

THE LAKE AND PENINSULA SCHOOL DISTRICT
Work Session AGENDA
October 12, 2016, 2:00 PM

Agenda

1. 2:00--Google with Jim Dube
2. 2:30--Self Regulation/Comprehensive School Counseling Program with Kasie Luke
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EDUCATION SERVICE AGENCIES: OVERVIEW



5/4/2016

Report on Regional Service Centers for ISDE

Education Service Agencies: Overview

REPORT ON REGIONAL SERVICE CENTERS FOR ISDE

Educational Service Agencies are typically formed for financial savings, to provide educational support programs (services), allowing local districts to direct more resources to the classroom. By acting cooperatively, districts can share costs, rather than fund duplicative programs or services. Under the No Child Left Behind Act, the U.S. Department of Education defined ESAs as: “An ESA is a regional public multi-service agency authorized by state statute to develop, manage, and provide services or programs to local education agencies. (ESEA Act of 1965 as amended 9101(17), codified at 20 U.S.C. 7801 (17). The statute includes ESAs and consortia of those agencies under its general definition as a local education agency.” Public Law 107-110: NCLB, 2001.

Names of agencies vary from state to state. Examples included: Area Education Agency, Board of Cooperative Educational Services (BOCES), Cooperative Education Service Agency (CESA), County Office of Education (COE), Education Service Agency (ESA), Education Service Center/Cooperative (ESC), Education Service District (ESD), Education Service Unit (ESU), Intermediate Unit (IU), Intermediate School District (ISD), Regional Education Service Agency (RESA), Regional Education Service Center (RESC), or Regional Office of Education (ROE).

In the paper *The Educational Service Agency: American Education’s Invisible Partner*, author Keane highlights a system for categorizing ESAs by structure, funding and function.

Type A - Special district ESA

A legally constituted unit of school government between the state education agency and local education agencies. They are intended to serve the needs of both local districts and state agencies. They tend to be constituted within a legal framework based on the state constitution, state law, or regulations authorized by law. Funding tends to come from a mix of local, regional, state and state/federal funding. Special District ESAs commonly have lay Boards or governing structures and their legal structure is dictated by legislation or state regulations. States with models of this ESA type include: New York, Ohio, Texas, Washington, Arizona, Pennsylvania and West Virginia.

Type B - Regionalized SEA/ESA

Such offices are a regional branch of a state education agency designed to bring the state department closer to the local school districts. Such units may provide administrative services only or general and administrative services. . States with models of this ESA type include: Tennessee and Louisiana.

Type C - Cooperative ESA

Such entities are usually a voluntary confederation of local education agencies intended to provide services exclusively to members of the cooperative. They are often single purpose entities; for example, special education services. Services are provided to participating districts whose delegates make up the agency's governing Board. In recent years, many Cooperative ESAs have grown to become multi-service agencies. They have expanded their local and state/federal funding base to include fee-for-service, as well as grants from private sources. States with models of this ESA type include: Massachusetts, Arkansas, Minnesota and Wisconsin.

How are they financed?

There are three basic sources of funding for educational service agencies.

1. Local property tax levy
2. State allocations
3. Contract fees for services provided.

Some ESA's also receive funding from state and federal grants.

How are they governed?

Governance varies from state to state but typically use a model of representative governance. Boards can include publically elected citizens, school board members from member districts, superintendents from member districts, and elected representatives from member districts. The governance structure is usually outlined in state statute or administrative code.

What types of services are provided?

Services vary from state to state, examples include: professional development, curriculum development, special education support, library media support, food and transportation services, data processing, personnel, technology and alternative/charter schools.

The tables below highlight examples of how states have established ESAs, governance structures, funding streams, and services provided.

State	Statute/Administrative Code Establishing ESAs
Illinois	<p>Two sections of the Illinois School Code apply to ROEs, one addressing the Regional Superintendent of Schools (105 ILCS 5/3-0.01 et seq.) and the other addressing Educational Service Regions (105 ILCS 5/3A-1 et seq.). The section addressing the Regional Superintendent of Schools describes the eligibility requirements for an individual to become a Regional Superintendent and the process of being elected to the office. It also describes the services the Regional Superintendent must provide to districts in the region and the reporting requirements to the Illinois State Board of Education. The section addressing the Educational Service Regions describes the geographic distribution of the Educational Service Regions and the process of selecting an advisory board.</p> <p>Illinois Administrative Code (23 Ill. Admin. Code part 525) regulations provide additional information and guidance regarding the structure of ROEs and ISCs and the services provided by these organizations.</p>
Indiana	<p>Indiana Code Section 20-20 addresses ESCs as a part of programs administered by the state. It describes the governance, funding and geographic distribution of these organizations. It also outlines the programs and services to be provided by Educational Service Centers.</p> <p>The Indiana Administrative Code also has a section devoted to ESCs (511 Ind. Admin. Code 4-4). This section describes the purpose of the ESCs and which districts are eligible to participate in each center. It also states that each center must submit an annual plan to the Indiana State Board of Education identifying the services and programs that the ESC plans to implement in the following year.</p>
Iowa	<p>The 2009 Iowa Merged Code and Supplement, Title VII, Subtitle 6, Chapter 273 establishes the codes governing AEAs. The code defines the power and responsibilities, the governing structure, the funding structure, the accreditation, and the creation and dissolution of AEAs. Chapter 256B establishes regulations related to special education and includes the AEAs, and Chapter 257 defines school aid funding and includes funding to AEAs.</p>
Massachusetts	<p>Title VII Chapter 40 Section 4E and Updated in 2012 Chapter 43 defines the purpose of the collaborative and its governance structure.</p>
Michigan	<p>Michigan Revised School Code, Act 451 of 1976, Section 380 defines the purpose and powers of ISDs as well as outlines aspects of the ISDs, such as the following: the governing structure, reporting requirements, budget requirements, taxing authority, services an ISD may provide upon request, and the consolidating, annexing, or disbanding of ISDs.</p>
Nebraska	<p>Nebraska Revised Statute 79-1204 define the role and mission of education service units. It prioritizes core services (i) Staff development which shall include access to</p>

	<p>staff development related to improving the achievement of students in poverty and students with diverse backgrounds; (ii) technology, including distance education services; and (iii) instructional materials services;</p> <p>Governance structure is defined as well.</p>
Ohio	<p>The Ohio Revised Code, Chapter 3311 establishes a definition for ESCs and addresses the following:</p> <ul style="list-style-type: none"> • How multiple educational service centers may combine to become one center and how the new service center will be governed • How a governing board is selected • How school district territory may be annexed or transferred to a different service center • The creation of a county school financing district or other taxing districts • Other instances in which a service center may play a role such as the formation of a joint vocational school district <p>The Ohio Revised Code, Chapter 3312 establishes that ESCs will be a part of the education regional service system and also mandates that ESCs “shall implement state or federally funded initiatives assigned to the service centers by the general assembly or the department of education” (3312.01).</p>
Washington	<p>Established in Revised Code of Washington Chapter 28A.310. The statute covers the purpose, governance, and funding of ESDs.</p>
Wisconsin	<p>The Wisconsin CESAs are established in the Wisconsin Statute Chapter 116. The statute covers the purpose, legal status, and governance structure of CESAs and the contracting of services, revision of boundaries, consolidation, and funding of the CESAs.</p>

IL, IN, IA, MI, OH, WI descriptions are from: Garcia, A. N., Shimmel, L., & Wraight, S. (2011). Characteristics of state educational service agencies. Naperville, IL: REL Midwest, retrieved from http://www.isbe.state.il.us/siroec/pdf/char_midwest_ed_agencies_030512.pdf

State	Governance Structures
Arkansas	Each education service cooperative shall be governed by a board of directors consisting of one representative appointed by each school district board of directors within the boundary of the cooperative.
Georgia	Boards of Control govern each RESA and are comprised of member school system superintendents, presidents of high education institutions located within the RESA, and regional library system representatives.
Illinois	<p>The leader of an ROE is a Regional Superintendent of Schools. The Regional Superintendent is an elected official serving four-year terms.</p> <p>The Regional Superintendent may employ an Assistant Superintendent with approval from the County Board.</p> <p>Regions outside of Cook County have an advisory board, which is made up of nine members. Each member must have education certification in Illinois and be currently employed in a position requiring the certification. These individuals are nominated by statewide teacher and administrator organizations. The Regional Superintendent selects the members from those nominated.</p>
Indiana	Each ESC is governed by a local administrative board. This board is selected by an assembly comprised of the Superintendents (Superintendents may send a designee if they choose) from each participating school corporation. Vacancies on the board are filled by appointment by the remaining members of the board. The board may employ an Executive Director for the ESC and any other personnel the board considers necessary to carry out the functions of the center Each board has an advisory council made up of teachers, elementary principals, secondary principals, members of the governing body of participating schools (i.e., school board members), and parents of students.
Iowa	AEAs are governed by a board of directors and each agency has an administrator. Boards will have a minimum of five members and a maximum of nine members. Members are elected for four-year terms by representatives of the local school boards in the AEA's service area.
Massachusetts	The education collaborative shall be managed by a board of directors which shall be comprised of 1 person appointed annually by each member school committee or member charter school board. All appointed persons shall be either a school committee member, the superintendent of schools or a member of the charter school board. The commissioner shall appoint an individual to serve as a voting member of the education collaborative board of directors;

Michigan	ISDs are governed by boards of education. Board members may be elected in local elections and allows for boards of five to seven members . A superintendent acts as “the executive officer of the intermediate school board” and has specific duties such as ensuring state and board policies are implemented, making written recommendations for employees, and auditing school district records if required.
Nebraska	The educational service unit board, except the board of an educational service unit with only one member school district, shall be composed of one member from each county and four members at large, all of whom shall reside within the geographical boundaries of the educational service unit, but no more than two of the members at large shall be appointed or elected from the same county unless any one county within the educational service unit has a population in excess of one hundred fifty thousand inhabitants or the educational service unit consists of only one county.
Ohio	<p>Educational Region Service System (ERSS), in which Ohio was divided into 16 service regions. These regions are composed of a regional alliance advisory board, regional advisory councils and subcommittees, fiscal agents, and the regional service providers, including the ESCs. the ERSS must also have regional advisory councils that have representatives from the ESCs, the local school districts, the SERRC, the ITC, higher education institutions, and a fiscal agent in the region. These councils are responsible for identifying needs in the region, establishing policies for coordinating services, providing recommendations for expenditures, ensuring the implementation of initiatives, and creating an evaluation system for the council. The councils must establish school improvement, education technology, professional development, special education, and information technology center subcommittees.</p> <p>Individual ESCs are governed by a board that is locally elected and can consist of five to nine board members. The ESC board is permitted to have some positions that are appointed by the elected board members</p>
Washington	7 or 9 member board elected by school district board of directors
Wisconsin	Each CESA is governed by a board that is elected by delegates from the school boards of the districts served by the agency. For each CESA, an annual meeting is held in which the delegates vote on the members of this “board of control.” The board of control for each agency appoints an agency administrator. Each agency form a professional advisory committee with the administrator from each school district in the service area serving on the committee, and it allows for the creation of additional advisory committees if needed.

IL, IN, IA, MI, OH, WI descriptions are from: Garcia, A. N., Shimmel, L., & Wraight, S. (2011). Characteristics of state educational service agencies. Naperville, IL: REL Midwest, retrieved from http://www.isbe.state.il.us/siroec/pdf/char_midwest_ed_agencies_030512.pdf

State	Funding Sources
Georgia	RESAs are funded by state, local, federal and grant funds.
Illinois	<p>The ROEs apply to the Illinois State Board of Education for funds. In this application, the ROEs outline the specific programs they plan to implement in the coming year.</p> <p>The State Superintendent then allocates funds to each ROE based on the following criteria: “a) the total appropriation of state funds identified with a particular program; b) the amount of federal grant funds applicable to particular programs to be provided through the Regional Office of Education or Chicago Intermediate Service Center for programs and services to be provided pursuant to Section 525.110 of this Part; c) the level of each Regional Office of Education’s or Chicago Intermediate Service Center’s need for support, including levels of expenditure and experience from prior years, as evidenced in its annual application to the State Board of Education; and d) the need to assure the delivery of services on a statewide basis”</p> <p>Each Regional Superintendent’s salary is dictated by statute and paid from the Common School Fund. However, the appropriate County Board may choose to supplement the Regional Superintendent’s salary with county funds.</p>
Indiana	<p>Indiana statute provides that ESCs may solicit and rely on donated funds, federal funds and other local funds.</p> <p>The administrative code permits Educational Service Centers to bill for services rendered. All board-approved ESCs are eligible to receive funds appropriated by the Indiana General Assembly. Each ESC determines its funding sources; therefore, not all ESCs require members to pay a membership fee. However, members may be billed for specific services rendered.</p>
Iowa	AEAs are to be paid by the local school districts they serve. For special education services, Chapters 256B.9 and 257 establish the formula for funding for the provider of these services, which includes AEAs. Special education service and media center service funds may not be paid until the administrator has submitted the program plans and said plans are approved by the director of the Department of Education.
Massachusetts	<p>The primary source of funds, to support collaborative programming come from local budgets. The delivery of locally generated programs, as well as implementation of state-mandated programs, often results in increased financial and personnel demands on local school systems. The Board of Education encourages school districts to investigate the potential of collaborative programming, where appropriate.</p> <p>Educational collaboratives established under provisions of Chapter 40, Section 4Ea are eligible for discretionary state and federal grants administered by the</p>

	Department of Elementary and Secondary Education.
Michigan	ISDs have the power to levy taxes for the purposes of supporting special education, vocational education, and other general operating expenses and may borrow or issue bonds by majority vote. ISDs may also charge fees and contract with districts and schools to provide services.
Nebraska	The board of each educational service unit, prior to the levying of any tax as provided by law, shall prepare a budget for the operation and maintenance of the educational service unit for the ensuing year. This budget shall itemize the contemplated expenditures and the expected revenue from taxation received by the educational service unit, from available federal, state, and county sources, from contractual revenue from school districts, and from all other agencies and sources.
Oregon	Education service districts in Oregon are funded through multiple sources: Property taxes, state timber tax receipts, the State School Fund (SSF), and both state and federal contracts and grants. Each ESD must spend at least 90 percent of its total SSF funds directly on school district programs or services. The remaining 10 percent is allocated for the operation of the ESD. State contracts, such as Early Intervention, Early Childhood Special Education, and Long-Term Care and Treatment programs, make up another portion of an ESD's budget. In addition, school districts often contract with their ESD for additional services beyond what is provided in the Local Service Plan.
Ohio	Ohio Revised Code Title 33 establishes the methods by which ESCs may be funded. Chapter 3317 provides the formulas that are used to determine the amount of funding ESCs receive from the state as well as the amount of money deducted from and transferred to the ESCs from the payments provided to school districts that receive services from them. ESCs may enter into contracts with community schools to provide services for fees. ESCs are not able to generate funds through taxes.
Wisconsin	Wisconsin Statute establishes a variety of funding mechanisms for the CESAs, including the ability to apply for loans. The state will provide up to \$25,000 in aid to an agency, and districts served by the agency must provide funds based on a formula using the amount of state aid and average daily membership. In addition to this, CESAs may apply for state and federal grants and can contract with districts and schools for services. The agencies do not have taxing authority.

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State	Services Provided
Arkansas	<p>Education service cooperatives may provide shared educational programs and services such as needs assessment and school improvement planning, staff development, curriculum development, itinerant teachers, instructional materials, adult and vocational education, programs for gifted and talented, education for children with disabilities, alternative educational programs, secondary area vocational centers, community-based education programs and other services which the State Board of Education may approve or which school districts may support with local funds.</p>
Georgia	<p>At a minimum, research and planning, staff development, curriculum and instruction, assessment and evaluation, technology, health and school improvement.</p>
Illinois	<p>ROEs “may arrange for or conduct district, regional, or county institutes, or equivalent professional educational experiences. ROEs are mandated to provide computer technology education, staff development in fundamental learning areas, professional development for administrators through the Illinois Administrators’ Academy, and a directory of consultants.</p> <p>The Illinois Association of Regional School Superintendents divides the duties of ROEs into five different categories: Education Administration; Cooperation Management; Financial; Health and Life Safety; and Public Relations (Illinois Association of Regional Superintendents of Schools, 2002b). The duties include teacher institute and in-service days, transportation programs, general equivalency diploma (GED) programs, professional growth, compliance in evaluation and recognition of schools, assistance with cooperatives (e.g., special education cooperatives), audits, budget reviews, and the disbursement of funds for the districts served by the ROE.</p>
Indiana	<p>Curriculum development, pupil personnel and special education services, in-service education, state and federal liaison services, instructional materials and multimedia services, services for career and technical education, assistance with financial planning and management, needs assessment services, assistance with computer use, and research and development services. The Educational Service Centers also engage in evaluation and accountability practices for school improvement.</p>
Iowa	<p>Iowa law specifies the services that AEAs must provide. AEAs must have a division that provides the special education services to local school districts and that there must be a director of special education who ensures that state and federal requirements are addressed.</p> <p>Media centers are required to provide such as a lending library, a professional library, and a curriculum laboratory. AEAs may provide additional services if local</p>

school boards request the service and the boards represent 60 percent of the population served by the AEA.

An AEA may also contract with local school districts to provide services such as personnel services, business management services, specialized maintenance services, and transportation services.

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| Massachusetts | <ul style="list-style-type: none"> • Programming for students with disabilities and at-risk youth • Professional development • Professional learning communities • Educator licensure programs • Management support • Cooperative purchasing • Student transportation • Technology development • Online learning • Mentoring and coaching • Consultation services • Assistance to districts for the planning and implementation of state initiatives • Health and safety initiatives • Transition services • Vocational programs • After school programs • Adult services • Early childhood services • Research |
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Michigan	<p>The ISDs provide services in seven main areas, including teaching and learning, specialized student services, early childhood, administrative services, partnership development, technology services, and customized services. Some of these services include assisting schools with meeting new state or federal requirement, providing professional development, providing information about best practices, providing</p>
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career technical education, providing alternative education, providing parent education, conducting pupil audits, and providing distance learning opportunities.

ISDs have the power to do the following:

- Educate students from preschool to adulthood
- Provide for the safety and welfare of pupils
- Administer property, facilities, equipment, and technology
- Hire, contract for, schedule, supervise, or terminate employees
- Manage ISD money from local, regional, state, or federal sources
- Enter into cooperative arrangements with other entities
- Serve as a fiscal agent or administrative entity

Ohio

The ESCs are required to provide certain services through the Ohio Revised Code and any additional services that are mandated by federal or state initiatives; they can also provide additional contracted services in the areas of improving student performance, improving operations, providing professional development, and recruiting and retaining staff.

Mandatory services include activities such as the following: serving on a joint vocational education board, providing services for children with disabilities, and providing supervision to districts within the center's territory. The Education Service Centers provide services in six general areas, including the following: special education, student programs, cooperative endeavors, professional development, federal and state regulations, and community partnerships. ESCs provide services such as school psychologists, occupational and physical therapy, gifted and talented programs, alternative schools, insurance consortia, curriculum and assessments, and background checks.

Oregon

Each ESD provides regional services to its component school districts, primarily in areas that the school districts alone would not be able to adequately and equitably provide. These services are negotiated with their component school districts. Examples would be high-cost technology systems, or services for children with severe disabilities who qualify under the category of high-cost but low-incidence. These services are categorized in four general areas of offering: Special Needs Children, School Improvement, Technology, and Administrative services.

Washington

According to Washington State Statute 28A.310.010, the state's Educational Service Districts (ESDs) are regional agencies established to provide cooperative and informational services to the state's 295 local school districts, assist the superintendent of public instruction and the State Board of Education in performing

their duties, and provide services to school districts that ensure equal education opportunities (Leddick et al., 2008). The ESDs provide administrative services (for example, assistance with transportation and budgeting), support for education improvement (for example, professional development for teachers in academic content areas), and data warehousing (for example, cooperative student data repository).

Wisconsin Services provided by the CESAs vary by region, but some common service areas are instruction, technology, special education, alternative or vocational education, student programs, and professional development, cooperative purchasing programs, alternative schools, distance education and grant writing.

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Informational Web sites

Association of Education Service Agencies

The Association of Educational Service Agencies (AESA) is a professional organization serving educational service agencies (ESAs) in 45 states; there are 553 agencies nationwide with hundreds of thousands of staff members. AESA is in the position to reach well over 80% of the public school districts, over 83% of the private schools, over 80% certified teachers, and more than 80% non-certified school employees, and well over 80% public and private school students.

<http://www.aesa.us/>

Massachusetts Organization of Educational Collaboratives

The Massachusetts Organization of Educational Collaboratives (MOEC) is the professional organization representing the Commonwealth's educational collaboratives.

<http://moecnet.org/>

Nebraska Educational Service Unit Coordinating Council (ESUCC)

The Nebraska Educational Service Unit Coordinating Council (ESUCC) was created in statute to coordinate statewide activities of Nebraska's seventeen Educational Service Units. The governing body for the ESUCC consists of an administrator representative from each ESU.

<http://www.esucc.org/>

Ohio Education Service Center Funding

In 1995, under HB 117, the County Boards of Education were renamed “Educational Service Centers” (ESC) and went through an initial round of consolidations. This legislation promoted a role change for ESCs from that of imposing standardization on small rural districts to providing large-scale support and special programs to local as well as city and exempted village school districts. School districts that enter into a service agreement with an ESC are referred to as ‘client districts’. Agreement for services with an ESC can be entered into under the provisions of two sections of the law. ORC Section 3313.843 and ORC Section 3313.845. ORC Section 3313.843 provides the parameters under which a client district can enter into an agreement with an ESC. ORC Section 3313.845 allows an ESC to contract with any school district anywhere in the state for services based on mutually agreed upon contracts. So, a district could be a client district of one ESC under Section 3313.843 and have a contract with another ESC under section 3313.845 simultaneously.

<http://education.ohio.gov/getattachment/Topics/Finance-and-Funding/School-Payment-Reports/State-Funding-For-Schools/Educational-Service-Centers-ESC-Funding/Education-Service-Center-Funding-Present.pdf.aspx>

Links to State Statutes

<http://www.aesa.us/resources/state-statutes.cfm>

BAY

1. Take a close look at the alignment between current standards (i.e.. common core) and curriculum programs/materials.
2. Increasing cultural awareness opportunities for students and staff.
3. CTE program expansion--more students, more courses

IGI

1. Increase emphasis on local knowledge.
2. Continue to promote Self Regulation Domains.
3. Increase Student Sharing between schools(Time) – Mr. Starks poetry reading.
4. More sports activities for our students
5. More multi school functions

NON

1. Student / teacher interaction between schools
2. Health
3. sex education class
4. spring in-service
5. Middle school sports and travel

PIP

1. Spring in-service
2. Middle school sports
3. More travel between sites for teachers and students
4. More culture activities
5. More elective subjects; such as shop and music.

PTA

1. Continue to pursue Grant monies... thank you for all the programs for kids that you are keeping afloat.
2. Stay the course as a Standards-based district, but adopt curriculum that is aligned with our standards (currently the Common Core). This would allow teachers to spend more time focused on teaching and learning and less time on writing their own curriculum (pouring through resources trying to find pre-teaching, teaching, and re-teaching activities that align with standards).
3. Continue to develop and strengthen the CTE program, adding a Health-related course (CNA?/EMT?) and expanding the number of students who can participate.
4. Pursue and support internships and local work experiences for older students
5. Have the School Board join us on a Professional Development day so we can meet them and hear their vision for the district.

PTH

1. Opportunities for district- wide activities: AA Meet, CTE, Jamborees
2. Alternative data gathering measures, outside of AimsWeb assessments
3. Opportunities for technological and vocational education for all students (CTE can be intensive for lower performing students)

4. Common Core aligned curriculum

PVL

1. Review eligibility guidelines for consistency in order to make sure they are in line with district goals.
2. Provide guidelines for fund raising and trip planning
3. Provide transportation for at least one district administrator and one board member so that every school is visited at least once every school year.
4. Encourage growth in cultural expression across the district, especially in those villages which have little elder leadership.

LAK

1. The use of technology is becoming increasingly crucial in the classroom. The board should maintain a focus on seeing that the district maintains an up-to-date network and up-to-date equipment so that they are dependable user friendly and continue to meet the needs of students.
2. Few of the small schools have teachers with specific training in teaching science. We recommend that board consider ways to increase training for teaching science and provide more resources for science instruction.

LAG

1. Encourage schools to involve themselves more in the process of passing on and celebrating the local culture.
2. Stimulate stronger parent/community involvement in our schools.
3. The one-to-one computer/student ratio needs to be extended to lower grades so that students may be better able to participate in online classes.
4. Lead our district to simplify business paperwork so that teachers may have an increased focus on students.
5. Expand the CTE program so that students have more options and that students who may not do well academically may learn skills that could lead to a career when they graduate.

KOK

1. Continue to pursue Grant monies... thank you for all the programs for kids that you are keeping afloat.
2. Continue to develop and strengthen the CTE program, adding a Health-related course (CNA?/EMT?) and expanding the number of students who can participate, especially those with lower academic ability who will one day likely rely on a vocational skill to support their families.
3. Pursue and support internships and local work experiences for older students
4. As appropriate, help support our wind project to reduce the cost of electricity and to train our students to be able to manage the utility while learning the science and math of it.
5. Provide additional Best Practices professional development training designed to move a student from Basic to Proficient.

