miles says that the superintendent will usually bring forward the recommendations and the board will vote on what was recommended.

Director Drago asked, "Do most boards read the recommended policy out loud as a group so that everyone is going over them together?" Ms. Miles answers no. What is usually done is that the red line language that comes to you will be in the board packet. You review it before the meeting and bring in questions. Boards usually vote on the required policy without discussion because there is nothing you can change. If you, as an individual, have questions, they usually get addressed to the superintendent prior to the meeting.

Director Pennel stated, he has sat in on other board meetings that have put policy on the consent agenda and were voted on in one vote. Ms. Miles says this is done in many districts. You do not have to discuss policy one by one, just show what slate you are going to vote on. It's not too often you get a policy that is completely new. You will just be adopting because there are legal changes to current adopted policies.

Director Drago asked, "Is this the same for recommended policy?" Ms. Miles says, mostly yes. An example of more discussion needed would be on board policy that might include more language to choose from.

There were no more questions.

3. BOARDBOOK 101

The board was able to ask questions and learn how to better navigate BoardBook. All their questions were answered. Most feel that BoardBook will be a very useful tool for board meetings.

4. AVID PRESENTATION

Superintendent Watkins shared a presentation about the AVID program. The state has given AVID money specifically to target small districts with grants. AVID stands for Advancement Via Individual Determinations. Superintendent Watkins feels that AVID is a great program for all students k-12. They partner with the schools and work with teachers, students and administration. We want to use a schoolwide approach to what we want to provide. They provide continuous learning and targeted professional development for staff. It focuses on the overall culture of a school. It provides resources for staff all year long with training and materials available. AVID provides a direct line of support, they do data tracking and help schools measure the success of their program. AVID is a system, it is a K-12 approach. AVID focuses both on college and career planning, starting at the elementary level. AVID provides an elective course opportunity that could be available for all secondary students. They are very targeted in academic initiatives with STEM and CTE. They focus on the school climate, culture, social emotional learning and cultural relevance and responsiveness. AVID helps teachers realize that they are teaching not only the subject but how to be active learners and to be responsible individuals with the content they are teaching.

We will hear from AVID in mid January about whether we will receive the grant. If we receive it, we will work with staff to identify summer institute training and implementation. We would provide a schedule that meets the K-12 approach for implementation of AVID. And looking at our ongoing PD planning for long term implementation and systemic approach.

If we are awarded the grant, Superintendent Watkins would like to invite a representative from AVID to come and present more to the board.

Director Schiesser shared that she was very impressed with what she had seen at another middle school and how it was implemented for all students within their everyday schedule.

Director Drago asked about what this would look like cost wise after the 2 year implementation. Superintendent Watkins said that he would present a budget to the board, usually broken down for a yearly payment. Some things that are not required in the 3rd year are required in the 1st and 2nd year. This is why the grant is so huge, you get so much of the training in those first two years. After, there is more continuous training, but the bulk is done in the first two years. There is an AVID coordinator that is trained on a regular basis to help keep your program running.

Superintendent Watkins will lay out a full budget for the district if we find out that we are awarded the grant.

Director Schiesser asked if this had been presented to the staff yet. Superintendent Watkins said that they haven't moved forward yet with sharing beyond the board, he is waiting to hear if we get the grant.

Director Drago says this sounds like "one more thing to do" or is this retraining our teachers how to teach. Superintendent Watkins says this is more professional development about building and expanding your craft. AVID is all based on best practice.

Director Pennel thinks that this is mainly focused on the means of teaching and professional development. How does AVID tie in with the CTE and STEM systems? Superintendent Watkins says it ties in with taking elements of teaching and allowing students the training of problem solving and critical thinking.

5. ANNOUNCEMENTS

5.1. UPCOMING BOARD MEETING

6. ADJOURN THE WORK SESSION

Hearing no objections Director Coon adjourns the work session at 6:30 pm.

2021-22 General Fund Financial Summary

Blachly School District

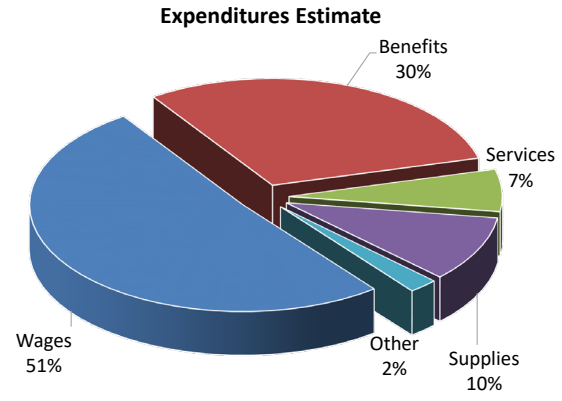
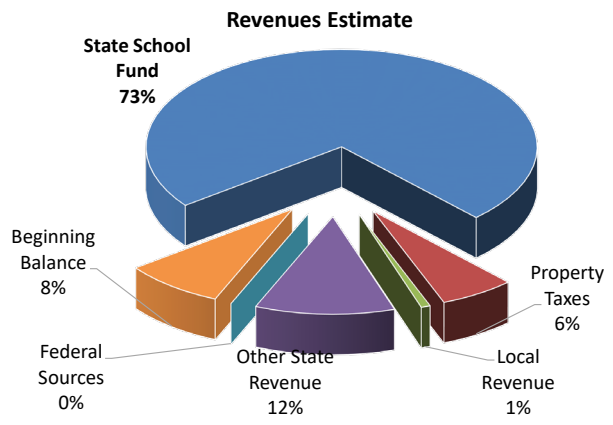
December 31, 2021

| | Original Budget | Jul Actual | Aug Actual | Sep Actual | Oct Actual | Nov Actual | Dec Actual | Jan Estimate | Feb Estimate | Mar Estimate | Apr Estimate | May Estimate | Jun Estimate | Final Total | Over/ (Under) |
|------------------------|------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|------------------|
| Revenue | | | | | | | | | | | | | | | |
| State School Fund | 3,077,460 | 521,269 | 260,478 | 260,478 | 260,478 | 336,612 | 336,612 | 336,612 | 336,612 | 336,612 | 495,592 | 495,592 | (27,098) | 3,949,849 | 872,389 (1) |
| State Timber Sales | 100,000 | - | 317,165 | 242,960 | - | - | 32,576 | - | - | - | - | - | - | 592,702 | 492,702 |
| Property Taxes | 334,245 | 608 | 727 | 718 | 576 | 230,420 | 87,217 | 3,029 | 2,353 | 4,779 | 594 | 690 | 2,534 | 334,245 | (0) |
| Federal Forest Fees | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interest Earnings | 12,000 | 386 | 453 | 465 | 356 | 351 | 384 | 400 | 420 | 430 | 450 | 470 | 450 | 5,015 | (6,985) |
| Common School Fund | 24,160 | - | - | - | - | - | - | 13,749 | - | - | - | - | - | 13,749 | 3,338 |
| Other County Revenue | | - | 305 | - | - | 199 | - | - | - | - | - | - | - | 504 | 504 |
| Rentals | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Other Small Grants | 2,600 | - | - | - | - | - | 2,600 | - | - | - | - | - | - | 2,600 | - |
| Lane ESD Flex Dollars | 39,031 | - | - | - | - | - | - | - | 9,758 | - | 4,222 | 4,222 | 4,221 | 22,423 | (16,608) |
| Miscellaneous | 8,000 | - | 6,382 | 982 | - | 459 | 10 | 928 | 478 | 470 | 478 | 528 | 395 | 11,111 | 3,111 |
| County School Fund | 2,000 | - | - | - | - | - | - | - | - | - | - | - | 2,000 | 2,000 | - |
| Indirect | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Interfund Transfers | | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Beginning Fund Balance | 330,650 | 447,220 | | | | | | | | | | | | 447,220 | 116,570 |
| Total Revenue | 3,930,146 | 969,483 | 585,510 | 505,603 | 261,410 | 568,041 | 459,400 | 354,718 | 349,622 | 342,290 | 501,337 | 501,502 | (3,749) | 5,395,166 | 1,465,020 |

| | | | | | | | | | | | | | | | |
|---------------------------|------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------------------|------------------|------------------|
| Expenditures | | | | | | | | | | | | | | | |
| Salaries | 1,750,300 | 49,603 | 54,444 | 169,097 | 173,400 | 177,196 | 182,854 | 217,619 | 218,112 | 218,112 | 218,112 | 218,112 | 478,492 | 2,375,153 | 624,853 |
| Benefits | 1,147,126 | 25,470 | 30,339 | 107,232 | 106,401 | 106,704 | 110,625 | 143,425 | 143,636 | 143,636 | 143,636 | 143,636 | 205,506 | 1,410,246 | 263,120 |
| Purchased Services | 200,961 | 15,596 | 18,359 | 16,718 | 43,281 | 26,841 | 21,642 | 25,823 | 25,823 | 26,373 | 25,623 | 26,505 | 23,831 | 296,415 | 95,454 |
| Supplies and Materials | 198,431 | 10,495 | 8,534 | 10,726 | 10,771 | 38,938 | 9,167 | 58,586 | 58,586 | 58,586 | 58,586 | 58,586 | 81,003 | 462,563 | 264,132 |
| Other | 108,285 | 83,818 | 1,156 | 447 | (379) | 2,351 | 2,592 | 3,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 | 102,985 | (5,300) |
| Transfers | 250,678 | - | - | - | - | - | - | - | - | - | - | - | 295,678 | 295,678 | 45,000 |
| Contingency | 274,365 | - | - | - | - | - | - | - | - | - | - | - | - | - | (274,365) |
| Total Expenditures | 3,930,146 | 184,981 | 112,832 | 304,219 | 333,474 | 352,031 | 326,880 | 448,454 | 448,157 | 448,707 | 447,957 | 448,839 | 1,086,510 | 4,943,040 | 1,012,894 |

| | | | | | | | | | | | | | | | | | |
|----------------------------|----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----------------|----------------|
| Ending Fund Balance | - | | | | | | | | | | | | | | | 452,126 | 452,126 |
|----------------------------|----------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|----------------|----------------|

(1) Budgeted SSF is based on 230 ADM. Estimates based on 363 ADM



Contingency fund is at 8.38% of estimated revenue

GENERAL FUND CHANGES FROM BUDGET

August Board Report \$ 169,162

REVENUE

| | | |
|--|-----------|---------------------|
| Beginning fund balance | 116,570 | |
| SSF | 1,332,514 | |
| Timber Revenue (reduces SSF revenue) | 32,576 | |
| Common School Fund (reduces SSF revenue) | 3,338 | |
| Interest | (6,985) | |
| Other County Revenue - Heavy Equipment Tax | 199 | |
| Lane ESD Flex \$ - adjust amount of nursing svcs | (1,608) | |
| TOTAL CHANGE TO REVENUE | | <u>\$ 1,476,604</u> |

EXPENDITURES

| | | |
|---|-----------|-----------------------|
| Salaries & benefits for online program | (647,200) | |
| Other salary/benefit changes (negotiations, position changes) | (147,155) | |
| Services for online students (tuition, memberships, tutoring) | (95,454) | |
| Online student supplies, added tech, maintenance projects | (264,132) | |
| Property tax was less than budgeted | 5,487 | |
| Additional technology fees | (187) | |
| Transfers - Paving projects, football field irrigation | (45,000) | |
| TOTAL CHANGE TO EXPENDITURES | | <u>\$ (1,193,641)</u> |

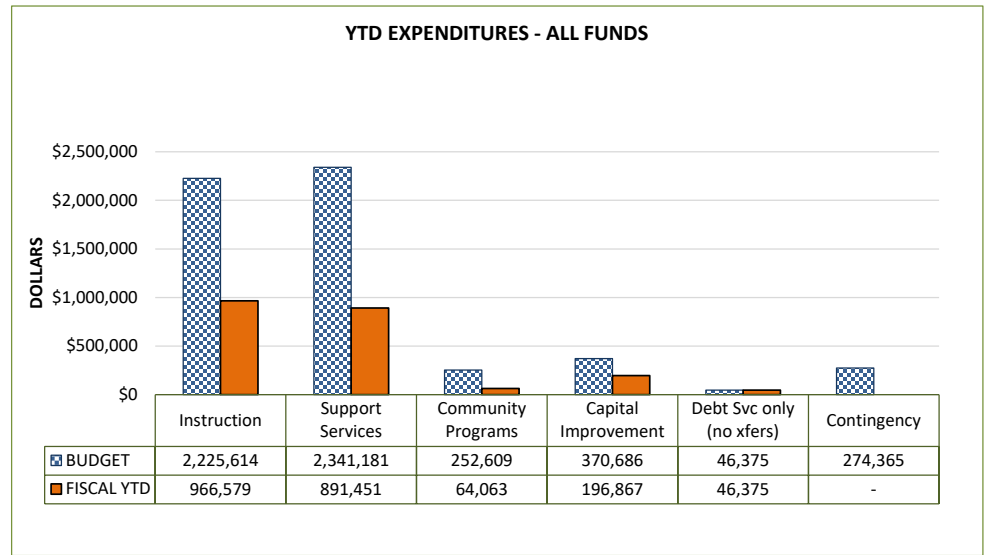
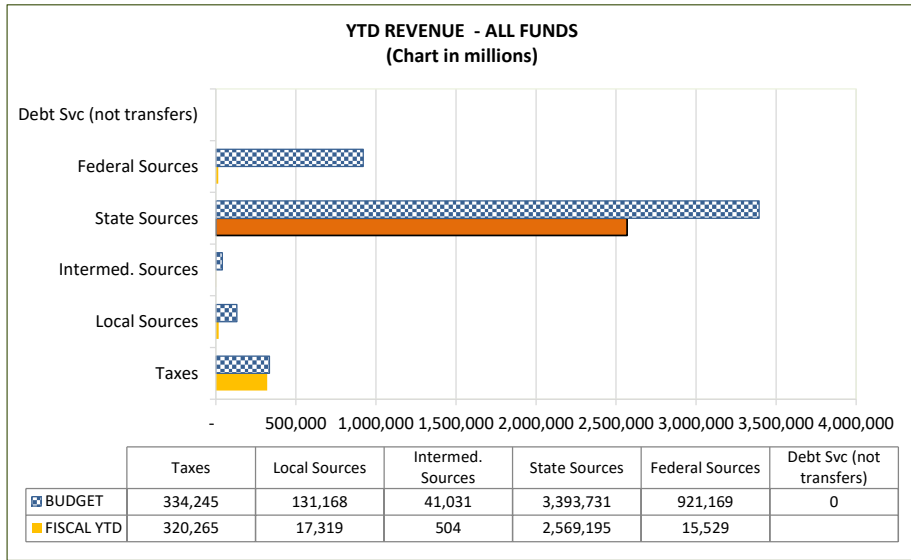
ROUNDING ADJUSTMENT

1 \$ 1

CURRENT ENDING FUND BALANCE \$452,126

NET CHANGE \$ 282,964

ALL FUNDS YEAR-TO-DATE ACTUALS



| ALL FUNDS YTD | BUDGET | REVENUES | EXPEND. | NET | EXPEND. % OF BUDGET |
|-----------------------------|---------------------|---------------------|-----------------------|---------------------|---------------------|
| General Fund | \$ 3,930,146 | \$ 3,346,846 | \$ (1,615,554) | \$ 1,731,292 | 41% |
| Grants, Non-Capital | \$ 1,018,089 | \$ 17,704 | \$ (326,570) | \$ (308,866) | 32% |
| Vehicle Replacement | \$ 153,063 | \$ 85,339 | \$ (21,660) | \$ 63,679 | 14% |
| PERS Reserve | \$ 131,104 | \$ 106,104 | \$ - | \$ 106,104 | 0% |
| Food Service | \$ 158,553 | \$ 41,145 | \$ (46,349) | \$ (5,204) | 29% |
| Athletics | \$ 113,545 | \$ 14,055 | \$ (66,735) | \$ (52,680) | 59% |
| Student Body | \$ 74,857 | \$ 45,169 | \$ - | \$ 45,169 | 0% |
| Capital Projects | \$ 67,982 | \$ 56,453 | \$ (72,797) | \$ (16,344) | 107% |
| Unemployment Reserve | \$ 44,500 | \$ 55,500 | \$ - | \$ 55,500 | 0% |
| Scholarship Funds | \$ 775,669 | \$ 769,531 | \$ (15,670) | \$ 753,861 | 2% |
| TOTALS | \$ 6,467,508 | \$ 4,537,846 | \$ (2,165,335) | \$ 2,372,511 | 33% |

MONTHLY ACTIVITY - ALL FUNDS

| | JUL | AUG | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN |
|---------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----|-----|-----|-----|-----|-----|
| REVENUES | 2,137,428 | 585,649 | 508,904 | 263,615 | 585,120 | 457,130 | - | - | - | - | - | - |
| EXPENDITURES | (233,070) | (169,951) | (459,216) | (391,277) | (465,351) | (446,470) | - | - | - | - | - | - |
| MONTHLY NET | 1,904,358 | 415,698 | 49,688 | (127,662) | 119,769 | 10,660 | - | - | - | - | - | - |

Notice
Budget Committee meetings are open and the public is invited to attend.
 Please keep this notice posted until June 30, 2022

BLACHLY SCHOOL DISTRICT #90
Draft 2022-23 Budget Calendar

2022

- April 20 Regular School Board meeting
 - April 27 Publish first Budget Committee meeting in Register-Guard & Fern Ridge Review
 - May 11 First Budget Committee meeting (Budget Message/public comment)**
 - May 18 Regular Board meeting
 - May 25 Second Budget Meeting - target date for approval**
 - June 8 Publish notice of budget hearing/summary in Register-Guard
 - June 15 Regular School Board meeting**
 - Budget Hearing
 - Adopt the budget
 - Make appropriations
 - Declare the Levy by fund
 - July 15 Deadline to certify the tax levy to the County Assessor**
-

Budget Committee Meeting

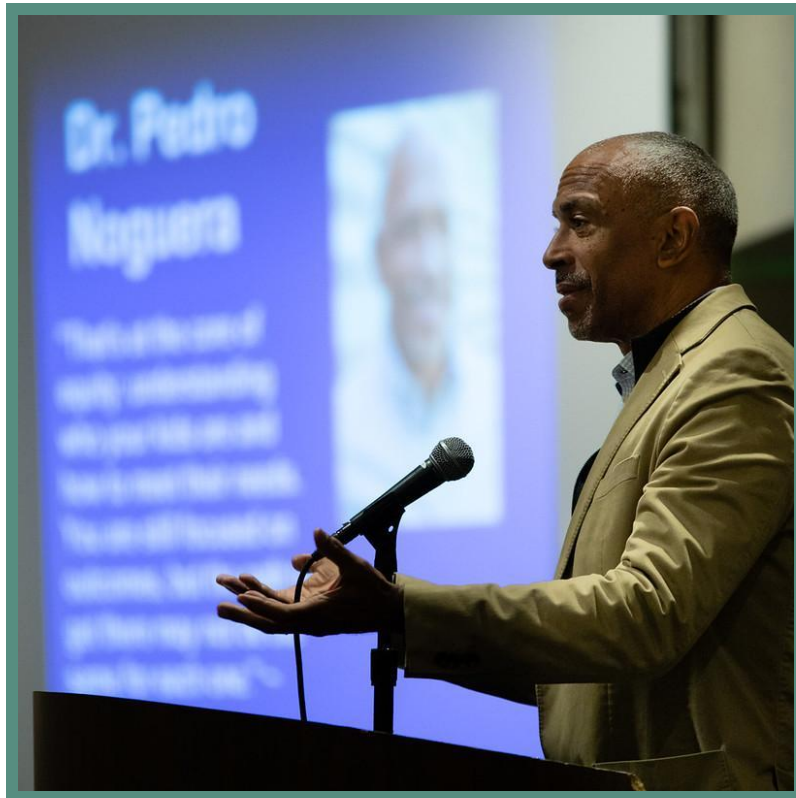
Times: 6:00 - 8:00 PM. or two hours length when starting time is delayed
Place: TBD – Virtual or TLCS Library

Additional meetings will be posted as necessary.



*Shaping the future:
Supporting excellence in education*

Local Service Plan 2021-23 Year Two



Lane Education Service District
1200 Highway 99 North
Eugene, OR 97402
Phone: (541)461-8200
Fax: (541)461-8298



Purpose

*Shaping the Future -
Supporting Excellence in
Education*

Values

Equity – We support a respectful work environment and access to educational service to all students

Commitment – To districts, student and employee success

Leadership – that is informed, responsive, visionary, proactive and planful

Collaboration – actively engaged with our partners to achieve success

Integrity—approach our work with ethical actions, making and keeping commitments, courage and humility

*Strategic Plan
5 Bold Steps*

Creating and Implementing Innovative Initiatives that Directly Impact or Influence Student Success

Supporting Best Instructional Practices

Modeling and Promoting Equitable Practice for All

Leadership – Leveraging Education and Community Partners

Strong Student Centered Advocacy

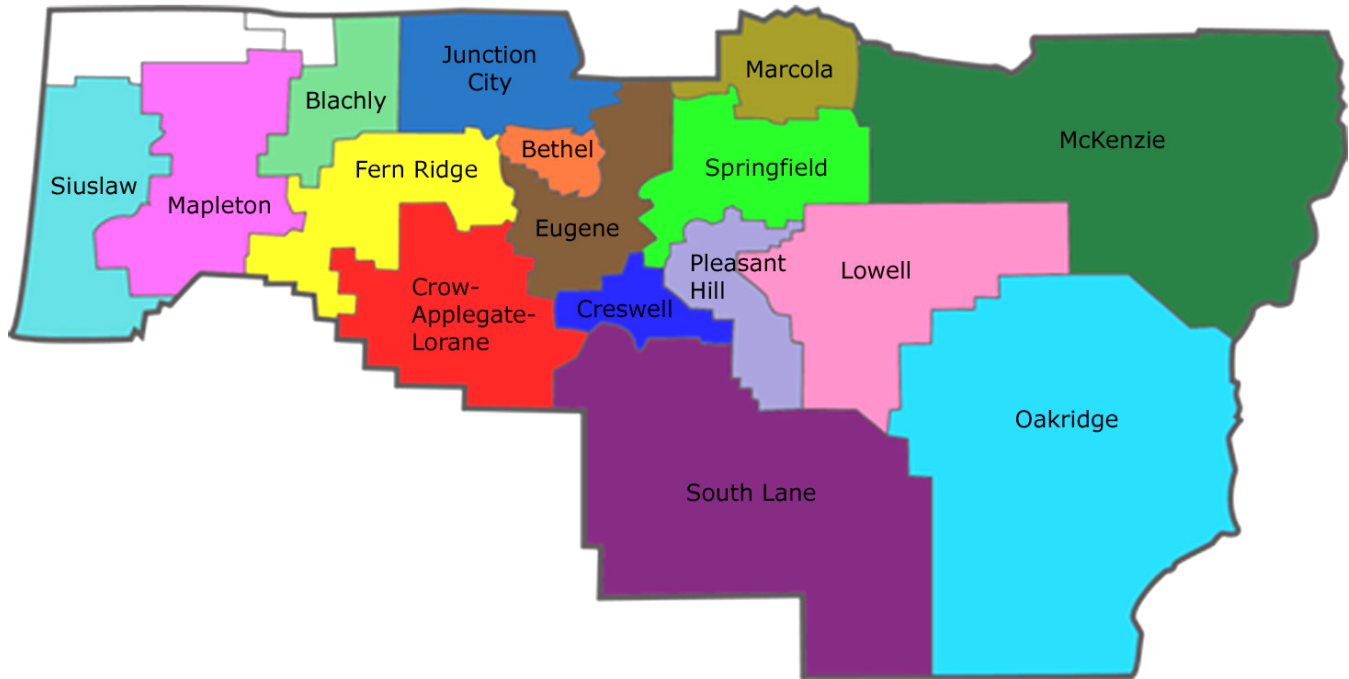


| | |
|---|-----------|
| Component Districts | 6 |
| Core Services and Funding Formula/Allocation Model | 7 |
| Process for Selecting Lane ESD Menu Services & Service Levels | 9 |
| Menu Services – Decision Making | 11 |
| Service Flexibility | 12 |
| Menu of Services | 13 |
| Programs Included in 10% Administrative Revenue | 15 |
| Federal & State Mandates for Oregon ESDs | 16 |
| Services to Children with Special Needs | 17 |
| Services to Children with Special Needs | 18 |
| Services to Children with Special Needs | 19 |
| 2021-23 Grant and Contract Services | 23 |
| Services in School Improvement | 24 |
| Services in School Improvement | 26 |
| 2021-23 Grant and Contract Services | 29 |
| Technology Services | 31 |
| 2021-23 Grant and Contract Services | 32 |
| Administrative Services | 33 |
| 2021-23 Grant and Contract Services | 34 |



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Component Districts



Bethel, #52

Superintendent – Kraig Sproles

Blachly, #90

Superintendent – Adam Watkins

Creswell, #40

Superintendent – Mike Johnson

Crow-Applegate-Lorane, # 66

Superintendent – Heidi Brown

Eugene, #4J

Superintendent – Cydney Vandercar

Fern Ridge, #28J

Superintendent – Gary Carpenter

Junction City, #69

Superintendent – Troy Stoops

Lowell, #71

Superintendent – Johnie Matthews

Mapleton, #32

Superintendent – Jodi O'Mara

Marcola, #79J

Superintendent – Terry Augustadt

McKenzie, #68

Superintendent – Lane Tompkins

Oakridge, #76

Superintendent – Reta Doland

Pleasant Hill, #1

Superintendent – Scott Linenberger

Siuslaw, #97J

Superintendent – Andy Grzeskowiak

South Lane, #45J

Superintendent – Yvonne Curtis

Springfield, #19

Superintendent – Todd Hamilton



Core Services and Funding Formula/Allocation Model

Lane ESD's Core Services and Funding Formula/Allocation Model provides the basis for allocating Lane ESD's resolution funds for Core Services and distribution of funds to districts. ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be spent on administrative services.

2021-23 (Year one) Local Service Plan

As provided for in ORS 334.177 districts notified the ESD of the intention to withdraw funds by November 1, 2020, as well as the percentage of funds to be withdrawn. Lane County districts have been asked to select a percentage range rather than identifying an exact percentage. No district requested more than 50% of available transit funds.

Because current ADMw numbers are not available during the development or implementation of the 2021-23 (Year Two) Local Service Plan, the most recent ADM figures, as provided by ODE, are used for the Core Services and Funding Formula/Allocation Model.

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 2021-23 Local Service Plan provides three categories of service:

Core Services

Core Services are funded prior to the allocation of district Flex Funds and do not require districts to use their Flex Funds. Technology, General Education, Connected Lane County support, Innovation Project Funds and the Life Skills Cost Pool are currently designated Core Services.

Core Services are designed so that essential services are available to all districts. Core Services will not necessarily meet all of any individual district's needs. Districts are strongly encouraged to take advantage of Core Services. Core Services provide stability and flexibility in meeting county-wide needs where the level of supports may vary from district to district and from year-to-year; generally the true value of the service is realized over time.

Menu Services

These are services available from a "menu of services" that provides districts with the option to select or order available services. The cost of the services is covered by Flex Funds allocated to districts or district funds.

Custom Services



These are services that are developed for an individual district or group of districts based on a specific need. These services may include the assignment of a specific amount of FTE or the provision of a service (e.g. payroll/business services, professional development, technology technician/engineer). Districts order the amount of service desired to meet their needs. Districts are assessed the full cost of the service and may use Flex Funds or district funds to pay for these services.

Changes for 2021-23 (Year two) Local Service Plan include the following:

Core Services and Funding Formula/Allocation Model

1. Erate support to districts.
2. Communication supports on a fee-for-use basis.

2021-23 Local Service Plan

The Superintendents' Council agreed to a two-year Local Service Plan framework, with the intent of aligning with Oregon's K-12 biennium funding structure. Alignment of the Local Service Plan with the two-year fiscal cycle provides stability and opportunity for long-range planning. Lane ESD programs can focus more strategically on implementation of services that support district long-range goals, while maintaining the ability to assess and make program adjustments to meet emerging needs. The Superintendents' Council will annually review and make service and program recommendations. As required, Lane ESD and component districts will follow the formal annual approval process for the Local Service Plan.

Withdrawal from Lane ESD

In 2013 amendments to ORS 260.432 and 334.105 expanded the option for component school districts to withdraw from local ESD's state-wide beginning in 2014-15.

To support partnerships within Lane County, Lane ESD's goal is to continue to collaborate and partner with any school district that may withdraw from the ESD. Districts that withdraw from services will:

- Be invited to attend job-alike meetings, including: Superintendents' Council, Special Education Directors, Lane County Technology Advisory Committee, Curriculum Leaders meetings, and any other meetings that are supportive of services and programs county-wide
- Continue as a member of the Life Skills Consortium and other consortium/collaborative program services
- Continue as a member of consortium grants, CTE/Perkins, and Title program collaborations
- Continue to participate in county-wide school improvement efforts
- Be able to purchase ESD menu and custom services

Potential Changes in Funding

The 2021-23 Local Service Plan continues to provide districts with the flexibility to access Core



Services and annually select the amount of services needed to meet individual districts needs and the option to develop unique services where feasible. Should there be reductions to Lane ESD's revenue as a result of legislative action which reduces the funding ratio for ESD's or the overall K-12 budget allocation, there will be a proportionate reduction in Flex Funds available to districts. The ESD will use the March estimate from ODE as the basis for the Flex Fund Allocation.

When overall economic conditions result in the reduction to Lane ESD's formula revenue, Lane ESD will make every attempt to respond with corresponding expenditure reductions or otherwise offset the revenue loss in a manner that minimizes further impact to component districts.

Grant funding is also used to support Lane ESD and component district programs and services. Lane ESD has been successful in securing a number of grants and Innovation grants. The availability of such grants to support future endeavors is uncertain.

Services funded via contracts or grants are not subject to the 90% expenditure requirement.

Process for Selecting Lane ESD Menu Services & Service Levels

Districts select the specific Lane ESD services and service levels from the service menu by mid-March of each year. Requests for services are placed using the Lane ESD Service Order Form. Districts' available funds and the costs for services are listed on the Lane ESD Service Order Form.

Core Service - Decision Making

Specific services and associated funding levels included in Core Services are agreed upon by the Lane County Superintendents' Council.

District Feedback

Lane ESD routinely surveys key district contacts to understand use of current services, assess the quality of services, suggestions for improvement, and interest in new services. The most recent survey of districts was completed in October 2018 and generally affirmed a high level of satisfaction as well as specific areas for follow up or improvement.

Additionally, the ESD periodically will conduct an in depth service review focusing on one particular service area or program. Service reviews are completed by a committee who works with the ESD to identify the scope of the review and makes recommendations to the Superintendents' Council.

Changing Services Included in Core Services

Core Services change or evolve based on recommendation of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases the proposed change is analyzed and approved by the Superintendents' Council.

Timelines

Proposals that require significant change, such as the establishment of new programs, expansion of specialized services, or increase in fiscal resources allocated to Core Services,



should be presented as early as possible, and no later than the Superintendents' Council meeting in October. This timeline allows the Superintendents' Council time to determine if the proposal should move forward to formal feasibility assessment by the ESD. The Superintendents' Council may establish a subcommittee to review feasibility information and make final recommendations regarding proposals. Subcommittee recommendations and feasibility assessment will be presented to the full Superintendents' Council.

Exceptions to the timeline are made for proposals that do not require additional fiscal resources or re-staffing, as long as the proposal is supported by the Superintendents' Council.

Approved proposals that involve more complex changes (hiring of specialized staff, implementation of new programs) may be implemented either as a pilot or as a general change to Core Services.

When changes are implemented as a pilot, a subcommittee of superintendents will be asked to assist in the development of criteria to use in assessing the pilot and recommendations on whether changes should be incorporated into the Core Services. If a pilot is successful, but is not approved to be included in Core Services it may be offered as a service menu item or custom service.

Innovation/Projects

Proposals for Innovation/Projects may be developed by the Lane County Curriculum Leaders, Lane County Technology Advisory Committee (LCTAC), Special Education Directors, Lane ESD Leadership, or the Superintendents' Council.

Innovation/Project proposals should focus on priorities identified by the Superintendents' Council. It is recommended that proposals outline the specific outcomes for the project, the time frame for implementation, and budget requirements. Lane ESD administrators and component district staff will assist with feasibility aspects of the proposal.

Proposals for accessing Innovation Funds are approved annually by the Superintendents' Council prior to March 30 to provide adequate planning time and effective implementation of the project in the next school year.

For 2021-23, the Superintendents' Council approved the use of Innovation/Projects Funds available from the Local Service Plan to fund Research for Better Teaching (RBT) licensing and trainer of trainer licensing. Funding was also set aside for targeted professional development as determined by the Superintendents' Council which includes specific criteria and application process.

Student Behavior Assistance Fund

In the past few years a critical need has emerged to address the needs of students with intense behaviors. The Student Behavior Assistance Fund is created to provide resources to address this problem through enhancing prevention, connecting students and families to appropriate health providers, and other methods to improve student behavior and reduce the number of intense behavioral incidents that schools are experiencing. We believe the most immediate need is for proper training of school staff so that they are able to de-escalate students and effectively handle situations "in the moment."



High Cost Pool

The High Cost Pool will be funded at a level decided upon by the Superintendents' Council, based on the final State School Fund amount. Access to the High Cost Pool is based on disproportionate Special Education enrollment for districts excluding Eugene 4J, Springfield, and Bethel.

Connected Lane County

Superintendents contribute funding towards the activities and infrastructure of Connected Lane County. This commitment is renewed annually.

Promise Programs

Promise Programs will be funded at a level decided by the Superintendents' Council, based on the State School Fund amount.

Menu Services – Decision Making

Adding Services to the Menu

A Menu Service offering may change or evolve based on recommendations of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases, the proposed change is analyzed and approved by the Superintendents' Council.

Timelines

Proposed changes that require establishment of new programs, expansion of specialist services, or an increase in fiscal resources allocated to Core Services should be presented no later than the Superintendents' Council meeting in October so that the Superintendents' Council can determine if the proposal should move forward to formal feasibility assessment by Lane ESD. Timelines for completing the feasibility assessment will be set jointly by the ESD and the Superintendents' Council.

Proposals that come forward later in the planning process and that do not require complex program development and are supported by the Superintendents' Council will be placed on the menu if there is feasible interest to cover the costs of the service. **The following services are menu options: nursing, communication (PIO), legal.**

In some cases, proposals may be implemented as a pilot as described below.

Elimination of Service

There may be instances where specific services are discontinued if component districts' orders and associated fiscal support are not adequate to continue the service. The decision to eliminate a service will be made by Lane ESD in consultation with component district superintendents, taking into consideration the implications for the impacted districts and the ESD's fiscal and personnel constraints.



Establishing Pilot/Custom Services

There may be instances where services are added if there is sufficient district interest and associated fiscal resources to cover start up and implementation costs. Districts that have an identified need not currently available on the service menu may request that the ESD develop a custom service to meet the district's unique need. The district and the ESD will identify the nature and scope of the service. This information is used to estimate costs of providing the service. If the district and ESD agree that it is feasible and cost effective to establish the service, it will be implemented either as a pilot or on-going service.

If implemented as a pilot, the ESD and district will establish criteria for assessing the results of the pilot. All Lane County superintendents will be informed regarding new custom services offerings and options for participating, as well as information gleaned from the pilot(s). Previous custom/pilot services included: Network Engineer service, Technology Technician. Twelve custom/pilot services proposals for 2021-23 are being explored to determine feasibility and will be reviewed by the Superintendents' Council.

Service Flexibility

Offerings on the "Menu of Services" are available to all component districts.

Service Implications

A flexible Menu of Services is key to ensuring the Lane ESD Local Service Plan continues to meet the needs of component districts.

The level of annual flexibility is dependent upon numerous factors and considerations for both the districts and Lane ESD.

For example, some services require a significant investment of resources on the part of the ESD and districts to develop a viable infrastructure and sustainable staffing. As a result, starting, ending or significantly changing these services require more analysis and review.

There are other services, however, that can be more flexible from year to year, making annual adjustments in services and service levels easier to accomplish.



Menu of Services

Current Menu

Below is the Menu of Services for 2021-23. The Menu of Services includes Core Services provided to all districts without the need to order and services that are offered based on district selection. Core Services are indicated by an asterisk (*).

The Menu of Services below does not include services provided via grants or services ESD's are mandated to provide.

| 2021-23 Menu of Services |
|---|
| <p>Services to Students with Special Needs</p> <ul style="list-style-type: none"> Life Skills ESD and Consortium Placements Lane School (Special School) Behavior Disorder Placements Behavior/Autism Spectrum Disorder Consortium Placements Behavior Disorders – Teacher or Consultant MLK Jr. Education Center School Psychologist Services Speech & Language Pathologist Augmentative Communication Sign Language Interpretation Services Direction Service Custom Services <p>School Improvement Services</p> <ul style="list-style-type: none"> General Education* Career & Technical Education Connected Lane County Tragedy Response Attendance Advocacy/Truancy Librarian Services Courier Services Regional Promise Program/Dual College and High School Credit Courses Home School Custom Services <p>Technology Services</p> <ul style="list-style-type: none"> Infrastructural Technology Services* Learn 360 eRate Support Services Custom Services <p>Administrative Services Business Services</p> <ul style="list-style-type: none"> Substitute Teacher List Subscription Communication Support Services Custom Services |



Funding Sources

A brief explanation of the various funding sources and parameters for the services provided within this Local Service Plan is below.

State School Fund (SSF) Revenue

Lane ESD's primary revenue source for services to districts is the State School Fund (SSF). Lane ESD's share of SSF is based on the overall allocation of SSFs to all Lane County Districts. ESDs receive 4.5% of the total SSF allocated for their region.

The percentages and formulas for SSF allocations for districts and Oregon ESDs are set by the Oregon Legislature and are subject to change. Changes in ESD funding allocations have a direct impact on Lane ESD's Core and Flex Fund Model allocations to component districts, and will impact services and service levels.

ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be expended on administrative services.

The 10% administrative services allocation is an essential component to providing services to districts. The cost of facilities, accounting, human resources, technology, and general administrative overhead (insurance, legal fees, etc.) are paid for with these funds. Home School services and grant development services are also included in the 10% administrative services allocation.

Menu of Services Funding

Items on the Menu of Services are available to all districts based on their annual selection. The cost of services ordered from the menu are charged to the district's Flex Fund allocation and/or invoiced to the district if in excess of available Flex Funds.

Other Services

Lane ESD also provides services by way of contracts with component districts or other public or private entities.

Grants

Lane ESD actively seeks grant funding to enhance services to districts and further ESD and component district priorities.



Programs Included in 10% Administrative Revenue

Home Schooling

Oregon ESD's are mandated to provide Home School services. Lane ESD is responsible for accepting notification from parents or guardians who intend to educate their children at home. Lane ESD serves as a primary information resource to parents, students, schools, and districts.

Lane ESD is responsible for:

- monitoring compliance with home school notification and testing requirements;
- monitoring academic progress requirements;
- providing detailed reports to districts including compliance and testing information.

Grant Development

Lane ESD recognizes the importance of outside funding in shaping the future of education in Lane County. Lane ESD employs a grant writer to support acquisition of grant resources to enhance services in alignment with ESD and component district priorities.



Federal & State Mandates for Oregon ESDs

Lane ESD's services align with the services prescribed for every Oregon Education Service District in ORS 334.175(2) as follows:

Services to Children with Special Needs

Programs for children with special needs, including but not limited to:

- Special Education
- At-risk Students
- Professional development for employees who provide those services

School Improvement Services

School Improvement Services for component school districts, including but not limited to:

- Meeting the requirements of state and federal law
- Services designed to allow the ESD to participate in and facilitate a review of state and federal standards related to the provision of a quality education
- Support and facilitate continuous improvement planning
- Support for school-wide behavior and climate issues
- Professional Technical education
- Professional development for employees who provide those services

Technology Services

Technology Support for component school districts and the individual technology plans of those districts, including but not limited to:

- Technology infrastructure services
- Data services and distance learning
- Professional development for employees who provide those services.

Administrative Support Services

Administrative and Support Services for component school districts, including but not limited to:

- Services designed to consolidate component school district business functions.
- Liaison services between ODE and component districts
- Registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035

Other Services

Other Services that ESDs are required to provide by state or federal law, including but not limited to:

- Compulsory Attendance required under ORS 339.005 to 339.090.

Performance Measures

In addition to providing these "core" services, Lane ESD's services must also be equitable, cost effective, of high quality and meet local district needs. Services must also be evaluated using the following performance measures:

- Improving student learning
- Enhancing the quality of education for all students
- Providing quality professional development for district staff
- Providing districts and their students equitable access to resources
- Maximizing operational efficiencies and providing economies of scale



Services to Children with Special Needs

Life Skills Consortium Services

Service Description

Lane ESD's and district-operated Life Skills programs form a consortium to serve students with moderate, severe, and profound intellectual disabilities as part of a continuum of services. Classrooms for students in kindergarten through grade 12 are located in a number of elementary, middle and high schools throughout Lane County. Students ages 19-21 are served in "Transition Classrooms".

The Life Skills Consortium includes all sixteen districts, with Bethel, Eugene, Junction City, Springfield and Lane ESD as service providers. The Life Skills Consortium Agreement describes the common unit cost determined annually, resident and serving district responsibilities, the process for resolution of concerns, and Lane ESD's responsibility for the coordination of placements.

Kindergarten to Grade 12

- Highly individualized instruction in functional academics, daily living skills, and social/communication skills
- Inclusion support
- Secondary students also receive instruction in vocational skills and community accessibility.

Intensive Services Class

- This classroom serves secondary students whose support needs require environmental modifications that may not be feasible on a general education campus.

Transition Classes

- Students learn independent living skills to help transition to adulthood.
- Students explore community options such as public transportation, leisure and recreation, and employment opportunities.

Goals

- Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.
- Implement evidence-based practices in the education of students with moderate, severe and profound intellectual disabilities to improve student learning.
- Enable component districts and the students they serve to have equitable access to resources in Special Education.
- Maximize operational and fiscal efficiencies for component districts in the area of Special Education.

Budget

The annual budget allocation for this service is based on the districts' annual service orders for the service.

Services to Children with Special Needs

Behavior Disorder Services

Service Description Lane ESD assists districts in meeting the federal requirement to provide a continuum of services for students with the most challenging behaviors.

Lane School

Lane School is a structured behavior and academic program designed for students in kindergarten through grade 8 who experience significant behavioral, social, and academic difficulties.

Lane School is located at the Lane ESD Westmoreland Campus. Services are designed to help students gain the skills needed to be successful in their home school. Students are referred by their resident district and typically attend Lane School for approximately 18 months before transitioning back to their home school.

Goals

- Assist component districts in meeting the requirements of IDEA and Rules.
- Implement evidence-based practices in the education of student disabilities to improve student learning.
- Assist districts with targeted interventions addressing the needs of behavioral/emotional disabilities.
- Enable component districts and the students they serve to have e in Special Education.
- Maximize operational and fiscal efficiencies for component districts in the area of Special Education.



Budget

- The annual budget allocation for this service is based on the districts' annual service orders for the service.



Services to Children with Special Needs

Behavior Disorder –Consultants

Service Description Behavior Disorder Consultants provide in-service training/consultation to districts for behavior/classroom management, and strategies for working with students identified as having emotional/behavioral disabilities.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.
 - Improve student learning in special education and in at-risk youth by providing consultation to district personnel and provide professional development to component district employees in the area of special education services to at-risk youth.
 - Enable component school districts and the students they serve to have equitable access to resources in special education.
 - Maximize operational and fiscal efficiencies for component school districts in the area of special education and services to at-risk youth.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.

Martin Luther King, Jr. Education Center

Service Description Martin Luther King, Jr. Education Center is a collaboration between Lane ESD and the Department of Youth Services (DYS) to provide educational services to adjudicated youth in middle and high school. The program is located at the Serbu Juvenile Justice Center. The program is funded by district-paid tuition for students enrolled in Credit Recovery and GED services and is augmented by DYS Juvenile Crime Prevention funds, Juvenile Accountability Block Grant funds and Video Lottery which funds Job Skills/Life Skills services.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.
 - Enable component school districts and the students they serve to have equitable access to resources targeting at risk youth.
 - Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.

Budget The annual budget allocation for this service is based on anticipated student enrollment.



Services to Children with Special Needs

School Psychology Services

| | |
|---------------------|--|
| Service Description | <p>School psychologists are utilized in a variety of ways based on the needs of component districts. School Psychology services might include:</p> <ul style="list-style-type: none"> ● Psycho-educational assessments provided to assist districts in determining student eligibility for special education. ● Development and monitoring of student behavior support plans. ● Consultation with school staff and parents on behavioral and educational concerns. ● Service coordination assistance to district staff, parents and other professionals to ensure student success. |
| Goals | <ul style="list-style-type: none"> ● Assist component school districts in meeting the requirements of state and federal laws for IDEA. ● Enhance the quality of education provided to special education and at-risk students by providing timely and comprehensive psycho-educational evaluations that assist districts in determining eligibility for Special Education Services. ● Improve student learning in special education for at-risk youth by providing consultation to district personnel. ● Provide professional development to component district employees in the area of special education and at-risk youth. ● Enable component school districts and the students they serve to have equitable access to resources in special education. ● Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth. |
| Budget | <p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p> |



Services to Children with Special Needs

Speech Services

Service Description Speech Services are offered to support districts in assessing and providing Individualized Education Plan (IEP) related services to identified students.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education.
 - Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education.
 - Enable component school districts and the students they serve to have equitable access to resources in special education.
 - Maximize operational and fiscal efficiencies for component school districts in the area of special education.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.

Augmentative Communication

Service Description Augmentative Communication Services are designed to work in partnership with school speech and language therapists and other team members. Augmentative Communication Specialists assist in identifying, evaluating and providing intervention for students with severe communication disorders who would benefit from augmentative communication. Augmentative communication includes all forms of communication, other than oral speech, that are used to express needs, wants and ideas.

- Goals**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education.
 - Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education.
 - Enable component school districts and the students they serve to have equitable access to resources in special education.
 - Maximize operational and fiscal efficiencies for component school districts in the area of special education.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.



Services to Children with Special Needs

Sign Language Interpreting Service

Service Description Sign Language Interpretation services are offered to support districts in providing Individualized Education Plan (IEP) supports to students, and ADA related services to students, staff, and families.

- Goal**
- Assist component school districts in meeting the requirements of state and federal laws for IDEA and provide equitable communication access for students who are deaf and hard of hearing or who have other identified auditory processing disorders.
 - Assist component school districts in meeting the requirements of state and federal laws under ADA by providing sign language interpretation for employees and families as needed.
 - Enable component school districts and the students they serve to have equitable access to resources in special education.
 - Maximize operational and fiscal efficiencies for component school districts in the area of special education.
 -

Budget The annual budget allocation for this service is based on the districts' annual service orders for this service.

Direction Service

Service Description Direction Service, a local non-profit agency, provides information and referral services to parents and districts regarding specialized services available in Lane County for students and families of students with disabilities. Direction Service also acts as a mediator between districts and parents of children with disabilities and focuses on collaborative dispute resolution. Lane ESD contracts with Direction Service on behalf of subscribing component districts.

- Goal**
- Provide districts and parents of students with special needs access to cost effective referral and mediation services.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.



2021-23 Grant and Contract Services

Early Intervention/Early Childhood Special Education

Lane ESD sub-contracts with the University of Oregon (EC Cares) to provide administration and coordination of services to all eligible preschool children with disabilities and their families in the service area.

Lane Regional Program

Lane Regional Low Incidence Program provides Special Education services for children who have low-incidence disabilities, including; Visual Impairments, Hearing Impairments, Deaf/Blindness, Severe Orthopedic Impairment, Autism Spectrum Disorder and Traumatic Brain Injury.

State Hospital

Lane ESD provides educational services to 18-21 year old students who are hospitalized for either short-term or long-term care.

Juvenile Detention Education Program

Lane ESD provides educational services to youth in the Serbu Juvenile Detention Center.

Phoenix Treatment Program

Lane ESD provides educational services to youth in the Phoenix Treatment Program at Serbu Juvenile Detention Center.

System Performance Review & Improvement (SPR&I)

SPR&I sub grant awards assist with annual performance data collection and reporting for special education.

Extended Assessment

Supports training and professional development around the statewide assessment of students with disabilities.

IDEA Enhancement

Supporting enhancement of activities for students with disabilities in the areas of Response to Intervention (RTI), Positive Behavior Support (PBS), expanded SPR&I, and determination issues.

Employment Support Facilitator

The position supports the implementation of Youth Transition Programs (YTP) designed to meet the needs of students enrolled in the Life Skills Transition program. The Employment Support Facilitator coordinates with the Vocational Rehabilitation (VR) office, Oregon Developmental Disability Services (ODDS), and local County Service Coordinators to provide services to eligible students.



Services in School Improvement

Service Description

Instruction

General Education/Instruction Services include leadership and professional development to assist districts in implementing research-based instructional practices that address content standards to ensure a quality education for all students. Component districts have prioritized supporting and improving instruction. Since 2014 Lane ESD and component districts have invested in implementing a strong instructional framework that is supported by 1) the Research for Better Teaching/Studying Skillful Teacher trainings for classroom teachers and administrators and 2) content and standards-based professional development. In addition for 2016-18, the Superintendents' Council has identified a priority for integrating culturally sustaining instructional practices in all content areas, including supporting districts in developing awareness and basic understanding of the continuum of equitable education practices in schools.

Content specialists provide professional development, consultation, and coaching to teachers in curriculum, instruction, and assessment. Lane ESD has content specialists in the areas of English Language Arts, Math, Science, and Career Technical Education.

Services support the implementation of evidence-based practices within all programs to eliminate opportunity and achievement gaps for all underserved or historically underserved students and build upon the assets of each student and family.

Professional Development

Content specialists coordinate and provide professional development for district staff county-wide at Lane ESD or at the district or classroom level. Professional development is intended to improve high quality instruction, and includes the alignment of content standards and instructional strategies, student data analysis and the use of performance based assessments.

Consultation/Coaching

Content specialists and staff work with districts to review and adopt curriculum materials, analyze achievement and discipline/attendance data, review evidence-based practices, model and plan implementation strategies.

Learning Resources

Lane ESD provides an array of materials for Lane County public school educators, including over 200 hands-on educational models and kits and textbooks for review. Support is provided for textbook review and curriculum adoption.

Equity

While Lane ESD is focused on identifying and addressing barriers to equity and access for all students, many equity issues exist in our schools, community, and college/university. Lane ESD and component districts are committed to improving educational outcomes for culturally and linguistically diverse students, students navigating poverty, and students with disabilities. This requires strong collaborative efforts and determination from the ESD and partner organizations to develop and invest in initiatives across Lane County which will systematically eliminate opportunity gaps, improve and expand access to services and supports, and build upon the assets of each student and family.

Lane ESD is a member of the Equity and Community Consortium (representatives from 13 Eugene/Springfield area public agencies collaborating on equity and human rights issues). Lane ESD collaborates with equity and community organizations such as NAACP, Blacks In Government (BIG), Centro Latino Americano and Connected Lane County member organizations to strengthen, expand and integrate our efforts to address equity issues in our community. Collaborative efforts may include active participation in grants, initiatives, and community-based activities.



Current priorities are using culturally sustaining instructional practices for the implementation of professional development and supporting the development and enhancement of teacher pathways programs for diverse students interested in the field of education.

Partnerships

Lane ESD is active in state-wide, regional and community partnership to further the identified instructional improvement goals of component districts. Lane ESD is a member of the ODE-OAESD Program Cabinet whose goal is to support effective communication and implementation of ODE initiatives. In addition Lane ESD serves as the backbone organization for the Regional Achievement Collaborative (Connected Lane County) and the STEM Hub (Lane STEM).

The ESD regularly submits grants on behalf of a consortium of districts, including community and business partners.

Goals

The goals of the School Improvement service area align with Lane ESD's Strategic Plan, specifically:

- Create and implement innovative initiatives that directly influence student success
- Supporting best instructional practices
- Modeling and promoting equitable practice for all

Budget

For 2021-23 School Improvement Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.

Services in School Improvement

Career & Technical Education

Service Description

Career and Technical Education (CTE) staff provides leadership and services to districts for students to enhance 21st century technical skills, career exploration, and successful transition to work or extended schooling.

LESD Specialists and staff provides technical assistance to instructors, counselors, and administrators on:

- innovative curriculum;
- employment preparation;
- alignment with secondary graduation requirements;
- services to reduce duplication given limited resources.



Partnerships with Colleges & Districts

CTE Specialists and staff facilitate partnerships between area colleges and districts to address alternative learning options for students to obtain college and/or high school credit.

Career Counseling and Guidance

Staff works to enhance community and college partnerships for career exploration, workplace readiness, and technical skill development.

Goals

- Provide professional development to instructors on Career and Technical Education program design, curriculum and assessment.
- Facilitate high school and post-secondary partnerships to support student transitions to college and career opportunities.
- Develop business and community partnerships at local, regional and national levels to enhance learning opportunities for students.
- Connect Career and Technical Education programs with businesses through sponsoring and coordinating regional events that provide students with career-related experiences.

Budget

The annual budget allocation for this service is based on the districts' annual service orders for the service.



Connected Lane County

Service Description Connected Lane County (RAC) is the evolution of an early collaborative called the Education Partnership established in 2010. The Education Partnership was an outcome of a long-held goal of Lane Community College President Mary Spilde and was initially based on the Mid-Valley Partnership sponsored by Oregon State University. This Lane County K-16 coalition was made up of the superintendents and presidents of local school districts, Lane CC, and UO. The initial purpose of the coalition was to share information increase cooperation and support Lane County students in their education transition by: identifying shared strengths, issues, and concerns across education institutions; addressing barriers to equity and accessibility for all students; exploring opportunities for cooperation; discovering resources to benefit partners; and utilizing the resources and inspiration of Lane CC and the UO to support aspirations for higher education for all Lane County students.

Connected Lane County partners share information, increase cooperation, and aid students in their education transitions by identifying shared strengths, issues and concerns; identifying and addressing systemic barriers that harm equity and accessibility for all students; exploring opportunities for cooperation; and identifying resources that can benefit partners such as grants, donations, knowledge and experience.

- Goals**
- Increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community, and business partner organizations.
 - Create pathways for all students to enter kindergarten ready to learn and be prepared for higher education or careers.
 - Build programs and work utilizing an equity lens that ensures cultural appropriateness.

Budget For 2021-23 funding to support CLC includes partner dues, Oregon Department of Education/Chief Education Office Regional Achievement Collaboratives grants, and Superintendents' Council Core Services funding.

Tragedy Response

Service Description Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts.

- Goals**
- Provide districts with cost effective training.
 - Maximize operational efficiencies for component school districts in maintaining a county-wide Tragedy Responses Network.

Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.

Librarian Services

Service Description Lane ESDs Librarian supports districts in meeting Division 22 standards regarding library and media services.

- Goals**
- Provide training to classified staff assigned to school libraries
 - Assist with culling library collections and selecting materials
 - Assist districts in meeting Division 22 standards.



Budget The annual budget allocation for this service is based on the districts' annual service orders for the service.

Attendance/Truancy and Advocacy Services

Service Description Lane ESD provides truancy officers and advocates to assist parents and districts in returning truant students to the classroom. Assistance is also provided in referring persistent truancy cases to Lane County Juvenile Court, Services to Children and Families, or citations for failure to maintain a child in school.

This is a state mandated service to districts with less than 1,000 students.

Lane ESD also coordinates the work of Conference Officers on behalf of local districts.

- Goals**
- Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding mandatory school attendance.
 - Improve student learning and enhance quality education by supporting district efforts to maintain student attendance and recapture ADM funding.
 - Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.

Budget Attendance/Truancy Services are fee-based.

Lane ESD Student Success Act Comprehensive Support Plan¹

Service Description The 2020 Lane ESD Student Investment Act (SIA) Plan is designed to support districts in meeting students' mental or behavioral health needs, and increasing academic achievement for students, including reducing academic disparities for students navigating poverty, homelessness, and/or foster care, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, and students who are English language learners.

Lane ESD will engage districts in quarterly continuous improvement self-monitoring routines, helping to align the outcomes, strategies, and activities of the Student Investment Account, Continuous Improvement Plan, High School Success Plan, and Career Technical Education.

Additionally, Lane ESD will host programming that empowers youth, families, and community members representative of the four focal groups to inform county and district initiatives; establish and support networked learning communities to support academic success, social emotional well-being, community engagement, district capacity, and overall school and community climate; and partner with districts to provide educators and administrators high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.

1. See appendix

2021-23 Grant and Contract Services

Carl Perkins Consortium Services

Lane ESD manages and supports quality Career Technical Education programs and services. Programs of Study articulate with Lane Community College Career Pathways and are based on industry needs. All districts with CTE Programs of Study are included.

Advanced Manufacturing and Construction

This grant provides support for a regional advisory committee and industry connections to strengthen the quality of CTE Programs of Study. This grant also sponsors the Construction Utility Career Day.

Apprenticeship Trades Academy

Through this grant, Lane ESD is able to provide opportunities for students to experience pre-apprenticeships using local Training Centers.

Connected Lane County/Regional Achievement Collaborative

Lane ESD serves as the fiscal agent on behalf of Connected Lane County/Regional Achievement Collaborative, which was selected as one of 11 regional partnerships across the state of Oregon to receive Regional Achievement Collaborative grants. Connected Lane County was chosen based on the depth of its partnerships, commitment to the success of students from prenatal to age 22 (P-22), and the potential for implementing innovating and effective projects. Because of the depth and breadth of partnerships already developed since educational partners in Lane County partners first came together to work on K-12/higher education outcomes in 2010. Previously, Connected Lane County/RAC was chosen by the OEIB to serve as a mentor and leader to other Regional Achievement Collaboratives.

Lane African American Black Student Success

The African American/Black Student Success Program improves academic outcomes for African American/Black students to achieve a vision of an equitable education system in Lane County. The project promotes regular and consistent school attendance, provides students access to culturally responsive teaching and learning supports which contribute to their academic success from early learning to post-secondary, provides rigorous skill enhancement and leadership advocacy programs, and provides students and their families support in navigating educational processes and opportunities.

Lane Regional Promise

The overarching purpose of Lane Regional Promise is to foster a college going and career culture that guarantees well-designed opportunities for students to earn credit in college level courses and meaningful career exploration experiences that will set them on a path to a successful post-secondary future.

Lane STEM (Hub)

Lane County education, business and community partners submitted a STEM Hub grant proposal to the Oregon Department of Education in December 2015. Lane STEM (Hub) received a 16-month planning grant award in February 2016 and in December 2016 received a program grant award. Lane ESD serves as the backbone organization for the Lane County STEM Hub. Lane STEM coordinates, promotes and supports STEM education in Lane County by integrating science, technology, engineering, and math in the classroom and beyond. The STEM Hub provides teachers in Lane County with connections to STEM professionals (engineers, scientists, technicians, and analysts) and offers resources for Lane County educators, industry professionals, families, and community members. The vision of Lane STEM is to 1) ignite student interest in, and fuel preparation for, STEM careers; 2) create a STEM-literate citizenry well-positioned to make sound decisions and participate in community STEM-related discourse; 3) foster a diversity of confident educators and students applying and innovating with STEM concepts.

Migrant Education – Title IC

Lane ESD coordinates a regional Migrant Education Program consortium serving Lane and Douglas counties including 29 school districts. MEP services provide supplemental instruction, community outreach and parent involvement for eligible MEP students including summer school and pre-school.

Multi-Tiered System of Supports (MTSS) Regional Coaching

The focus of the Oregon Multi-Tiered System of Supports (MTSS) project is the implementation of a cohesive evidence-based professional development and coaching network to support the implementation of MTSS for academics and behavior. Through integrated supports, Oregon has a statewide network of high quality coaches, and is increasing the number of districts implementing MTSS with fidelity, ultimately increasing student outcomes for students with disabilities.

English Language Learners – Title III

ELL services include technical assistance and training on ESL curriculum alignment and integrating English Language Proficiency standards into the regular curriculum.

Curriculum Directors and Rural School Network

This network is composed of district and building administrators from all 16 component districts. A major component of this network is creating differentiated ways for districts to collaborate with each other and share resources and best practices. This work is based on the Oregon Equity Lens, and other State-led initiatives including but not limited to the Student Success Act.

Western Regional Educator Network (WREN)

The Western REN is an educator-led, improvement-focused network that elevates and embraces teachers' voice by emphasizing the Equity Lens to interrupt historical patterns of inequities and support educators through every stage of their career from recruitment through retirement by creating more inclusive and empowering school cultures. In 2017, Oregon Legislature passed [Senate Bill 182](#) which created the [Educator Advancement Council \(EAC\)](#), an innovative public/nonprofit partnership designed to support public educators. Through this bill, the EAC was charged with the task of creating local educator networks. These ten networks or "Regional Educator Networks" (REN) are designed to create a seamless system through three major vehicles: teacher voice, an equity lens, and a continuous improvement model.

Our Regional Educator Network (Region C), called the Western Regional Educator Network (WREN), encompasses twenty-eight school districts spanning the Lane ESD and Linn-Benton-Lincoln ESD Region.

Youth Transition Program

The Youth Transition Program is a collaboration between the Vocational Rehabilitation Division, Oregon Department of Education, University of Oregon, Lane County school districts, and Career Learning. The program serves students on Individual Education Plans (IEPs), providing assistance with academic, vocational, independent living and personal-social skills so students can experience success in the workforce.

Grow Your Own Education Pathways Program

The Lane County Equity Consortium (LCEC) is a collaborative partnership between the Lane ESD Component Districts (Bethel SD, Eugene 4J, and Springfield SD) and local Education Preparation Programs (Lane Community College, UO, Pacific University, and Bushnell University). These organizations are working together to transform teacher preparation by designing a single pipeline capable of producing effective, culturally and linguistically diverse teachers. The program addresses four distinct areas including recruitment-selection, clinical practice, hiring-placement, and induction supports centered on building culturally responsive affinity groups. Through this funding, we are expanding the current pathways program by adding new partners, strategies, and activities that had not previously been made possible due to funding constraints that will ensure degree completion for our teacher candidates. These efforts will help pursue our goals of diversifying the K-12 education workforce throughout Lane County.



Technology Services

Infrastructural Technology

Service Description

Lane ESD offers component districts a variety of technology services to support student learning and staff productivity. In small districts technology supports focus on escalated response needs and interaction with contracted service providers; in large districts services are project-based with a specified allocation of service hours, augmenting district technology expertise. Lane ESD technology offerings include:

- Managed network connectivity, including CIPA compliant filtering, and intrusion protection;
- Coordination and engineering support to district initiatives, including securing new implementations;
- Hosted services, e.g. email, web, and library services;
- Professional development to district technology support staff;
- Network engineering and support in the design of districts' infrastructures, with an emphasis on securing infrastructure;
- Assistance in the writing, coordination, and implementation of grant activities related to technology infrastructures, including assistance with the filing of eRate;
- Internship hiring and placement for college students into an education technology environment;
- E-rate support to districts through the Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, to help ensure that schools and libraries obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services.

Lane ESD assists districts in applying for and tracking E-rate funding while making sure each district stays in compliance with program rules. Our goal is to help school districts maximize each dollar and get the most out of the E-rate program and any technological funding stream available to the districts.

Goals

- Enhance the current network infrastructure to support scalable instructional needs of the component districts, including systems for the effective utilization of network resources in a secure manner.
- Develop internal component district technology infrastructures to support robust long-range instructional needs, and to ensure staff and student usability, and security.

Budget

2021-23 Technology Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.



Technology Services

2021-23 Grant and Contract Services

LCC Contract

LESD Technology functions as the Internet Service Provision (ISP) and remote campus connectivity for Lane Community College (LCC). LESD and LCC began a recurring contract in 2005-06 that provides needed services to LCC and entrepreneurial funding to serve Lane County districts. Lane County districts have benefited from the LCC relationship and revenue in the following ways:

- Network core upgrade purchases (e.g. costly core routing systems, firewall)
- Common wide area network across 14 districts and all LCC sites simplifying instructional access
- Funding for development and "proof of concept" endeavors in direct support to districts



Administrative Services

Business Services

| | |
|---------------------|---|
| Service Description | Lane ESD's Business Office can provide services to districts on either a short term or annual basis. Services include: <ul style="list-style-type: none">• Payroll• Accounts Payable• Budget Preparation• Audit preparation• Financial reporting and management for grants• Monthly financial reports to Boards• Financial reporting to the Oregon Department of Education• Communication Support Services |
| Goals | <ul style="list-style-type: none">• Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding local budget law and investments, IRS payroll and accounts payable regulations and Generally Accepted Accounting Principles.• Improve student learning and enhancing quality education by providing accurate budget information to allow the districts to maximize the use of available funds for instructional services.• Provide professional development opportunities at the bi-monthly meeting of the Lane County Business Officials.• Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs. |
| Budget | The annual budget allocation for this service is based on the districts' annual service orders for the service. |



Administrative Services

Courier Services

| | |
|----------------------------|---|
| Service Description | <p>Lane ESD's courier services provides an efficient and secure method of moving materials between the ESD, districts and other public agencies.</p> <ul style="list-style-type: none"> • Weekly delivery services to subscribing districts, supporting both inter- and intra-district mail and instructional materials delivery for component districts • Secure and confidential delivery of Student Records, including Special Education records • Pick-up and delivery of instructional materials provided by Lane ESD to component districts including Media Materials (science kits, models, etc.), and audience response systems • Movement of specialized equipment for special education classrooms • Customized services to Eugene and Springfield Schools Districts to interface with district courier. |
| Goals | <ul style="list-style-type: none"> • Provide cost-effective, timely, accurate and courteous courier services to all component school districts. |
| Budget | <p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p> |

Substitute Teacher List Subscription

| | |
|----------------------------|--|
| Service Description | <p>Lane ESD's Substitute Teacher Registration subscription provides an efficient method of ensuring that substitute teachers have completed required background checks and annual training requirements.</p> |
| Goals | <ul style="list-style-type: none"> • Provision of annual application process to register new teacher substitutes • Provision and monitoring of annual training requirements • Completion of annual "intent to return" and usual and customary break periods notice • Verification of valid teacher licensure |
| Budget | <p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p> |

Administrative Services

| 2021-23 Grant and Contract Services |
|--|
| <p>Inter-Library Courier Lane ESD provides pick-up and delivery of interlibrary loan materials to the Lane County Libraries consortium.</p> |
| <p>Substitute Teacher List Subscription Lane ESD Substitute Teacher List subscription services to private and alternative schools.</p> |
| <p>ODOT Teens Driving Safely Grant Supports increasing the number of trained driver education instructors and increasing course offerings in Lane County.</p> |
| <p>State Farm Grant Supports access to ODOT approved Driver Education courses.</p> |





Appendix

1. Student Investment Account

| Student Investment Account | | Relevant Strategy | | | | |
|----------------------------|---|-------------------|----|----|----|----|
| | | S1 | S2 | S3 | S4 | S5 |
| Outcome | Lane County districts engage in quarterly continuous improvement self-monitoring routines (SIA, CIP, HSS, CTE alignment). | | X | X | | |
| Outcome | Youth, families, and community members representative of the four focal groups are empowered to inform district continuous improvement planning and implementation. | X | X | X | X | X |
| Outcome | Networked Learning communities can be linked with positive changes in academic success, social emotional well being, community engagement, district capacity, and overall school and community climate. | X | X | X | X | X |
| Outcome | District educators and administrators have access to high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership. | X | X | X | X | X |
| Strategy #1 | Embed Foundations of Culturally Responsive Pedagogy content across professional learning for all content areas. | | | | | |
| Strategy #2 | Amplify youth, Black/African American, Latinx, Native American, and South Pacific Asian voices in Lane County through coordination of Youth Equity Council and connection to local cultural organizations. | | | | | |
| Strategy #3 | Host networked learning communities that use diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process. | | | | | |
| Strategy #4 | Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies. | | | | | |
| Strategy #5 | Support recruitment and preparation of diverse teacher candidates through certification and hiring processes. | | | | | |



| | | YEAR 1 BUDGETED COST | | PROJECTED 3-YEAR COST | | | | | |
|-------------------------|---|--------------------------|------------|-----------------------|---------|----------------------|---------------------------|-------------|-----------------------|
| Strategy 1 | Embed Foundations of Culturally Responsive Pedagogy content across professional learning for all content areas. | \$ | 155,300.00 | \$ | - | | | | |
| Strategy 2 | Amplify youth, Black/African American, Latinx, Native American, and South Pacific Asian voices in Lane County through coordination of Youth Equity Council and connection to local cultural organizations. | \$ | 155,300.00 | \$ | - | | | | |
| Strategy 3 | Host networked learning communities that use diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process. | \$ | 524,500.00 | \$ | - | | | | |
| Strategy 4 | Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies. | \$ | 150,100.00 | \$ | - | | | | |
| Strategy 5 | Support recruitment and preparation of diverse teacher candidates through certification and hiring processes. | \$ | 95,000.00 | \$ | - | | | | |
| # | Activities | Aligned Primary Strategy | 2020-21 | 2021-22 | 2022-23 | Year 1 Budgeted Cost | Projected Three Year Cost | Object Code | Priority Level YEAR 1 |
| 1 | Hire 1.0 Data Coordinator to support quantitative and qualitative evaluation of continuous improvement process and activity implementation | S3 | | | | \$ 98,100.00 | | | HIGH |
| 2 | ODS/Oregon Data Suite: Purchase/Support Data Dashboard System which provides access to make informed decision for instruction, student success, with special attention to focal groups | S3 | | | | \$ 80,000.00 | | | HIGH |
| Person/Team Responsible | Outputs: Measures/Artifacts/Evidence of Successful Implementation | | | | | | | | |
| 3 | Hire .5 Program Assistant to support communication and planning of SIA district engagements and networked learning events | S3 | | | | \$ 50,700.00 | | | HIGH |
| Person/Team Responsible | Outputs: Measures/Artifacts/Evidence of Successful Implementation | | | | | | | | |
| 4 | Hire 1.0 bilingual/multicultural Community and Family Engagement Liaison to increase ongoing engagement and partnership with Latinx students and families with attention to identification of SEL/Mental Health needs | S2 | | | | \$ 98,100.00 | | | HIGH |
| Person/Team Responsible | Outputs: Measures/Artifacts/Evidence of Successful Implementation | | | | | | | | |
| 5 | Professional Learning for Improvement Science and Networked Learning (i.e. Carnegie/NW Region Experts) for ESD and district leaders | S3 | | | | \$ 140,000.00 | | | HIGH |
| Person/Team Responsible | Outputs: Measures/Artifacts/Evidence of Successful Implementation | | | | | | | | |
| 6 | Continue funding of 1.0 Student Success Act Administrator to lead continuous improvement processes, SIA plan implementation, and networked learning communities | S3 | | | | \$ 155,700.00 | | | HIGH |
| Person/Team Responsible | Outputs: Measures/Artifacts/Evidence of Successful Implementation | | | | | | | | |
| 7 | Hire 1.0 Education Specialist to support mental health networked learning communities and communities of practice, with attention to trauma informed practices, restorative practices, and suicide prevention systems and curriculum | S4 | | | | \$ 98,100.00 | | | HIGH |
| Person/Team Responsible | Outputs: Measures/Artifacts/Evidence of Successful Implementation | | | | | | | | |



| | | | | | | | | | |
|-------------------------|---|----|--|--|--|--------------|--|--|------|
| | | | | | | | | | |
| 8 | Hire 1.0 Education Specialist to support writing, integration, and implementation of Foundations for Culturally Responsive Pedagogy content | S1 | | | | \$ 98,100.00 | | | HIGH |
| 9 | Hire .5 Education Specialist/Instructional coach to support and train districts in the writing, integration, and implementation of Foundations for Culturally Responsive Pedagogy content | S1 | | | | \$ 55,100.00 | | | |
| Person/Team Responsible | | | | | | | | | |
| | | | | | | | | | |
| 8 | Hire a .5 Youth Equity Council/Youth Voice Coordinator to oversee countywide youth governance model and connections to cultural organizations | S2 | | | | \$ 57,200.00 | | | HIGH |
| Person/Team Responsible | Outputs: Measures/Artifacts/Evidence of Successful Implementation | | | | | | | | |
| | | | | | | | | | |
| 9 | Implement Train the Trainer and community of practice model for Patterns Science professional learning and curriculum implementation. | S4 | | | | \$ 52,000.00 | | | HIGH |
| Person/Team Responsible | Outputs: Measures/Artifacts/Evidence of Successful Implementation | | | | | | | | |
| | | | | | | | | | |
| 10 | Partnership with local post-secondary institutions to design and implement a community of practice for EAs/IAs to learn and implement trauma informed and culturally-responsive instructional strategies. | S5 | | | | \$ 95,000.00 | | | HIGH |
| 12 | Support district capacity building (mitigating implicit bias in hiring practices, application of equity lens, two-way communications) | S5 | | | | | | | HIGH |
| 13 | | | | | | | | | |
| Person/Team Responsible | Outputs: Measures/Artifacts/Evidence of Successful Implementation | | | | | | | | |
| | | | | | | | | | |
| Total Budget | | | | | | | | | |

\$ 1,080,200.00

Lane Education Service District
2021-23 Local Service Plan - Year Two
Component District Board Action

Resolution 2122-02

As required by ORS 334.175, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolution and core service offerings available to component school districts.

The 2021-23 Local Service Plan - Year Two was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on January 5, 2021.

The Local Service Plan contains all services mandated by law. Local Service Plan services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies.

The Board of Directors of the Blachly School District has completed their annual review of the Lane ESD 2021-23 Local Service Plan - Year Two which includes services for:

- Students with Special Needs
- Instruction, Equity and Partnerships (School Improvement)
- Technology
- Administrative and Support
- Custom Services

The Lane ESD 2021-23 Local Service Plan provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

BE IT RESOLVED that the Board of Directors of Blachly School District No.90 hereby authorizes the approval the Lane ESD 2021-23 Local Service Plan - Year Two and requests the Lane ESD to provide the services described during the 2022-23 (year two) fiscal year in accordance with ORS 334.175.

This resolution adopted this 19th day of January, 2022.

Dwight Coon, Board Chair
Blachly School District No.90

Charter Board Report, January, 2022

The Charter Board met December 1, 2021, December 14th, 2021, and January 5th, 2022

The Charter Board held a work session on December 14th and then January 5th, 2022 with Kristen Miles of the OSBA to review her analysis of the Charter Contract.

When the Charter Board met last June with Kristen it was looking forward to having her help the Charter Board work together with the District Board. There have been certain components of the contract, especially the Roles and Responsibilities Matrix, that have not been fully actuated. The Charter Board members felt encouraged to have an objective outsider help the boards work together to resolve this issue.

Dec. 14 Work session:

After initially reviewing the recent analysis from Kristen, it appeared that the idea of helping the boards work together had shifted. There was concern that there seemed to be a push towards changing the contract and/or not allowing the Charter Board to work within its roles as contracted in good faith with the district. There was also concern that the voice and influence of its stakeholders may be diminished.

Jan. 5 Work Session:

After conversation and clarification, Kristen seemed willing and able to help the Charter and District Boards work with the contract to better clarify roles as well as help them create processes and procedures so that all parties can productively function within the contract. The Charter Board is looking forward to working with the District Board soon to do that.

Jan. 5 Regular Meeting

- focused on increasing communication with all stakeholders.
- The next regular meeting will be held on February 2nd at 6:00pm.

Dec. 1, 2021 Regular meeting:

The Charter Public Communications:

- IA Support desperately needed, there was hope that is a priority over payroll additions
- Math support needed across the board
- Concern that SpEd is possibly not fully supported
- Parent complaint that they cannot attend either district or charter board meetings

Stakeholder Reports

- Student Body: Reported on multiple fundraisers, students are very active in all HS grades
- Principal: Reported on District Work session December 5th, Sports Awards, upcoming Band concerts.
- Elementary: Certified Contract signed, they are excited about the Elementary Activities Coordinator
- HS Teachers/Online school:
 - There are some students switching from online to in-person and vice-versa.
 - Ongoing work on getting vaccination records updated for online students.
 - Working on approval process for curriculum and equipment for courses.
- Classified:

- Celebrated the retirement of Debi Werner, hired Stasha Wallin as new cafeteria manager.
- There has been some confusion about who is responsible for which positions, there has been a lot of shifting due to unfilled positions.
- There were several expressions of interest in more transparency and communication especially from administration especially regarding changes and big decisions for the district.
- Parent/community:
 - Passionate response regarding non-vaccinated parents of Juniors and Seniors especially, prohibited from participating after years of commitment to the district.
 - Disappointment expressed that we did not work harder to keep unvaccinated staff and that Culinary Arts was cut.

We received an application for the new position “At Large” and [Kelly Goodwin](#) was nominated and approved.

Committee Updates:

- Looking forward to working with the district on budget issues,
- The Charter Board discussed progress and strategies on fundraising for the playground.

Calendar Items:

- Determined date for work session with Kristen Miles Jan. 5, 2022.
- List of important items for the remainder of the school year such as Open House, Budget, and Work Sessions.

Contract review will be worked on by the Charter Board throughout the school year.

Board Maintenance Report

January 10, 2022

MODULAR OFFICE

Lane County is going to require the District apply for a Special Use Permit to install the modular building. There is an exception in the Planning Code that allows us to place the building without the SUP if it is 200' from the property line. We're about 290' from the property line down by the highway, however there is a Right Of Way in between our new building and your property line, and the Planners are saying we have to measure to that Right of Way line, not the edge of the District property.

This process takes at least three months. We are doing this parallel with the building permit, so we get the Planning approval and the building permit out at the same time.

LANDSCAPING

I have a meeting on January 11th to get ideas and options for the area behind the new office building. I am also going to get some ideas and prices for the previously excavated area on the east end of school building

FOOTBALL FIELD

The irrigation company is preparing an estimate for a proposed system. It has been submitted to their GM for review. He plans on having something for the school to review by mid-January.

TRACK SURFACE PARKING LOT AND LAKER DOME SURFACE

The company working on these proposals have received the quotes from their contractor, and their team is currently reviewing the quote and starting to put some numbers together. I am hoping to have something by the end of the month.

WATER BOTTLE FILL STATION

We now have an additional filtered bottle fill station located in the main gymnasium to replace the drinking fountain. This is the second one installed on campus and they are both very well received by students, staff, parents and visitors.

Technology and Transportation report for December/January

Transportation:

- 1) Finalized agreements with Western Bus Sales for a replacement bus. Bus 9 will be used as a trade-in to lower the cost of the bus.
- 2) Looking into obtaining a new van. The current van is over 390,000 miles and although it is still in good working order, that mileage is extreme.
- 3) An additional driver is forthcoming, all testing has been completed and awaiting certification processing and the driver will be rolled into the line-up for driving.

Technology:

- 1) 75 work requests processed/completed
- 2) We lost one server during the power issues over the winter break. Backups and google sync were affected. Replacement server will be online by 1/28/22. Functions that were lost are being mitigated with existing servers at this time.

District Board Meeting: Triangle Lake Charter School Report
January Meeting

- **Fall Sports Award were January 5.**
- **Middle School Girls Basketball season has ended and Middle School Boys Basketball began practicing Monday, January 3, and their first game is tonight, January 19.**
- **Staff have been introduced to Portrait of a Graduate and ask to let Ms. Bottensek know if they are interested in serving on the task force.**
- **The last day of Term 2 is Thursday, January 27.**
- **Elementary Music Concert is Thursday, January 27, at 7:00pm**
- **Teachers will be working on final grades for term 2 Friday, January 28.**
- **Students will be switching classes to their second half the year classes for term 3 beginning on January 31.**

OSBA Model Sample Policy

Code: BDDH
Adopted:

Public Comment at Board Meetings

{HB 2560 (2021) goes into effect on January 1, 2022, and requires that districts provide the same opportunity for public comment to those attending virtually as is provided to those attending in person. We recommend that districts review current public comment practices and adopt policy language that meets the law and the desired district practice.}

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

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

Procedures for Oral Public Comment

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

1. Public comment is limited to its designated place on the agenda and while time allows.
2. ~~{A person wishing to provide public comment, if an opportunity is provided by the Board during a meeting open to the public, will sign in on the public comment sheet provided} [complete and submit the Intent to Speak card to the Board secretary] [submit their request and name electronically] [do so as directed]~~ prior to the Board meeting.¹ A request to give public comment in-person or electronically does not guarantee time will be available.
3. A person speaking during the public comment portion of the meeting may ~~comment on a topic not on the published agenda~~ ~~[may comment only on agenda items]~~.
4. A person speaking during the public comment portion of the meeting should state their name ~~,~~ whether they are a resident of the district,~~}~~ and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
5. A person giving public comment is limited to an established time limit of ~~three~~ minutes. Statements should be brief and concise. ~~The Board chair has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and~~

¹ When in-person attendees are allowed to provide oral comment, virtual attendees will be afforded the same opportunity.

equitable manner.] ~~[Time limits will be determined based on the number of commenters and the amount of time available for public comment.]~~ If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional written comments to the Board through the district office as directed.

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

~~{The Board will not hear public comment at Board work sessions.}~~

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

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the district office, by mail or by email to [insert email address]. Materials or comments submitted at least ~~{72 hours}~~ in advance of a Board meeting will be provided to the Board before the Board meeting ~~[, but will not be read at the Board meeting]~~. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the ~~{procedures in Board policy KL - Public Complaints}~~ ~~[published complaint procedures]~~ for consideration of a legitimate complaint involving a staff member. ~~{Any 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 {employee, a supervisor and the Board}}~~.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

[ORS 332.107](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Oregon House Bill 2560 (2021).

OSBA Model Sample Policy

Code:
Adopted:

BDDH

DELETE and SEE NEW VERSION

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Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites district community members to attend Board meetings to become acquainted with the program and operation of the district. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. Individuals with hearing, vision or speech impairments will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. All auxiliary aids and/or service requests must be made with appropriate advance notice. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue financial and administrative burdens, an alternative, equally effective means of communication will be used.

Audience

During a session of a Board meeting open to the public, members of the public may be invited to present comments during the designated portion of the agenda. At the discretion of the Board chair, further public comment may be allowed.

Request for an Item on the Agenda

A member of the public may request the [superintendent] [Board chair] consider placing an item on the agenda of a regular Board meeting. This request should be made in writing and presented to the [superintendent] [Board chair] for consideration at least [five working days] prior to the scheduled meeting.

Procedures for Public Comment at Meetings

The Board will establish procedures for public comment in open meetings. The purpose of these procedures will be to inform the public how to effectively participate in Board meetings for the best interests of the individual, the district and the patrons. The information will be easily accessible and available to all patrons attending a public Board meeting.

¹ Auxiliary aids may include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Braille materials and large print.

1. Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board chair.
2. A visitor speaking during the meeting may introduce a topic not on the published agenda. The Board, at its discretion, may require that a proposal, inquiry or request be submitted in writing, and reserves the right to refer the matter to the administration for action or study.
3. 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 and identity of the organization. A spokesperson should be designated to represent a group with a common purpose.
4. Statements by members of the public should be brief and concise. The Board chair may use discretion to establish a time limit on discussion or oral presentation by visitors.
5. Questions asked by the public, when possible, will be answered by the Board chair or referred to the superintendent for reply. Questions requiring investigation may, at the discretion of the Board chair, be referred to the superintendent for response at a later time.
6. At the discretion of the Board chair, anyone wishing to speak before the Board, either as an individual or as a member of a group, on any agenda item or other topic, may do so by providing the Board secretary with a completed registration card or sign-in sheet, prior to the Board meeting in order to allow the chair to provide adequate time for each agenda item.

The Board chair should be alert to see that all visitors have been acknowledged and thanked for their presence and for any contributed comments on agenda issues. Similar courtesy should be extended to members of staff who have been in attendance. Their return for future meetings should be welcomed.

Petitions

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

Comments Regarding Staff Members

Speakers may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy [KL - Public Complaints] for Board consideration of a legitimate complaint 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 [employee, his/her supervisor and the Board]].

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)

[ORS 192.610 to -192.690](#)
[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).
Americans with Disabilities Act Amendments Act of 2008.
Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).
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