

Board of Directors Meeting
 School District 4J, Lane County
 District Office
 200 North Monroe Street
 Eugene, Oregon 97402
 Wednesday, February 15, 2023

NOTICE: The Regular Board Meeting at 7:00 p.m. will be open to the public and available via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at www.4j.lane.edu/stream, and via Zoom Webinar at <https://4j-lane-edu.zoom.us/j/92933253616>

School Board Meeting Request Forms:
 Sign up to provide public comment: www.4j.lane.edu/board/publiccomment

The board will hear public testimony via Zoom from community members who sign up in advance. Up to 10 people will be scheduled to provide public comment at each regular meeting. Priority will be given to residents who have not recently provided public comment in a board meeting.

Requests to provide public comment must be submitted no later than 5 p.m. on the Monday before the meeting.

**7:00 PM
 Regular Meeting**

I.	5:15-6:30 p.m. Work Session - Board Goals	3
	7:00 p.m. Regular Board Meeting	
II.	7:00 Regular Board Meeting	
III.	Call to Order, Roll Call, Flag Salute, Land Acknowledgement	
IV.	Agenda Review	6
V.	Introduction of Guests and Superintendent's Report	
VI.	Comments by Board Chair	
VII.	Receive Reports from High School Student Representatives	
VIII.	Items Raised by the Audience	
IX.	Comments by Employee Groups	
X.	Comments and Committee Reports by Individual Board Members	
XI.	Consent Group - Items for Action	
	1. Approve January 18, 2023 Board Meeting Minutes	9
	2. Approve purchase of new buses	22
	3. Approve Memorandum of Agreement with OSEA Concerning Landscaping Support from Community Vendors	32
	4. Approve 23-25 Lane ESD Local Service Plan - Year One - Component (second read)	35
	5. Book Challenge: Instructional Resources/Instructional Materials IIA policy	77
XII.	Items for Information	
	1. Introducing the Center for Applied Learning and Community Engagement 20 minutes	81
	2. Receive an Update to the Integrated Guidance Plan Narrative 15 minutes	93
	3. List of Potential Integrated Guidance Activities 15 minutes	108
	4. Receive an Update and Discuss YG/Kelly Options 15 minutes	112
XIII.	Items for Action	

	1. Legislative Committee Guidance, 2023	114
XIV.	Items for Action at a Future Meeting	
	1. Equity Trainer Selection Process	117
	10 minutes	
	2. Letter of Support for Passage of HB 2883 (1st Read)	118
	Item for Action on 3/1/23	
	5 Minutes	
XV.	Suggestions by the Board for Consideration of Items at a Future Meeting	
XVI.	Adjourn	

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

INFORMATION FOR THE DEAF AND HARD OF HEARING:

Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.

Proposed 4J Board Goals 2022-2023 School Year+

1. Increase quality engagement between all involved with 4J

A) community/care provider/family engagement and involvement: focus on ways to meaningfully engage out-of-school support systems in the education of students.

JN recommended alternative: “Provide supports and opportunities for parent/caregiver engagement and involvement in the education of their student(s).”

B) creating opportunities for student voice

C) Increase clarity and transparency of communication from the board and the district to the community

2. Increase equity within and amongst 4J schools

A) Improve outcomes and experiences for students with disabilities by: -providing adequate support for inclusion efforts
-identifying root causes of ongoing challenges in the delivery of Special/Accessible Education services - from the identification of qualifying students to the implementation of an IEP and everything in between

B) Addressing the inequitable rates of expulsion and suspension of students - shifting from a behavioral framework to a relational framework and rooting our responses to distressed students in transformative/restorative approaches

C) Expanding CTE; supporting the development of the center for applied learning

D) Developing measurable outcomes for our progress on equity

3. Supporting and expanding creativity and innovation

A) Creating pathways for teachers to create innovative and engaging courses

B) Reducing standardized testing

C) Supporting the system-wide adoption of equitable grading practices

4. Cultivate wellness and belonging for students and staff

- A) Developing an integrated mental health model, with the incorporation of community input/expertise
- B) Prioritize relationships, morale, and wellness and connecting these to systemic challenges and expectations of students and staff.

5. Board Development

- A) Engage in professional development/training
- B) Select and begin work with an equity advisor

6. Finalizing a long-term plan for the current NEHS building, and the Kelly Middle School and Yujin Gakuen programs that ensures the viability and success of each program.

7. Work to stabilize the 4J budget to reduce dependency on reserves (AH), including consideration of appropriate reserve target. (JN)

OPTIONAL - At or before the final Board meeting of the year, the Superintendent and/or Board chair will provide a progress report on these goals. (JN/GL)

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**MINUTES OF THE EXECUTIVE SESSION, WORK SESSION AND REGULAR MEETING
OF THE BOARD OF DIRECTORS
SCHOOL DISTRICT 4J, LANE COUNTY, OREGON**

Date: January 18, 2023

The Board of Directors of School District No. 4J, Lane County, Eugene, Oregon, held an executive session at 5:00 p.m., a work session at 5:30 p.m. and a regular board meeting at 7:00 p.m via video conference and at the Education Center, 200 North Monroe Street in Eugene, Oregon. Notice of the meeting was mailed to the media and posted in the Education Center on January 14 and 17, 2023.

ROLL CALL

BOARD MEMBERS:

Maya Rabasa, Chair
Gordon Lafer, Vice Chair (*absent*)
Keerti Hasija Kauffman (*absent*)
Alicia Hays
Michelle Hsu
Judy Newman
Laural O'Rourke (*arrived late*)

STAFF:

Andy Dey, Superintendent
Brooke Wagner, Assistant Superintendent for Instruction
Rob Hess, Chief of Staff
Melissa Ibarra, Director of Elementary Education
Greg Borgerding, Director of High School Education
Jenna McCulley, Director of Communications
Steve Menachemson, Director of Technology
Kyle Tucker, Chief Operations Officer
Oscar Loureiro, Director of Research and Planning
Cydney Vandercar, Assistant Superintendent for Administrative Services
Matt Brown, Director of Finance
Collina Beard, Chief Administrative Services Officer
Debbie McKim, Executive Assistant and Board Secretary

STUDENT ADVISORY PANEL MEMBERS:

, Churchill High School
, Early College and Career Options (ECCO)
Sheldon High School
, South Eugene High School

EMPLOYEE ASSOCIATIONS:

Sabrina Gordon, President, Eugene Education Association (EEA)
Seth Pfaefflin, President, Managers, Administrators, Professionals, and Supervisors (MAPS)

MEDIA:

KRVM, The Register Guard

I. EXECUTIVE SESSION

The board convened in executive session to consider records that are exempt by law from public inspection pursuant to ORS 192.660 (2) (f).

Executive sessions are not open to the public. All matters discussed during executive sessions are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.

Executive sessions involving deliberations with persons to carry on labor negotiations, or to consider the expulsion of a student or matters pertaining to a student's confidential medical records, are not open to the news media.

II. WORK SESSION

The Board held a work session to review board working agreements.

II. REGULAR BOARD MEETING

IV. CALL TO ORDER, ROLL CALL, FLAG SALUTE, LAND ACKNOWLEDGEMENT

Chair Rabasa called the regular meeting to order at 7:00 p.m. All Board members were present in-person or via video conference. Superintendent Dey led the flag salute, after which Chair Rabasa read the Land Acknowledgement.

V. AGENDA REVIEW

Board Chair Rabasa asked whether there were any changes to the agenda. There were none.

VI. INTRODUCTION OF GUESTS AND SUPERINTENDENT'S REPORT

Superintendent Dey reported that he had attended a celebration in honor of Dr. Martin Luther King, Jr. hosted by the North Eugene High School Black Student Union during which he was moved by audacious joy. Students and staff share personal stories and danced to African drumming. It was the first in-person event in three years. He was reminded that it was important to support one another and to come together as a community to amplify all voices. Superintendent Dey quoted Dr. King regarding volunteering and thanked the Board for their gift of time and energy. He read a proclamation on behalf of the district to make January School Board Recognition Month.

Superintendent Dey asked Shira Fadeley to introduce some of the students who participated in musical events. The first group to be honored was the Western International Band Clinic Honor Band which competed in Seattle. The students who competed were Lyon Blomberg on Clarinet from Churchill High School, and from Sheldon High School, Kara Gebb on Trumpet, Imogen Haring on Clarinet, Marcus Koh on Clarinet, Michael Reed on Euphonium, Asher Rowland on Clarinet, Colton Scott on French Horn, and Luke Zitterkopf on Trombone.

Ms. Fadeley then recognized the All-State Elementary Choir which competed at the Oregon Music Educators' Association Conference. From Buena Vista Elementary School were Talia Cisneros, Silas Fowler, Chris Heward, Zeta Knight, Selina Montero, and Cadence Saldana.

Kathryn Arrera, Phoenix Martin, Korbin Maslin, Cora Powell, Lucy Ruhland, and Nausicaa Westlake competed for Edgewood Elementary School. They were students of Melissa Nixon.

In the middle school orchestra, the following students competed for Roosevelt Middle School in the All-State Competition: John Harms, cello; Ella Lee, cello; Eva Kovachevich, violin; Amelie Wei, violin; Nina Kuhl, violin; Kepri Sroka, principal second violin; and concert master Asher Lewis, violin.

Ms. Fadeley congratulated Aiden Jagels and Omar Nashawi from Sheldon High School in recognition for their outstanding musical achievement with The High School All-State Tenor/Bass Choir.

Malaya Lockwood, violin; Daniel Huang, viola; Elysian Sroka, violin; Nina Vivek, violin; Summer Yin, violin; and Morgan Osburn, violin, all from South Eugene High School, received recognition for their outstanding musical achievement with the High School All-State Symphony Orchestra.

The High School Wind Ensemble had two participants from Eugene School District: Colton Scott on horn from South Eugene High School and Kawon Kim on clarinet from Sheldon High School.

In Recognition of outstanding musical achievement and for an Invitation to The All-Northwest High School Symphony Orchestra, Bellevue, Washington in February 2023, the following students from South Eugene High School were honored: Morgan Osburn, violin; Elysian Sroka, violin; Nina Vivek, violin; Sabine Voelker, viola; and Summer Yin, violin. In addition, Colton Scott on horn and Kawon Kim on clarinet would also participate in the upcoming invitational.

Chair Rabasa thanked Ms. Fadeley and all the students for attending to the meeting.

VII. PUBLIC HEARING

1. Receive Public Comment Regarding the Renewal Application for Network Charter School.

Presenter: Casandra Kamens, Curriculum Administrator, Charter Schools

Chair Rabasa said that those who had signed up to speak would have three minutes and could not give their time to another speaker. Ms. Rabasa also noted that Board member Laural O'Rourke had joined the meeting.

Pandora said that she had been a student in the past year. Pandora enjoyed the opportunities, especially the culinary program. Pandora also appreciated the credit recovery program which had helped students struggling after the pandemic to get back on track. Pandora appreciated the staff and the environment. Staff offered a helpful, calm space to work out problems. Students also helped when needed. The school offered many electives to connect students with their own interests and grow into the person they wanted to become. Pandora had many struggles in their prior education and was grateful for the chance to learn in a supportive environment.

Addison was a parent with children at Network Charter School for eleven years. He gave testimony to the success of his son who was a successful adult because of the support he received at Network. He considered the school as family. When he experienced a traumatic event the school reached out to support him in his trauma and grief. He was grateful for the opportunity to voice his support for the school.

Nathan said that he had been anxious at school and struggled with being anti-social. Upon attending Network he was able to start recovering lost credits. He enjoyed the structure that helped him overcome his problems.

Susan said that her son Nathan had struggled in ninth grade and ended the year with zero credits. Upon attending Network Charter Schools outdoor credit recovery program, her son found success and was on track to graduate early. She said that the district needed the charter school to support those who did not do well in a traditional high school setting.

Reitz had not been able to keep up in a traditional school setting. He started attending Network during the middle of the pandemic and began to pass his classes. Reitz shared that everyone at the school had been supported and accepting. He excelled in the outdoor credit recovery program and said that it was an incredible experience and the best years of his life.

Mr. Reitz said that he felt that he and the district had failed his son until they found Network Charter School. He said that the school had classes that supported the way that his son learned and his son was eager to go to school and enjoyed the outdoor style of living. Mr. Reitz said that his son had learned more about the natural beauty of the state than he had and was so proud of seeing his son complete a weeklong hiking adventure. He looked forward to enrolling his daughter at Network Charter School.

Eagan was a math teacher at Network Charter School. He spoke of the powerful community that the school created. He had been a student there as well and had enjoyed learning and the caring teacher. Eagan reported that he had enrolled at University of Oregon using the tools and self-advocacy that he had learned at Network. He spoke of how the community kept luring him back.

Henry Hickox was a sped teacher and consultant. They worked to create a supportive and positive learning experience and increase skills in core subjects. Hickox said that NCS had one of the highest percentages of students with learning disabilities but all students attended the same classes and learned together. NCS worked hard to overcome the trauma that many students endured in other schools. They focused on all areas of personal growth for their students. Hickox spoke about the outdoor credit recovery program.

Carly Rogers robust unique and community centered program. She was a culinary arts teacher. The school cooked all of the food to feed everyone. Students helped to design the menus. Students had taken many awards from the Chef's Night Out competition. They also created a feast three times a year and she had many students who had gone on to successful careers in the culinary arts. Ms. Rogers spoke of her hopes for NCS and the creative community.

Matthew Bilotti had served on the NCS board of directors for year. He said that the students were bright, unique, creative individuals who had been failed by traditional schools. They needed the different approach to learning that was provided at NCS and a restorative approach

to discipline and trauma. Mr. Bilotti listed the unique offerings at NCS and described the ways that different topics were combined to make learning fun and approachable. He was excited to hear from all the students who had presented.

VIII. RECEIVE REPORTS FROM HIGH SCHOOL REPRESENTATIVES

Emily Shaver was from Churchill High School. She thanked all those who had supported Network Charter School and said it took great courage to stand up for what they believed in. Ms. Shaver spoke about the new tardy policy implemented at Churchill and South Eugene High Schools. She was concerned how the policy would affect teachers who would need to keep track of student tardies. She also spoke about the benefits of access to school-based health centers. Emily reported that students were feeling a bit of the mid-year slump at school and she hoped that the spark would return and students would find excitement. Emily reported that the MLK, Jr. assembly would be Friday; the Climate Action Club would be hosting a clothing swap; there would be a winter formal dance as part of spirit week; and the LifeSkills Program would host a unified basketball game in the upcoming weeks.

Parker Anderson also thanked the people who came out to support Network Charter School. He was amazed at the sense of community and the bond and support that had been created at the school. Parker reported that North Eugene High School had participated in a Martin Luther King, Jr. assembly hosted by their Black Student Union. There had been student written poem that was moving. He also had the sense that students were in a bit of a slump at school and that students had been confused by the announcement of a new A/B/C schedule.

Chazifer Mills from Sheldon High School reported that students has been invested in diversity and had hosted many activities to represent different student groups such as the Latin-X, LGTB, Black Students, and neurodivergent students. There had also been a campaign for No Place for Hate. The school was working to make assemblies accessible for all students by recognizing partnerships with different charitable groups. Chaz ended by sharing information about a new forestry CTE program.

Jasmine Darmadi was from South Eugene High School. Jazmin reported that students had been facing the consequences of the new tardy policy—lunch detention—and were hoping to find a different solution since many students had requirements during lunch. Jazmin said that the policy did not take into consideration the time it took students to get from one end of school to the other and still have time for a decent lunch. Jazmin continued that the winter formal was in the planning stage and would include a clothing drive of free formal wear. South Eugene Catering would provide food and the Art Club would have a photo booth. Jazmin had hoped that there would be other assemblies hosted by other student unions in addition to the one that honored MLK, Jr. Jazmin also spoke about mental health resources and wished there was more communication to students, especially through social media.

Ren Washington was from the Eugene Online Academy. Ren said that it was challenging to balance school and mental health, as well as jobs and family issues. Some students cared for their siblings and often had to care for siblings which added to the stress of trying to keep up. Ren was interested to hear what their fellow students had to say about the topic.

Chair Rabasa thanked the students for their informative presentations.

IX. ITEMS RAISED BY THE AUDIENCE

Chair Rabasa read the requirements and procedure for making public comment at a School Board meeting and the procedure for submitting a formal complaint.

Larry Lewin shared the success of high school summer school the year prior. He cited a student who had earned credit through a first-aid class that included reading, writing and discussion. He wondered who in the district was evaluating the program with an eye toward expanding on its success. Mr. Lewin also wondered whether the district was considering adding tutors to provide critical one-on-one instruction.

Marion Malcolm referred to a multi-year plan to integrate funds that would solicit stake-holder comments. She was responding as a prior educator. Ms. Malcolm's concern was the mental health and well-being of students and staff. She said that the most important aspect was to create a culture of human relationships so that everyone could be seen as a whole person. She asked to reduce class sizes and add educational assistants so that teachers could teach students instead of curriculum.

Casey Tieman recognized the Board for their work done with courage and conviction. He said the Board persevered in working for what is best for children through the 2019 resolution for climate action. Mr. Tieman referred to state legislation that would require that climate change be engaged in schools. He thanked the Board on behalf of the Oregon Educators for Climate Education and the Eugene Education Association Human and Civil Rights Committee.

Harry Sanger thanked the Board for their service to the community and cited Dr. Martin Luther King, Jr. He asked the Board to recognize opportunities to collaborate and asked whether it was right to take the rights of parents away. Mr. Sanger cited many instances that he considered beyond the educational purview of the district.

X. COMMENTS BY EMPLOYEE GROUPS

Chair Rabasa welcomed Sabrina Gordon, President of the Eugene Education Association. Ms. Gordon thanked the Board for their work to begin to bring back school librarians; to support students and staff to celebrate holidays other than those on the school calendar; to support the OSEA restorative justice initiative; supporting new contracts for classified and licensed staff; protecting the rights of staff who express their opinions about standardized testing; providing sexual assault counselors to schools; creating a new racial harassment policy; and elevating student voice. Ms. Gordon acknowledge the important work of the Board with bravery and perseverance. Ms. Gordon asked the Board to respond to the needs of schools by directing funds appropriately. She recognized the careful thought the Board would give to their decisions.

Seth Pfaefflin, representative for MAPS (Managers, Administrators, Professionals, and Supervisors) introduced Edith Gomez Navarrete, a regional equity manager. Edith had joined the board of MAPS and also worked with the equity team in the Churchill Region.

Ms. Navarrete told her story of being a student who returned to be a dual language teacher, then a teacher on special assignment, and more recently an equity manager. She assisted

families in making services available to all students. She was honored to be a part of allowing students to face challenges and celebrate triumphs. Ms. Navarrete shared that the team was implementing No Place for Hate groups across the district and also offered advocacy for students as well as helping to implement curriculum and provide professional development. She shared that the influence and contributions of the team expanded as the district grew in its understanding of providing equity education.

XI. COMMENTS AND COMMITTEE REPORTS BY INDIVIDUAL BOARD MEMBERS

Ms. Newman said that it was fun to be back and celebrating student success and accomplishments. She had learned a lot from the presentations by employee groups. She wished everyone a healthy and fulfilling 2023. Ms. Newman shared that the Board had hosted a legislative breakfast with five legislators in attendance along with representatives of employee groups and student representatives. The purpose of the breakfast was to hear from the legislators regarding their priorities and there was time to discuss how to work together for the benefits of students and staff. She appreciated the contributions of student representatives concerning mental health supports and career and technical education.

Ms. Newman continued that the employee groups shared their list of priorities from which the group discussed common causes such as school funding. Ms. Newman hoped that everyone would work together to support each student to be healthy and thriving.

Ms. Hsu had attended a Martin Luther King, Jr. Day event at North Eugene High School. She appreciated that the event was lively and informative. Ms. Hsu welcomed the student representatives and thanked them for their thorough and heartfelt reports. She had attended an Equity Advisory Team meeting during which the group discussed creating school-based health centers in each region. She also mentioned the creation of a neurodivergent student affinity group and a discussion about inclusive holidays and multicultural awareness. Ms. Hsu wished everyone a successful Lunar New Year.

Ms. Hays had no committee meetings to report on, but she thanked Ms. Newman and Ms. Hasija-Kauffman for their work to make the Legislative Breakfast a success. Ms. Hays thanked the students who had attended and mentioned the chance to intern for a legislator. Ms. Hays appreciated hearing from employee groups.

Ms. O'Rourke thanked everyone who spoke in support of Network Charter School. Ms. O'Rourke said that the school supported parents and their children who had been hurt by regular schools. She wondered why students were always blamed for their failures and appreciated that the staff at Network Charter School welcomed students. She hoped that it would be the same at every school. She spoke of the changes that she had seen in her son as a result of his experience at Network Charter School. Ms. O'Rourke said that self-worth was just as valuable as any other subject. She hoped the district would learn and move forward the way that Network Charter School had.

Chair Rabasa thanked Corey Rusco for their hard work in helping to prepare the gym for a town hall meeting for Senator Ron Wyden. Ms. Rabasa was moved by Ms. O'Rourke's comments about Network Charter School and also thanked all the students who were honored earlier for their hard work and practice to reach the competitions in their musical fields.

Chair Rabasa also recognized all the students and staff on North Eugene High School's Black Student Union who were part of the Martin Luther King, Jr. Day March. Ms. Rabasa recognized Ann Christianson, Regional Equity Manager for the North Region, who embodied the expression "see a need, fill a need." In her many years at Eugene School District as a parent, volunteer, and then a staff member, Ms. Ann impacted the lives of many students. Ms. Rabasa read from a selection of testimonials by students which included a sense of feeling of love and also of being expected to do their best work.

XII. CONSENT GROUP - ITEMS FOR ACTION

1. Approve Minutes from the November 16, 2022 Board Meeting
Presenter: Superintendent Dey
2. Approve Minutes from the December 7, 2022 Board Meeting
Presenter: Superintendent Dey
3. Approve Minutes from the December 14, 2022 Board Meeting
Presenter: Superintendent Dey
4. Approve Auditor Contract
Presenter: Matt Brown, Director of Financial Services

Ms. Hsu moved to approve the consent agenda. Ms. Newman seconded the motion.

The motion passed 5:0.

XIII. ITEMS FOR INFORMATION

1. Updated 5-Year Financial Forecast
Presenter: Matt Brown, Director of Financial Services

Chair Rabasa introduced Mr. Brown, who asked whether the Board had any questions.

Ms. Newman said it appeared that the for the previous two years and the upcoming four years the district would be spending more revenue than it would have and using reserves to close the gap. She asked whether there was a plan to slow spending.

Mr. Brown said that there were plans to slow the spending and added that the forecast was conservative in its estimate of revenue and that trends showed the district typically received more funding than anticipated and spent less than forecasted. There would be future discussions about work that had been paused because of the pandemic.

Ms. Hays asked whether there were any parts of the forecast that made Mr. Brown nervous to which Mr. Brown responded that he was not worried and was confident that his staff were working to ensure that the district did not have to make hard choices. He added that future variables might include union contracts or transfers for operations and capital needs. Ms. Hays wondered when the soonest the district might have to ask the community to pass a local option levy. Mr. Brown said that the levy would expire in two years. Superintendent Dey said that the district was discussing how to develop budget projections, how much funding it would receive from the state and whether the district would put the levy on the ballot for renewal. Since it was the beginning of the legislative session, it was difficult to determine how much funding the

district would receive, but he and Mr. Brown were working with an estimated \$9.5 billion dollar state school fund projection. In addition, Federal funding for COVID relief would expire in the fall of 2024 which made creating a responsible budget beyond a two-year window challenging. Some of the increase in reserves was due to the inability to hire or purchase equipment that had been needed.

In response to a question from Ms. Newman, Mr. Brown said that he would create multiple scenarios to reflect the uncertainty of how much funding the district would receive from the state and the impact of cost-of-living increases that might be added through future contract negotiations. Ms. Newman hoped that the district would be able to keep a healthy level of reserves.

Ms. O'Rourke said that the Board had approved two new contracts with employee groups. She believed that the district would be able to maintain them even though it seemed daunting at the moment.

2. Receive Update on the Audit of the Student Investment Account (SIA)
Presenters: Superintendent Dey and Rob Hess, Chief of Staff

Chair Rabasa made a motion to switch this item with the first item for action—to approve renewal of the public charter school contract with Network Charter School so that those in the audience who were waiting for the decision could go home. Ms. Hsu seconded the motion. **The motion passed 5:0 with all Board members present voting in the affirmative.**

After voting on the item action, the Board returned to this item.

Superintendent Dey said the deadline to submit the grant was approaching and the Board would receive more detailed information in the future. He reported that the state had combined many different funding areas such as High School Success, the Student Investment Account, and others, into one which was called Integrated Guidance. The hope was that the change would streamline systems to be more efficient and precise in the planning, and the manner in which funding would be spent.

The guiding foundation for the future would be the three rocks: timely communication and meaningful engagement; a coordinated focus on equitable access and advancement for all with an amplified focus on the desires of those who had been historically underserved; and safety and well-being for students and staff. Superintendent Dey added that state goals were aligned with the three rocks.

Superintendent Dey reviewed the six steps of the process and their timeline. The evaluation had been completed and engagement and developing a list of strategies were in progress: after consulting with stakeholders, the district would create strategies which would define what the instructional focus would be over the next five years. Budgeting was next on the project timeline with a goal of presenting information at the Board meeting on March 1. The last step, to submit the report, was due on March 31.

Dr. Dey showed historical data that had been evaluated to determine that key performance indicators showed a positive trend from 2020 to the present, in spite of the pandemic. Some of the areas of funding that were evaluated were: Improving third grade reading, improving programs for ELD students, wraparound services, and class size reduction.

Mr. Hess said that there were still achievement gaps and opportunity gaps which would be the focus for the future. He added that the indicator with the highest improvement was ninth graders on track to graduate.

Superintendent Dey shared historical information regarding engaging the community. The message received was that the district needed to be more targeted in its focus on a commitment to quality decisions that included many voices; have a clearly integrated equity lens; engage in meaningful communication; have equitable outcomes for all students; and focus on student and staff well-being. Dr. Dey continued by showing a chart of engagement activities that informed the plan, the results of which would help develop a list of strategies that would guide the work.

The next steps included sharing a list of strategies on February 1; developing a budget throughout the month of February; sharing a plan overview on March 1; and asking for final approval of the plan on March 15.

Superintendent Dey asked if the Board had any questions.

Ms. O'Rourke asked for a plan on how the information could be used beyond what she was seeing. Superintendent Dey said that the district was aspirational in its goals and he understood that it was difficult for an organization to track and monitor and communicate. He said that staff had learned a lot from that experience and had developed three rocks for the future. The question to schools would be what they needed to move forward to succeed in those three areas.

Ms. Hsu wanted to give credit to educators who had been working very hard since the pandemic to increase graduation rates. She said that there would always be room for improvement and asked to give credit when it was due. Superintendent Dey believed that if funds were invested wisely and that staff at schools were given the support they needed, there would be more improvement.

Ms. O'Rourke remembered attending prior meetings where much was said but nothing had happened as a result. She asked to keep parents in the loop of communication. She compared the aspirational messages that were often delivered and the reality she experienced as the parent of a district student.

Mr. Hess said that the district would stay focused on the three rocks that it had established in order to make improvement for students.

Chair Rabasa opined that by being forced to do the work to apply for funding from the new state grants, the district had been given an opportunity to define its focus for the future that would serve the community. She understood that the value was not necessarily in the funding the district would receive, but the opportunity to focus on its values and outcomes.

Superintendent Dey concluded that staff had gleaned valuable information that could be used to communicate the intended message.

XIV. ITEMS FOR ACTION

1. Appoint Renewal of the Public Charter School Contract with Network Charter School

Presenter: Casandra Kamens, Curriculum Administrator, Charter Schools
Chair Rabasa asked for a motion to approve renewal of the public charter school contract with Network Charter School for ten years. Ms. O'Rourke seconded the motion.

Ms. Newman wondered what the pros and cons were for setting the contract for ten years instead of the five years as written in the item for action.

Superintendent Dey said that the request from Network Charter School had been for ten years. There were other charter schools that also had a ten-year contract and he did not see any reason to not honor their request.

Ms. O'Rourke requested more financial support for the charter school. She said that the school was serving many tier-three students and added that the school might be better able to respond to the requests for improvement from the district if they had more funding. Superintendent Dey said that the strength of the relationship would be through open dialog about how the district and the school could align their support of the school improvement plan. Ms. O'Rourke said that she wanted to discuss additional financial funding. She asked how the Board could better support the charter school financially.

There was additional conversation about options for means of support for Network Charter School.

Ms. Newman said she was curious about why enrollment was lower than capacity and how did families discover the school when traditional school was not a good fit for a student. Superintendent Dey said that counselors and registrars were aware of different options for students, but it was clear that more conversation would benefit students.

Chair Rabasa agreed that increased enrollment might positively impact the school because of additional funding that came with each student. She wanted to make sure that more students learned about the options available at the charter school. Chair Rabasa added that agreeing on a ten-year charter might add a sense of stability for staff and incoming students. She wanted to demonstrate that the district had confidence in the school.

Ms. O'Rourke asked that the district revisit their partnerships with charter schools with a more positive attitude instead of considering the transition for a student from a traditional school to a charter school as a failure. When the district focused on the child's best interest instead of the school's best interest, there were no failures.

Chair Rabasa called for the vote. **The motion to approve the contract with Network Charter School for the next ten years passed 5:0 with all Board members present voting in the affirmative.**

2. Approve Process for Superintendent Evaluation
Presenter: Maya Rabasa, Board Chair

Chair Rabasa clarified that in the evaluation document, the key action represented the Superintendent's goals. Ms. Rabasa asked for a motion before further discussion. Ms. Hsu moved and Ms. Newman seconded the motion to approve the process for the Superintendent evaluation. **The motion passed 5:0.**

XV. ITEMS FOR ACTION AT A FUTURE MEETING

1. North Eugene High School Building Discussion

Presenters: Superintendent Dey, Kyle Tucker, Chief of Operations

Superintendent Dey said that he planned to return to the Board at a future meeting with the information necessary to decide whether the current old North Eugene High School facility would be demolished and green space would be created or whether to keep the building.

Ms. Newman asked whether the discussion would be part of the North Region plan.

Superintendent Dey answered that there had been discussion before hard costs for bringing the building up to code were determined. Ms. Hays agreed that there had been a discussion about how decisions made about the old facility affected the location of Yujin Gakuen school. She hoped the North Region committee would be consulted before making a decision.

Superintendent Dey said that he would be meeting with the Kelly Middle School/Yujin Gakuen committee and would hear from them their solutions.

XVI. SUGGESTIONS BY THE BOARD FOR CONSIDERATION OF ITEMS AT A FUTURE MEETING

Chair Rabasa said that the next regular meeting would be February 1, 2023 and solicited agenda items for a future meeting.

Ms. O'Rourke asked to have a discussion about Board goals and whether mentorship or leadership coaching might be useful in moving forward with the work they needed to do. Ms. Hays said that it was always helpful to support leadership and would support using time at the Spring retreat to do the work Ms. O'Rourke suggested.

Ms. O'Rourke said that the Board should be further along in their work. She was hoping that the Board find a mentor to support them. She had experienced similar positions at other state agencies.

Ms. Newman asked for Leadership to create a plan of how to move forward with finalizing goals and working agreements, after which the Board might agree that a mentor or outside assistance was warranted.

Chair Rabasa asked whether everyone could agree with a plan to have Leadership map out the work for the rest of the year and determining whether outside support was needed. There was consensus.

Mr. O'Rourke asked whether the idea of having a parliamentarian at future meetings.

Superintendent Dey said that discussion had revealed that the idea might not be as helpful as initially hoped and the group had agreed to revisit the idea at a future time.

1. 2022–23 Board Meeting Calendar:

~~AUGUST 2022: Wednesday, August 3 and Wednesday, August 17~~

~~SEPTEMBER: Tuesday, September 6 Board Retreat; Wednesday, September 7 and Wednesday, September 21~~

~~OCTOBER: Saturday, October 1 Board Retreat; Wednesday, October 12; Wednesday, October 19 and Monday, October 24 Board Retreat~~

~~NOVEMBER: Wednesday, November 2 and Wednesday, November 16~~

~~DECEMBER: Wednesday, December 7 and Wednesday, December 14~~
JANUARY 2023: Wednesday, January 18
FEBRUARY: Wednesday, February 1 and Wednesday, February 15
MARCH: Wednesday, March 1 and Wednesday, March 15
APRIL: Wednesday, April 19
MAY: Wednesday, May 3 and Wednesday, May 17
JUNE: Wednesday, June 7 and Wednesday, June 21

XVII. ADJOURN

Chair Rabasa adjourned the regular meeting at 10:28 p.m.

Andy Dey
District Clerk

Maya Rabasa
Board Chair

(Recorded by Eliza Drummond)

DRAFT



ITEM FOR ACTION – CONSENT AGENDA

Date

Wednesday, February 15, 2023

Title

Approve the purchase of school buses.

Action Proposed

Approve the purchase of four Type D rear-engine trip buses from the Board-approved bus-purchasing contract held with Western Bus Sales, Inc.

Presenter

Arthur Hart, Director of Transportation

Background

District buses are ideally replaced on a 13 year cycle which keeps the fleet running in a safe, reliable and economical manner. Currently the District has four 2009 diesel trip buses that have exceeded our target school bus life cycle.

Bond funding has been approved for purchasing buses to update the District's school bus fleet, improve efficiency and safety, and decrease maintenance costs.

This request is for four Type D rear-engine trip buses for a total of \$906,732.

Discussion

1. Rationale:

Replacing buses on a regular cycle is necessary in order to maintain the condition of the fleet in reasonable operating condition; increasing the reliability and reducing maintenance costs. Trip buses spend the majority of their miles out of town, and must, by the nature of their work, be very reliable. Updating the fleet on a routine basis also ensures that buses are equipped with the latest safety features and emissions equipment. Our 2009 Trip buses partially meet current EPA diesel emission standards, and produce significantly more NOx exhaust pollutants than diesel buses built after 2010.

If approved, the purchase order of four Type D rear-engine trip buses from Western Bus Sales, Inc. will be issued. By ordering the buses now, the District would take delivery sometime in 2024.

2. Options and Alternatives:

The District could reduce the number of buses being replaced, or defer the replacement purchases altogether. Deferring the purchases would increase ongoing maintenance costs and decrease fleet reliability. Only buses that are older than 13 years are proposed to be replaced. An alternative proposal from Board-approved vendor Schetky NW Bus Sales. Electric and propane powered school buses were examined as alternatives, but do not currently have the range capacity to efficiently serve many of our out-of-town trip destinations.

3. Budget/Resource Implications:

The total cost for the four buses is \$906,732.

If approved, bond funds will be used to pay for the purchases. There is no impact to the General Fund as a result of the proposed purchases. In fact, purchase of the new buses will have a positive impact on the general fund by reducing operating and maintenance costs.

4. Board and Superintendent Goals:

The proposal supports the Board Goal to provide prudent stewardship of district resources to best support student success, educational equity and choice. The infusion of bond funds to purchase buses significantly reduces the burden of fleet replacement from the general fund, thus helping to maximize the amount of general fund allocated to classroom instruction.

Recommendation(s)

The superintendent recommends the purchase of four Type D rear engine trip buses from Western Bus Sales, Inc. in the amount of \$906,732.



NEW BUS PROPOSAL

30355 S.E. Highway 212
 Boring, Oregon 97009
 (800) 258-2473 westernbus.com

Quote Date		Revision Date		Sales Consultant & Phone	
1/4/2023		1/23/2023		SARAH JONES (503) 905-0011	
Customer/District #					
EUGENE SCHOOL DISTRICT 4J					
Contact Name			Title		
ARTHUR HART,			DIRECTOR OF TRANSPORTATION		
Address		City	State	Zip	
1938 WEST 8TH AVENUE		EUGENE,	OR	97402	
Phone			Email		
541.790.7474			hart_a@4j.lane.edu		
Purchase QTY	Model Year	Wheelbase	Estimated Delivery		
4	2024	273"	400-460 DAYS AFTER RECEIPT OF ORDER		
Make	Model		Body Length		
BLUE BIRD	ALL AMERICAN REAR ENGINE		T3RE4006 (8400)		
Passenger Capacity	Alternate Capacity		Cooperative Contract, if Applicable		
84	N/A		EUGENE SCHOOL DISTRICT 4J		
Trade Ins? Y/N	Beltline Lettering - Provide Exact Requirements				
<input type="checkbox"/> Y <input type="checkbox"/> N	EUGENE SCHOOL DISTRICT 4J				
Financing? Y/N	Required Fleet Number(s)				
<input type="checkbox"/> Y <input type="checkbox"/> N					
WBS Coordinated? Y/N	Additional Comments / Notes				
<input type="checkbox"/> Y <input type="checkbox"/> N	DIESEL				
Sales Price Per Bus		\$	226,683.00		
Extended Sales Price Total		\$	906,732.00		

Thank you for the opportunity to present this new bus quotation. We look forward to working with you on your transportation needs.



BODY MODEL			
X	Body Model	T3RE4006, 84 passenger body, 273" w/b, 489" overall length	
CHASSIS SPECIFICATIONS			
X	Alternator	350 amp Leece Neville brushless alternator, internal regulator	
X	Axle, Front	Two leaf parabolic taper front springs, 14,600 lb., Hendrickson Softek	
X	Axle, Front	Front air suspension, Hendrickson Airtek, 14,600 lbs., includes 4"X60" spring	
X	Axle, Front	Hendrickson NXT 13,200 lb. front axle with 50 degree wheelcut	STD
X	Axle, Front	Synthetic based oil lubed front & rear wheel bearings, 75W/90	
X	Axle, Rear	Rear air suspension, Hendrickson ComfortAir, 23,000 lb.	
X	Axle, Rear	Dana 23,000 lb. rear axle with 5.29 rear axle ratio	
X	Battery	Three (3) group 31 batteries, Deka dual purpose batteries, 2100 CCA total	Inc'd
X	Battery	Battery compartment, chassis mounted, locking, with roll out tray	
X	Battery	Battery compartment closeout seal to body	Inc'd
X	Battery	Battery disconnect switch, in battery compartment, with decal	
X	Brakes	Bendix air disc brakes, 22X, 16.9" rotor, BX-275 pad material (synthetic oil hubs recommend)	
X	Brakes	Bendix AD-IP heated air dryer, internal purge design	
X	Brakes	Heated reservoir automatic drain valve on wet tank	
X	Brakes	E-Z Grip soft button cover cushion for parking brake release	Inc'd
X	Brakes	Parking brake interlock, service brake must be applied to release parking brake	Inc'd
X	Brakes	Brake dust shields, for front & rear brakes, for air disc brakes	
X	Brakes	Brake interlock for entrance door, engages rear service brakes	
X	Brakes	VGT engine brake enabled, includes switch	
X	Brakes	Suspended brake & accelerator pedals w/ optimized spacing	STD
X	Brakes	Adjustable driver's brake & throttle pedals, 3" total fore and aft adjustment	
X	Brakes	Bendix ESC electronic stability control, includes automatic traction control	STD
X	Cooling	Silicone cooling hoses w/Breeze brand constant torque clamps for Cummins diesel engines	STD
X	Cooling	Cummins Fleetguard ES Compleat, Ethylene Glycol, blue 50/50, 2 yr/150k miles/4000 hr	STD
X	Electrical	Standard chassis electrical system includes fuses	STD
X	Electrical	Power socket accessory with cap for cell phone charging, in LH side panel	STD
X	Electrical	Ignition keyed alike, key #601	Inc'd
X	Engine	Air cleaner with pre-cleaner, multi-stage	Inc'd
X	Engine	750 watt engine block heater, rear plug, for B6.7 engines	
X	Engine	Cummins B6.7, 300 hp @ 2600 RPM, 660 lb-ft @ 1600 RPM	
X	Engine	On-board diagnostics (OBD) meeting EPA 2021 emissions	STD
X	Engine	Cummins engines meet U.S. Phase 2 Greenhouse Gas Emissions Stds from CARB & EPA	STD
X	Engine	Cruise control	STD
X	Engine	Top hinged perforated rear engine door with non-locking gas shocks	Inc'd
X	Engine	Engine governor, limits top speed to 75 mph	STD
X	Exhaust	Exhaust package located on left hand side of engine compartment	STD
X	Exhaust	For ISB engines: Tailpipe exits under rear bumper, with turn-down	STD
X	Exhaust	For ISB engines: Minimum DPF regeneration speed set at 5 miles per hour	STD
X	Exhaust	Single exhaust aftertreatment module containing DPF & SCR for 2017 emissions	STD
X	Exhaust	15 gallon Diesel Exhaust Fluid (DEF) tank w/dosing system	STD
X	Exhaust	DEF tank located curbside in front of rear axle with curbside fill	STD
X	Fuel System	Racor heated fuel water separator	STD
X	Fuel System	100 gallon fuel tank, mounted between the same rails	

X	Fuel System	Fuel fill location - RIGHT side	STD
X	Fuel System	Locking fuel tank door, spring loaded	Inc'd
X	Gauges	Speedometer, coolant temp, charge level, odometer, transmission temp gauge, & digital clock	Inc'd
X	Gauges	Transmission temperature gauge, included in dash readout	STD
X	Gauges	Ametek Dixon instrument cluster & message display center control panel	STD
X	Gauges	Back-up camera monitor included in dash instrument cluster display	STD
X	Gauges	Ammeter, front dash mounted	
X	Gauges	Tachometer and engine control box, mounted in rear engine compartment	Inc'd
X	Gauges	Exterior temperature gauge, Teltek brand with ice warning	
X	Horns	Air horn, mounted under floor	
X	Lights	LED headlights, Trucklight #27270C (requires adapter), installed locally	
X	Mud Flaps	Full length front and rear mud flaps	Inc'd
X	Mud Flaps	Front and rear rubber fenders	
X	Steering	Tilt & telescoping steering column	STD
X	Tires	Michelin 11R22.5 XZE2 hwy tread tires front & XDN2 traction rear, load range H	
X	Tow Hooks	Two front and rear tow hooks	Inc'd
X	Traction	OnSpot brand automatic tire chains, factory installed	
X	Transmission	Allison PTS 3000 automatic, Gen 5, 6 speed with SEM and updated shift selector	Inc'd
X	Transmission	Allison TCM 2.0 Green House Gas (GHG), w/neutral at stop comparable to prior PERFORMANCE programming	
X	Transmission	Allison TranSynd synthetic transmission fluid	STD
X	Undercoating	Premium undercoating, Sulfonate enhanced direct to metal modified wax coating	STD
X	Wheels	Hub piloted steel wheels, 22.5 X 8.25, black, 5 hand hole	STD

BODY SPECIFICATIONS

X	Air Conditioning	Air conditioning engine compressor prep kit, inc's dual 13.1 CID compressors	
X	Air Conditioning	MCC A/C, 120k BTU, front RH side mount & rear inwall evaporators, 2 CM-3 skirt condensers, 2 TM-21 compressors	
X	Air Conditioning	Add dash A/C to system above, additional 15,000 btus	
X	Air Conditioning	Upgrade to roof mounted condensers, when skirt space is limited, for MCC only	
X	Air Conditioning	Installed by TransArctic with qty (2) Valeo TM-21 compressors included	
X	Compartments	Electrical access panel below driver window in skirt, locking	Inc'd
X	Compartments	Rear engine compartment door and access panels, non-locking	STD
X	Compartments	Wiper access panels below windshield, non-locking	STD
X	Compartments	Add LL-25 keyed locks to all access panels	
X	Compartments	Emergency equipment compartment over windshield, non-locking, emergency equipment installed inside	
X	Compartments	Interior driver's storage compartment over driver's LH shoulder, non-locking	
X	Compartments	Exterior skirt tool compartment, RH, forward of rear wheels	
X	Compartments	Push through luggage, enclosed framerail, no gas shocks, 122 cu.ft., for 4006	
X	Compartments	Side luggage, 20.75" X 23.62" X 56", single, 16 cu.ft., #186-02, LH forward of push through luggage	
X	Compartments	Gas assist springs for push-through luggage, 2 per door, factory installed	
X	Compartments	Gas assist springs for side luggage, 2 per door, single door	
X	Construction	Body meets Colorado Rack & Load Test & Kentucky Pole Test as STANDARD	STD
X	Doors	Air operated entrance door, outward opening, mechanical actuated switches	Inc'd
X	Doors	Keyed security lock on entrance door	
X	Doors	Entrance door wired battery hot	Inc'd
X	Doors	Left side emergency door with telescopic retainer	Inc'd
X	Doors	Vandal lock on side emergency door, slide bolt & rear emergency window, plug lock style	
X	Electrical	Manual resetting circuit breakers for most body circuits, in lieu of fuses	

X	Electrical	Front upper inner access plates in front bulkhead area, both sides	STD
X	Fans	6" auxiliary fans, upper left and upper center	Inc'd
X	Floor	5/8" marine "BB" grade plywood flooring, screwed down	Inc'd
X	Floor	Gray rubber flooring with aluminum aisle trim	
X	Floor	Ribbed matching rubber flooring in driver's area (blue floor will be smooth)	STD
X	GPS	Zonar GPS V4 telematic device, installed locally	
X	Grabrail	Left side grabrail in entrance door area, mounted to RH barrier	STD
X	Grabrail	Right side forward grabrail in stepwell	
X	Headroom	77" headroom with 12" split sash windows	STD
X	Heaters	Heavy duty heater pump, Bergstrom, chassis mounted	
X	Heaters	Front 90,000 BTU defroster system	STD
X	Heaters	Driver's foot warmer heater, 12,000 BTU	Inc'd
X	Heaters	Rear underseat floor mounted heater, 80,000 BTU, LH rear	Inc'd
X	Heaters	EPDM heater hose with Breeze brand constant torque clamps	STD
X	Horns	Backup alarm, 112 dBA, mounted under bus	Inc'd
X	Insulation	Fiberglass insulation roof, front, rear corners, and sidewalls	Inc'd
X	Insulation	Additional fiberglass insulation in front roof cap area & roof bow cavities	Inc'd
X	Insulation	Sound deadening spray coat	Inc'd
X	Insulation	Insulation on the driver's side external firewall/toe box	Inc'd
X	Insulation	Full length accoustical headliner with polyester body insulation in ceiling	
X	Insulation	Stepwell insulation, NR 3, includes aluminum kick plates	
X	Lettering	6" black, both sides _____	Inc'd
X	Lettering	Bus numbers in standard locations, 6" black _____	Inc'd
X	Lettering	Emergency door/exit lettering for all pushout windows & doors	Inc'd
X	Lettering	6.5" 3M Diamondgrade reflective on beltlines, both sides, below lettering	
X	Lettering	Route changer, 4 digit with hinge, installed locally	
X	Lights	Backlighting of switch panel controlled by rheostat switch	STD
X	Lights	Clearance and cluster lights, LED grommet mounted with LED ID bar	STD
X	Lights	Daytime running lights	STD
X	Lights	Dual row dome lights in wire molding, driver's, LH, RH, & rear on switches, LED	
X	Lights	Front 7", rear 7", & side amber directional lights, LED	
X	Lights	Amber rear side directional lights, LED	
X	Lights	Rear 7" & 4" red stop and tail lights, LED	
X	Lights	Backup lights, 4" LED, vandal resistant	
X	Lights	Auxiliary backup lights behind rear mud flaps, Grote #63611 LED, locally installed	
X	Lights	Eight way warning lights, LED, colored lenses	
X	Lights	Strobing pattern option for LED 8-lights	
X	Lights	Warning lights wired battery hot	
X	Lights	Doran 16 light monitor for warning light system, universal	
X	Lights	NO hoods installed over 8-way warning lights	
X	Lights	Exterior boarding light at entrance door, LED	
X	Lights	Stepwell lights, LED, meets ADA requirements, includes light underneath stepwell	
X	Lights	Red interior light mounted over rear emergency window	
X	Mirrors	Rosco Open View ES Split rearview mirrors, 7 3/8" X 10" flat & 7 3/8" X 10" convex, heated & remote controlled	
X	Mirrors	Rosco Eye-Max LP, Asymmetrical Shape, crossview mirrors, heated	
X	Mirrors	Interior rearview mirror, 10" X 30"	
X	Paint	Body and chassis painted school bus yellow w/ black rubrails & bumpers	STD

X	Paint	3" black ABS bezel background around warning lights	Inc'd
X	Paint	Rubrails painted full width profile	Inc'd
X	Paint	Roof painted bright white, white stops 12.5" above rain visor, straight edge at front roof cap	
X	Radio	AM/FM/USB/MP3/SD/MMC/BT/PA with front USB and AUX inputs	Inc'd
X	Radio	Eight (8) interior deluxe speakers	Inc'd
X	Radio	Exterior PA speaker mounted behind grill	Inc'd
X	Radio	Wiring for two way radio system, provides power & ground wires & pull wire	
X	Reflective	3M Diamondgrade SCHOOL BUS signs, front and rear	Inc'd
X	Reflective	3M Diamondgrade reflective, 2" along sides and 1.75" rear outline	Inc'd
X	Rubrails	Four rubrails - window, seat, floor, & skirt level - 16 gauge steel, screwed w/steel end caps	STD
X	Rubrails	Rubrails extend on side lift doors only & seat rail around to rear corner	STD
X	Safety Equip	First aid kit, body fluid kit, 5 lb. fire extinguisher, triangle kit, & seat belt cutter	Inc'd
X	Safety Equip	Second first aid kit provided and mounted in front overhead compartment	
X	Seat, Barriers	Highback barriers at front RH and LH	STD
X	Seat, Driver's	Adjustable driver's shoulder belt, with in-line "D" ring for 17" adjustment	STD
X	Seat, Driver's	Updated driver's 3 point seat belt, floor mtd w/ emergency locking retractor	STD
X	Seat, Driver's	Driver's seat mounted at floor level (no seat platform)	STD
X	Seat, Driver's	National Premium air susp. seat, w/ fabric, dual shocks, triple lumbar support, 6-way front cushion adj, black	
X	Seat, Driver's	Driver's console mounted armrest to the left of the driver	Inc'd
X	Seat, Driver's	Driver's seat armrest, for right side of seat only	
X	Seat, Passenger	Modesty panel below front barrier for RH side, behind entrance door	Inc'd
28	Seat, Passenger	Highback NON-Convertible & NON-Lap Belt Ready seats	STD
X	Seat, Passenger	Vinyl covered shoulder pads, below interior window line on both sides, black	
X	Seat, Upholstery	Blue fire block seat upholstery, seats & barriers	
X	Side Panels	Exterior side panels, 20 gauge w/beaded smooth side panels, standard 19 3/4" skirts	STD
X	Signs	SMI Transpec Driver Alert model #7500 sign, mounted on rear of bus, factory installed	
X	Signs	SMI Transpec Driver Alert model #7500 sign, mounted on front of bus, installed locally	
X	Stepwell	Stainless steel 304-2S stepwell material	
X	Stepwell	Vinyl studded step treads, w/white nosing, metal backing, gray	
X	Stepwell	Stepwell skid plate for stepwell protection	Inc'd
X	Stop Arm	SMI stop arm, air operated, with LED strobe lights, hi-reflective, w/ wind guard	
X	Stop Arm	Crossing arm, with polycarbonate blade, air operated	
X	Sun Visor	6 1/2" X 30" dark tinted acrylic sun visor, padded edges	Inc'd
X	Switches	Noise suppression "railroad" switch, latching	Inc'd
X	Switches	Warning light & entrance door switches mtd RH switch panel	Inc'd
X	Switches	Child Checkmate warning system, CM1 alarm unit and button on rear bulkhead, local installed, wiring TBD	
X	Ventilation	Roof hatch, Transpec Triple Value with power vent, Qty 2	
X	Video System	Pre-wire for video system, 16 gauge ground wires, + ignition & battery hot wires w/6 amp circu	Inc'd
X	Video System	Seon TH8 DVR video system w/1 TB hard drive, 7 cameras, GPS & sensors installed	
X	Video System	Cameras: Facing out windshield, front facing rear, UW over driver facing door, UW over 3rd RH seat back,	
X	Video System	UW over 6th LH seat back, UW over 9th RH seat back, & UW over 12th RH seat back	
X	Windows	Blue Bird E-Z Window split sash incl. interlocking sashes, weatherstripping	STD
X	Windows	Tinted & tempered side windows, black framed	
X	Windows	Four (4) pushout windows, two per side, vertical hinges	Inc'd
X	Windows	Rear emergency window glass, tinted & tempered, no rear side vision glass	
X	Windows	Green tinted & laminated entrance door glass	
X	Windows	Green tint & laminated glass in driver's window, black framed	

X	Windshield	Two piece, curved bonded windshield, tinted & shaded	
X	Windshield	Grip handles, two, for cleaning windshield	Inc'd
X	Windshield	Single switch, 2 speed, intermittent wet arm windshield wipers	STD

WARRANTY COVERAGE

X	Warranty	Extended Blue Bird warranty "Gold 5/10", five year/unlimited miles, Option 31300-24 (L3)	
X	Warranty	Cummins Engine Standard Warranty 5 years/100,000 miles	STD
X	Warranty	Allison Transmission EDGE Ext'd Warranty Coverage, 5 years/unlimited miles, PTS3000	STD

NOTES/COMMENTS

X	Notes/Comments	All options listed above the price are included in the sales price to you	
X	Notes/Comments	Pricing quoted is valid for 30 days	

GRAND TOTAL VEHICLE SALES PRICE \$ 226,683.00

By signing below, I acknowledge the specifications listed above are complete and correct.
The bus order will be placed from this list of requirements.



Customer's Authorized Representative	Title	Date
<i>Sarah Jon</i>	Director of Sales	1/23/2023
Western Bus Sales, Inc. Authorized Representative		Date

AVAILABLE ALTERNATIVE OPTIONS - NOT INCLUDED IN ABOVE PRICE

SEAT & BODY PLAN

Usage : School Bus State: OREGON BP: 5013675

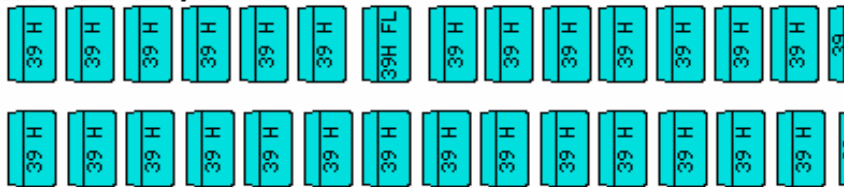
PLBT: T3RE
Length: 4006
Wheelbase: 273.0
Usage: School Bus
Body Plan # 5013675



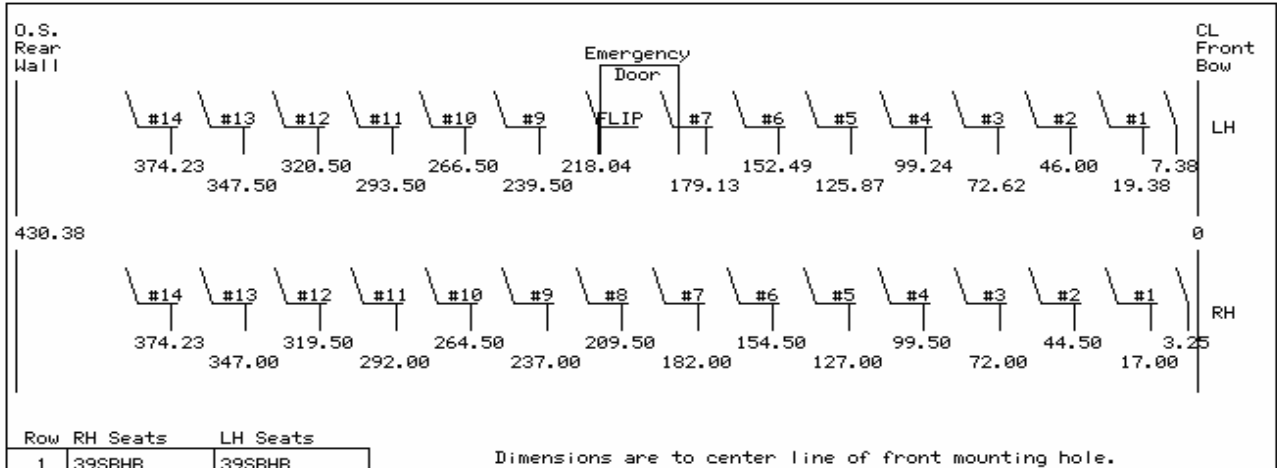
PLBT: T3RE
Length: 4006
Wheelbase: 273.0
Usage: School Bus
Body Plan # 5013675



SP: 16369 T3RE 4006, 84 CAP



SP: 16369 T3RE 4006, 84 CAP



Row	RH Seats	LH Seats
1	39SBHB	39SBHB
2	39SBHB	39SBHB
3	39SBHB	39SBHB
4	39SBHB	39SBHB
5	39SBHB	39SBHB
6	39SBHB	39SBHB
7	39SBHB	39SBHBFM
8	39SBHB	39SBHBFSLH
9	39SBHB	39SBHB
10	39SBHB	39SBHB
11	39SBHB	39SBHB
12	39SBHB	39SBHB
13	39SBHB	39SBHB
14	39SBHBRRDAV	39SBHBRRDAV

T3RE4006 SED7L SBHB FLIP

DO NOT SCALE

T3RE 4006	
Capacity	84
Seat Plan #	16369
Wheelbase	273.0

Western/Schetky trip bus bid comparison January 2023

Consideration	Weight	Western Blue Bird	Schetky Thomas	Western Weight Adjusted	Schetky Weight Adjusted	Notes
AC	6	5	6	30	36	Schetky AC is ducted
Air Dryer	5	5	5	25	25	Same
Back up camera and screen	4	5	6	20	24	Thomas in mirror screen preferred over in Blue Bird dash screen placement
Body & chassis	7	5	5	35	35	Same
Brakes	6	8	5	48	30	Service door brake interlock system much safer on Blue Bird.
Cruise Control	1	5	5	5	5	Same
Doors windows and locks	5	7	5	35	25	Prefer the Blue Bird mechanical lock vs the Thomas electric door switch for securing bus
Driver preference	10	7	5	70	50	3:1 driver preference for Blue Bird
Electrical	7	7	5	49	35	Blue Bird has electrical schematics through Blue Bird, Thomas electrical schematics are through Daimler and are confusing to use.
Electronics and diagnostics	7	7	5	49	35	Blue Bird/Cummins has better diagnostic tools
Engine	10	6	5	60	50	Better support from Cummins
Lights	5	5	5	25	25	Same
On-spots	5	5	5	25	25	Same
Price	10	5	6	50	60	Schetky about 1.5% cheaper ~\$3,600 per bus
Seating & driver seat	3	5	5	15	15	Same
Serviceability	10	8	5	80	50	Mechanics all strongly prefer servicing Blue Birds. Better parts availability on Blue Birds
Storage Compartments	2	6	5	12	10	Very difficult for drivers to open under storage doors on Thomas
Transmission	6	5	5	30	30	Same
Video System	5	7	5	35	25	Western 7 Cameras with a TH8 DVR vs Schetky 5 Cameras with a TH6
Waranty	7	7	5	49	35	Western sends a technician to us to do waranty work, Shetkey require us send equipment to Portland or to other contractor site.
Totals				747	625	Western's bid is the stronger bid
Averages				37.35	31.25	
Percent				100.00%	82.36%	



ITEM FOR ACTION–CONSENT AGENDA

Date of Meeting

February 15, 2023

Title

Approve Memorandum of Agreement with OSEA Concerning Landscaping Support From Community Vendors

Presenter

Karen Hardin, Director of Human Resources

Background

The district's ground maintenance operations continue to experience extraordinary challenges to ensure safe and functional grounds for students, staff and our community. Despite enhanced recruitment efforts, including recruitment incentive payments, increased advertising and a wage adjustment, the district is still struggling to fill known grounds vacancies. In addition to ongoing service needs, intervention and recovery supports are needed at our newer builds to bring the landscaping into maturity.

For these reasons, the district and OSEA have tentatively agreed to the district obtaining landscaping support services from identified community vendors through the 2023/24 school year. As stipulated in the agreement, the district will continue to actively recruit grounds employees, will not reduce or displace any current grounds employees and they will be given the first opportunity for overtime or additional hours.

This is a one-year commitment. OSEA and the District will meet to confer and evaluate the status of needs in fall of 2023.



Budget/Resource Implications

Cost of agreement is to be determined. Review to occur in upcoming budget cycle.

Recommendation

The Superintendent recommends approval of the MOA with OSEA Concerning Landscaping Support From Community Vendors.

MEMORANDUM OF AGREEMENT
BETWEEN
OREGON SCHOOL EMPLOYEES ASSOCIATION CHAPTER 1
AND
EUGENE SCHOOL DISTRICT 4J

TA'D 1/25/23

1.30.23


Recitals:

1. The 2022-23 school year continues to present extraordinary challenges for the District's grounds maintenance operations due to an ongoing nationwide labor shortage.
2. Bargaining unit members in the following classifications: Grounds Specialist, Senior Groundskeepers, Groundkeepers Irrigation Specialist, and Equipment Operator (collectively referred to herein as "Grounds Employees") will continue to be relied upon to maintain safe grounds and expected to work overtime consistent with the current collective bargaining agreement between the parties.
3. Despite recruitment efforts which included a recruitment incentive payment, a retention payment, increased advertising activities and a wage adjustment as agreed to through successor collective bargaining, the District continues to struggle to fill grounds vacancies.
4. Due to multiple years of understaffing and an increase in service needs for newer builds, the District's grounds are in a state of disrepair.
5. Due to operational needs and in an effort to ensure safe and functional grounds for students, staff and our community, the District has proposed to temporarily supplement the efforts of our grounds employees with support from community vendors.

Therefore, the District and OSEA agree to the following terms and conditions:

Agreement:

1. Both OSEA and the District recognize the need to immediately address, and to the extent possible, remedy the negative impacts of current understaffing of Grounds Employees.
2. To solve the immediate need and on a temporary basis the District will obtain landscaping support services from identified community vendors through the 2023/24 school year.
3. The District will continue to actively recruit grounds employees up to the allocated staffing levels that are adequate or better for meeting the District's operational needs.
4. The District will not reduce or displace any current Grounds Employees. The District will give Grounds Employees first opportunity for overtime or additional hours.
5. The District will employ community vendors for the specific purpose of bringing grounds on newer builds to maturity unless the parties mutually agree on additional duties.



ITEM FOR ACTION–CONSENT AGENDA (Second Read)

Date of Meeting

02/15/2023

Title

Approve 23-25 DRAFT Local Service Plan - Year One - Component Lane Education Service District

Presenters

Lane ESD Superintendent Tony Scurto, Lane ESD Board Chair Linda Hamilton presented at the 02/02/2023 board meeting.

Background

The Lane Superintendents' Council voted unanimously to approve the [2023-25 Local Service Plan \(Year One\)](#) at the December 13, 2022 Superintendents' Council meeting. The plan was approved by the Lane ESD Board of Directors on January 3, 2022.

The Local Service Plan must now be approved by Lane ESD component district boards no later than [March 1](#) (ORS 334-175 (5)(b)).

Recommendation

The superintendent recommends approval of the Lane Education Service District 2023-25 Local Service Plan – Year One.



*Shaping the future:
Supporting excellence in education*

Local Service Plan 2023-25 Year One

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



Local Service Plan

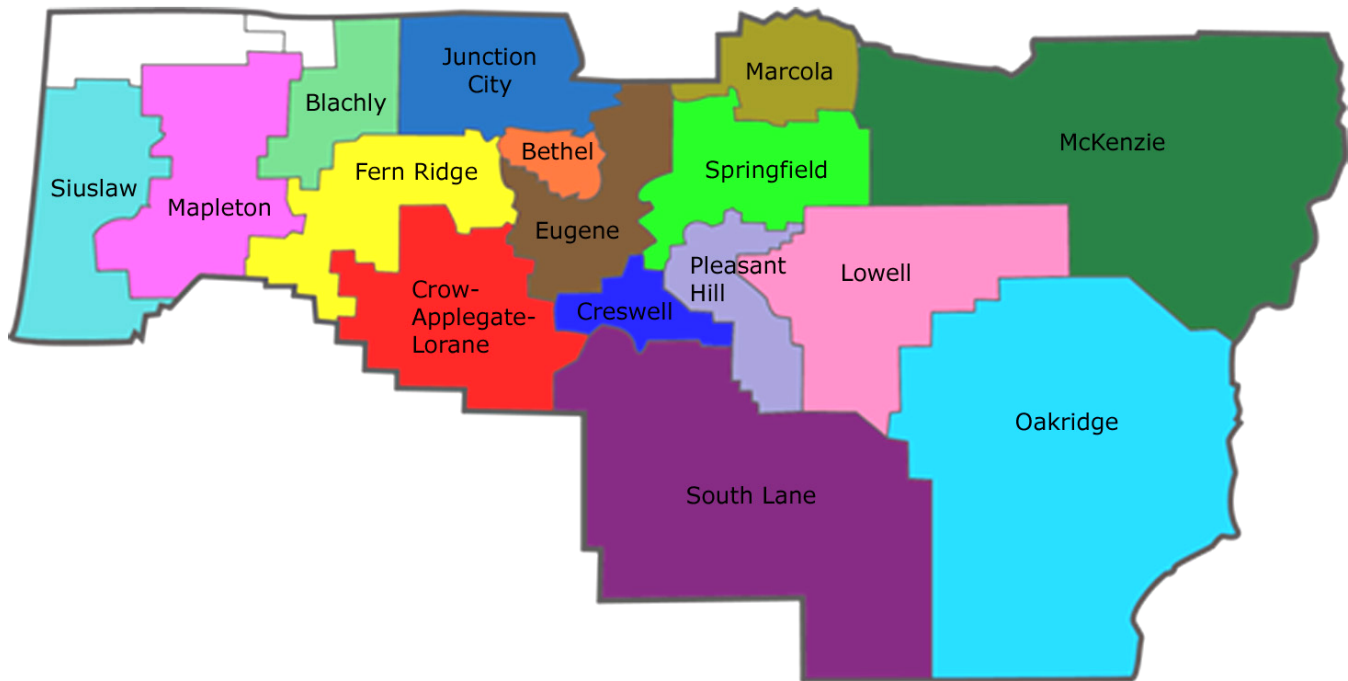
2023-25

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Component Districts



Bethel, #52 Superintendent – Kraig Sproles	Mapleton, #32 Superintendent – Sue Wilson
Blachly, #90 Superintendent – Adam Watkins	Marcola, #79J Superintendent – Terry Augustadt
Creswell, #40 Superintendent – Mike Johnson	McKenzie, #68 Superintendent – Lane Tompkins
Crow-Applegate-Lorane, #66 Superintendent – Heidi Brown	Oakridge, #76 Superintendent – Reta Doland
Eugene, #4J Superintendent – Andy Dey	Pleasant Hill, #1 Superintendent – Jim Crist
Fern Ridge, #28J Superintendent – Gary Carpenter	Siuslaw, #97J Superintendent – Andy Grzeskowiak
Junction City, #69 Superintendent – Troy Stoops	South Lane, #45J Superintendent – Yvonne Curtis
Lowell, #71 Superintendent – Johnie Matthews	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.

2023-25 (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, 2022, 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 2023-25 (Year One) 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 2023-25 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 support may vary from district to district and from year-to-year; 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.



Local Service Plan

2023-25

Changes for 2023-25 (Year One) Local Service Plan include the following:

Core Services and Funding Formula/Allocation Model

1. Legal Services
2. Nursing Services
3. Human Resources Services

2023-25 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 2023-25 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 2023-25, 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 2023-25 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 2023-25 . 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.

2023-25 Menu of Services
<p>Services to Students with Special Needs 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 Youth Transition Program Services Nursing Services Custom Services</p> <p>School Improvement Services 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> <p>Technology Services Infrastructural Technology Services* Email Services Internal District Services LCTAC- Lane County Technical Advisory Committee Networking Professional Development Learn 360 eRate Support Services Custom Services</p> <p>Administrative Services/Business Services Human Resources Services Legal Services Substitute Teacher List Subscription Communication Support Services Custom Services</p>



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

<p>Service Description</p>	<p>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".</p> <p>The Life Skills Consortium includes all sixteen districts, with Bethel, Eugene, Junction City 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.</p> <p>Kindergarten to Grade 12</p> <ul style="list-style-type: none"> • 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. <p>Intensive Services Class</p> <ul style="list-style-type: none"> • This classroom serves secondary students whose support needs require environmental modifications that may not be feasible on a general education campus. <p>Transition Classes</p> <ul style="list-style-type: none"> • Students learn independent living skills to help transition to adulthood. • Students explore community options such as public transportation, leisure and recreation, and employment opportunities.
<p>Goals</p>	<ul style="list-style-type: none"> • 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.
<p>Budget</p>	<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

Behavior Disorder Services

<p>Service Description</p>	<p>Lane ESD assists districts in meeting the federal requirement to provide a continuum of services for students with the most challenging behaviors.</p> <p>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.</p> <p>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.</p>
<p>Goals</p>	<ul style="list-style-type: none"> • Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules. • Implement evidence-based practices in the education of students with behavioral/emotional disabilities to improve student learning. • Assist districts with targeted interventions addressing the needs of students with behavioral/emotional disabilities. • 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.
<p>Budget</p>	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	The annual budget allocation for this service is based on the districts' annual service orders for the service.



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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none"> • 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.



Services to Children with Special Needs

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	<ul style="list-style-type: none"> 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.

2023-25 Grant and Contract Services
<p>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.</p>
<p>Lane Regional Program - Inclusive Services Lane Regional Low Incidence Program Inclusive Services 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.</p>
<p>State Hospital Lane ESD provides educational services to 18-21 year old students who are hospitalized for either short-term or long-term care.</p>
<p>Juvenile Detention Education Program Lane ESD provides educational services to youth in the Serbu Juvenile Detention Center.</p>
<p>Phoenix Treatment Program Lane ESD provides educational services to youth in the Phoenix Treatment Program at Serbu Juvenile Detention Center.</p>
<p>System Performance Review & Improvement (SPR&I) SPR&I sub grant awards assist with annual performance data collection and reporting for special education.</p>
<p>Extended Assessment Supports training and professional development around the statewide assessment of students with disabilities.</p>
<p>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.</p>
<p>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.</p>



Services in School Improvement

<p>Service Description</p>	<p>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.</p> <p>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. The School Improvement experts have developed a series of Culturally Responsive Teaching modules based on Zaretta Hammond's Ready for Rigor Framework which are available to all districts.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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Local Service Plan

2023-25

	<p>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.</p> <p>Partnerships</p> <p>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).</p> <p>The ESD regularly submits grants on behalf of a consortium of districts, including community and business partners.</p>
Goals	<p>The goals of the School Improvement service area align with Lane ESD's Strategic Plan, specifically:</p> <ul style="list-style-type: none">• Create and implement innovative initiatives that directly influence student success• Supporting best instructional practices• Modeling and promoting equitable practice for all
Budget	<p>For 2023-25 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.</p>

Services in School Improvement

Career & Technical Education

<p>Service Description</p>	<p>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.</p> <p>LES D Specialists and staff provides technical assistance to instructors, counselors, and administrators on:</p> <ul style="list-style-type: none"> • Innovative curriculum; • Employment preparation; • Alignment with secondary graduation requirements; • Services to reduce duplication given limited resources. <p>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.</p> <p>Career Counseling and Guidance Staff works to enhance community and college partnerships for career exploration, workplace readiness, and technical skill development.</p> 
<p>Goals</p>	<ul style="list-style-type: none"> • 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.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Tragedy Response

Service Description	Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts.
Goals	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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/Tuancy and Advocacy Services

Service Description	<p>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.</p> <p>This is a state mandated service to districts with less than 1,000 students.</p> <p>Lane ESD also coordinates the work of Conference Officers on behalf of local districts.</p>
Goals	<ul style="list-style-type: none"> • 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/Tuancy Services are fee-based.



Lane ESD Student Success Act Comprehensive Support Plan¹

<p>Service Description</p>	<p>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.</p> <p>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.</p> <p>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.</p>
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1. See appendix

<p>2023-25 Grant and Contract Services</p>
<p>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.</p> <p>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.</p> <p>Apprenticeship Trades Academy Through this grant, Lane ESD is able to provide opportunities for students to experience pre-apprenticeships using local Training Centers.</p> <p>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.</p> <p>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.</p> <p>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,</p>



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.

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

<p>Service Description</p>	<p>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:</p> <ul style="list-style-type: none"> • 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; • Erate 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. <p>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.</p>
<p>Goals</p>	<ul style="list-style-type: none"> • 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.
<p>Budget</p>	<p>2023-25 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.</p>



2023-25 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 16 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

<p>Service Description</p>	<p>Lane ESD's Business Office can provide services to districts on either a short term or annual basis. Services include:</p> <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
<p>Goals</p>	<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.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>

Courier Services

<p>Service Description</p>	<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.
<p>Goals</p>	<ul style="list-style-type: none"> • Provide cost-effective, timely, accurate and courteous courier services to all component school districts.
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Administrative Services

Human Resources

<p>Service Description</p>	<p>HR Essential Services - ESD Human Resources can provide contracted daily, seasonal, and emergency essential human resources services at a generalist, specialist, or higher-level coverage to school districts. Services can include HR administrative functions necessary to continue the daily operations or critical operations in an emergency so that work on tasks and service delivery can continue uninterrupted. Service areas also include special research projects and HR audits.</p> <ul style="list-style-type: none"> ● HR Help Desk Services – Use the ESD Human Resources Team to manage and help to resolve employee issues efficiently and requests concerning benefits, payroll, licensure, recruitment, onboarding, medical leaves (Family Medical Leave (FMLA), Oregon Family Leave (OFLA), Paid Leave Oregon), ADA reasonable accommodation request, Light Duty Programs, Employee Corrective Action/Progressive Discipline, New Manager Training, plus help with occupational health and safety laws and regulations compliance. ● ESD Key Role Search – Upon request, the ESD Human Resources may assist the component school district in selecting a new key role search, including prior to posting understanding a school district's culture, establishing candidates' specific requirements, desired qualities, and qualifications, discussing strategies for filling the vacancy followed by supporting the periods of recruitment, reference checks, interviews, and candidate selection. The ESD Human Resources may also serve as a liaison between a recruitment entity and the Superintendent or Board to help orchestrate the placement service. ● ESD Legal Services – Draw on the expertise of an interconnected team of lawyers offering you critical and timely support for your school district's complex and sensitive issues. The comprehensive legal services include: <ul style="list-style-type: none"> ○ Bond Measures ○ Business, Corporate, & Related Litigation ○ Civil Rights, including Title VII & Title IX Investigations ○ Complex Civil Litigation ○ Condemnation (Eminent Domain) ○ Construction Law ○ Employment & Labor Law ○ Estate Trusts & Donations ○ Human Resource Investigations ○ Land Use ○ Mediation & Arbitration ○ Negotiations ○ Personal Injury ○ Professional Licensing Actions (Administrative Law) ○ Professional Negligence ○ Public Contract ○ Real Estate Disputes, Transactions & Land Use Law ○ School & Public Entity Law ○ Special Education ○ Student Investigations ○ Trust Administration ○ Workplace Torts Defense <p>An additional benefit to ESD Legal Services enrolled districts will have access to Legal Sessions and Presentations such as Ask Me Anything Session - 101 School Law, Special Education Edition Series, and Legislative School Law Updates.</p>
<p>Goals</p>	<p>The purpose of the HR coverage is to help maintain the school district's essential mission and operations.</p>
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Administrative Services

Substitute Teacher List Subscription

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

<p>2023-25 Grant and Contract Services</p>
<p><i>Inter-Library Courier</i> Lane ESD provides pick-up and delivery of interlibrary loan materials to the Lane County Libraries consortium.</p> <p><i>Substitute Teacher List Subscription</i> Lane ESD Substitute Teacher List subscription services to private and alternative schools.</p>



		Relevant Strategy				
		S 1	S 2	S 3	S 4	S 5
Outcome	Lane County districts engage in quarterly continuous improvement self-monitoring routines (SIA, CIP, HSS, CTE, EDM, EIS alignment).		X	X		
Outcome	Youth, families, and community members representative of our 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 Creating Communities of Belonging 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 families and 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.					



Local Service Plan

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Strategy #5	Support recruitment and preparation of diverse teacher candidates through certification and hiring processes.					
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		21-22 BUDGETED COST		22-23 PROJECTED COST	
Strategy 1	Embed Creating Communities of Belonging content across professional learning for all content areas.	\$ 160,000.00		\$ 132,500.00	
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 families and local cultural organizations.	\$ 348,466.00		\$ 401,000.00	
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.	\$ 495,060.00		\$ 536,540.00	
Strategy 4	Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies.	\$ 432,000.00		\$ 547,182.56	
Strategy 5	Support recruitment and preparation of diverse teacher candidates through certification and hiring processes.	\$ 25,000.00		\$ 25,000.00	

#	Activities	Aligned Primary Strategy	2021-22	2022-23	2021-22 Budgeted Cost	Projected 2022-23 Cost	Object Code	Priority Level YEAR 1



Local Service Plan

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1	Continue 1.0 FTE Data Coordinator to support quantitative and qualitative evaluation of continuous improvement process and activity implementation	S3	x	x	\$ 98,100.00	\$ 100,000.00	personnel	HIGH
2	Support districts with data collection and analysis efforts that shift the focus from longitudinal student outputs towards institutional inputs that promote educational equity, specifically for focal groups. Data is used as a lever for educational equity rather than reporting requirements.	S3	x	x	\$ 10,000.00	\$ 80,000.00	contracts	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
3	Continue .5 Office Manager to support communication and planning of SIA district engagements and networked learning events	S3	x	x	\$ 91,260.00	\$ 60,840.00	personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
4	Hire .25 Attendance Advocate to identify and remove barriers for regular attendance from our smaller districts' most chronically absent students. Engage with Community of Practice of Family and	S4	*	*	\$ 25,000.00	\$ 25,000.00	personnel	HIGH

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Local Service Plan

2023-25

	Community Resource Specialists in order to expand best practices.								
5	Hire .6 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. Lead Community of Practice for county Family and Community Resource Specialists. In partnership with Migrant Ed, CLC, LCC, UO, Pacific, coordinate countywide Juntos program implementation. (bridge funding to 1.0 FTE with Migrant Ed and CLC paying .2 each)	S2	x	x	75,000.00	\$ 100,000.00	personnel, contracts		HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
6	Networked Learning for District Leaders - Portrait of a Graduate, Community Engagement and Leading for Equity efforts	S3	x	x	140,000.00	\$ 140,000.00	contracts and materials		HIGH
7	Continue funding of 1.0 Student Success Act Administrator to lead continuous improvement processes, SIA plan implementation , and networked learning communities	S3	x	x	155,700.00	\$ 155,700.00	personnel		HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								

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8	Continue 2.0 Social-Emotional Learning Specialists to support mental health and social-emotional networked learning communities and communities of practice, offering a range of trainings, consultations, and system level SEL & Equity supports.	S4	x	x	220,000.00	\$ 220,000.00	personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
								72
9	Continue .25 Math Education Specialist to support culturally responsive implementation of shifting Oregon Math standards, including emphasis on math modeling and system detracking. Matching funds for anticipated grant award that will provide consultants for rural district +1 course development included.	S1	x	x	50,000.00	\$ 50,000.00	personnel and contracts	HIGH
10	Continue .75 ELA/SS Education Specialist to support and train districts in the writing, integration, and implementation of Foundations for Culturally Responsive Pedagogy content and support implementation of culturally responsive curriculum aligned to Oregon's new Ethnic	S1	x	x	110,000.00	\$ 82,500.00	personnel	HIGH



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	Studies Standards, Tribal/Shared History (and other legislative requirements).								
11	Hosting BH365 and Tribal/Shared History Communities of Practice. Hosting a 1-day Lane County Ethnic Studies Symposium. Includes purchase of PK-2 BH365 texts in Year 1.	S4	x	x	110,000.00	\$ 80000 (30-50 T/SH)	contracts and stipends		HIGH
Person/Team Responsible									
12	Hire a 1.0 Youth Equity Council/Youth Voice Coordinator to oversee countywide youth governance model and connections to cultural organizations.	S2	x	x	80,000.00	\$ 80,000.00	personnel		HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
13	Implement Train the Trainer and community of practice model for Patterns Science professional learning and curriculum implementation.	S4	x	x	52,000.00	\$ 52,000.00	Contracts and stipends		HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								



Local Service Plan

2023-25

14	Hire .25 Teacher Pathway Specialist (GYO) to coordinate Grow Your Own efforts, in collaboration with higher education institutions, district partners, the WREN, and Lane AABSS to recruit, retain, hire, and sustain future educators of color	S5	x	x	\$ 25,000.00	\$ 25,000.00	personnel	HIGH
14	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.	S4	x	x	\$ 25,000.00	\$ 125,000.00	Contracts	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
15	Support ongoing community engagement with youth, families, and community organizations representative of four focal groups - support regional Equity Directors with implementation of SB732 Equity Advisory Committees. Inclusive of CASEL/BELE Network contract.	S2	x	x	\$ 100,000.00	\$ 125,000.00	Stipends, contracts, participatory budget	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							

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Local Service Plan

2023-25

16	Mental Health & Safety Team Supports, inclusive of Care for the Carers Network and a Behavioral Safety Assessment Specialist to coordinate Level 1 and 2 supports. **Paid for by state?	S4	?	x	**125000	\$ 125,182.56	personnel and stipends	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
17	Hire 1.0FTE Bilingual Desktop Support Technican to support Latinx families with accessing virtual curriculum and instruction, while also collecting input about their experiences to inform continuous improvement processes.	S2	x	x	93,466.00	\$ 96,000.00	personnel	HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation							
18	Tier 2: Support for Curriculum and Framework development of mental health teaching materials, supported through Community of Practice for Health Educators	S4	x	x	**30000	**30000	Stipends and materials	MID



Local Service Plan

2023-25

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CONSENT AGENDA: Book Challenge Process

Date of Meeting

February 15, 2023

Title

Instructional Resources/Instructional Materials IIA policy; Request for Reconsideration Process and Form IIA-AR(2)

Background

Typically school boards do not approve Administrative Rules (ARs). However, since this topic has the potential to be controversial, the district wanted to ensure that the board was able to review and support our proposed AR for challenging books and the process by which books and materials used in our schools may be challenged.

Recommendation

Approve this administrative rule as presented so that we may use it when a concerned individual requests reconsideration of instructional materials. This process was modeled after sample processes from OSBA and takes into consideration ODE guidance, best practices, and feedback from both teachers and administrators. It has been reviewed by legal counsel.

Eugene School District 4J

Code: IIA-AR(2)

Revised/Reviewed: 01/23/2023

Orig. Code: IIA-AR(2)

Request for Reconsideration Process and Form

Request for Reconsideration of Instructional Materials - Informal

While care is always exercised in selecting instructional materials, there will be occasions when a member of the community, staff, or a district administrator may find certain classroom or library instructional materials inappropriate and wish to request a reconsideration of their use. In such an event, the concerned individual shall first contact the teacher or librarian in an attempt to informally resolve the issue.

Step 1. The concerned individual will contact the teacher or librarian directly to assert their concerns and schedule a meeting.

- Within five working days of the receipt of the concerns, the teacher or librarian shall arrange to meet with the individual and:
 - listen to the concerns;
 - explain the learning resource's selection procedures;
 - explain the particular place the questioned resource occupies in the educational program;
 - explain the resource's intended educational usefulness;
 - and, work with the individual to resolve their concerns;
 - including but not limited to, offering the student, if a student is involved, another agreed upon comparable and acceptable learning resource

Step 2. If the concerned individual is not able to resolve the concerns informally with the teacher or librarian, they shall share their concerns with the building principal. The principal shall try to resolve the matter informally using the [Instructional Materials Conversation Guide for Principals](#). The principal shall acknowledge receipt of all written or verbal requests for reconsideration of the use of instructional materials throughout the process.

The informal process may not be used to remove resources from the District instructional curriculum or from campus libraries. Resources may only be removed if that is determined after completing both the informal and formal challenge process outlined.

Reconsideration of Instructional Materials - Formal

If the concern is not resolved after meeting with the principal and/or they want the material removed from the District instructional curriculum, this formal process shall be followed:

Step 1. The concerned individual will complete the [Request for Reconsideration form](#) and submit it to the school principal.

Step 2. The principal shall notify all staff members who are directly involved in the request.

Step 3. The principal shall forward the Request for Reconsideration form, Instructional Materials Conversation Guide for Principals form, and other relevant documentation to an Assistant Superintendent of Instruction. A copy of all requests should also be forwarded to the district librarian, so that the district librarian can share it with the national librarians' association, which tracks book challenges across the country.

Step 4. Upon receipt of a written Request for Reconsideration form, an Assistant Superintendent of Instruction will determine the appropriate course of action:

- If the subject matter in question is Board Approved Curriculum that has been vetted via the Adoption of Instructional Materials in a Core or Non-Core subject area as outlined in School Board Policy IIA-AR within the past 5 years, the Assistant Superintendent of Instruction will determine if any further evaluation needs to be done.
- If the instructional material in question has been evaluated by a review committee within the past 5 years then the finding from the previous evaluation will be presented to the individual requesting reconsideration with no further action.
- Transmit the Request for Reconsideration and any supporting documentation to Legal Counsel for review and guidance as needed.
- If it is determined that the Request for Reconsideration warrants additional attention, then the Assistant Superintendent of Instruction shall convene a review committee within 20 student contact days of receipt of Request for Reconsideration.

*Under no circumstances should the materials and/or library books in question be removed from circulation or classrooms until the challenge process has been completed.

Step 5. The Assistant Superintendent of Instruction and/or designee will contact the individual requesting reconsideration to confirm receipt of the form and either provide a written explanation as to why the Reconsideration will not move forward or explain the review committee process.

Step 6. If the Assistant Superintendent of Instruction decides to move forward with a review committee they, or a designee, will personally contact the teacher or teacher librarian and request they complete the appropriate [Teacher](#) or [Library](#) Response Form to inform the review committee.

Step 7. The review committee shall be appointed by the Assistant Superintendent of Instruction who will then chair and/or designate a district administrator to chair the committee. The review committee may be composed of the following stakeholders:

- School or district librarian (*required*)
- PTO or Site Council parent representative from referring school (if possible based on timeline)
- Building administrator from same level
- Classroom teacher(s) from same grade/content area (*required*)
- Elementary and/or Secondary TOSA (Teacher on Special Assignment) in the content area if applicable
- Level Director
- Curriculum Director or Designee
- Director of Equity, Inclusion & Instruction
 - Rights holder may be added at the Director of Equity Inclusion and Instruction (EII) request

Committee Review Procedure

*The Assistant Superintendent and/or Superintendent may decide to pull challenged material during the process if upon evaluation of the instructional materials they determine it is so egregious in nature that it is damaging to students. (i.e the incitement to hatred, intolerance, discrimination and violence)

- The committee will meet, learn about the process, and will receive a copy of the challenged material;
- Committee members will read/watch/listen and/or view the challenged material in its entirety;
- The committee will receive the Request for Reconsideration Form responses, the [Teacher](#) or [Library](#) Response Forms and Instructional Materials Conversation Guide for Principals form;
- The committee will meet again and discuss the claims. The committee should take into account the applicable instructional objectives and materials selection criteria, as well as the age and development of the students using the material;
- The committee will formulate their recommendations and prepare a written report using the Instructional [Materials Reconsideration Review Committee Report](#). This report will present both majority and minority opinions and include a recommendation to retain the material in its original location, to relocate the material to an advisory location, or to remove the material.

Step 8. Following a review of the challenged material, the review committee shall submit its report and recommendation to the Assistant Superintendent of Instruction and/or Superintendent for a decision.

Action Taken

Disposition of the request shall be made known to all parties in the action including committee members, the person(s) submitting the request, the principal, the teacher(s) involved, and all site-based teachers in that grade level (for elementary) or subject area (for secondary).



ITEM FOR INFORMATION

Date of Meeting

February 15, 2023

Title

Center for Applied Learning and Community Engagement

Presenter

Tia Holliday-Odegard, High School Success CTE Administrator
Andy Dey, Superintendent

Background & Vision

Through the grants of High School Success, Perkins Grant, and SIA, the district has developed a strategy to increase student access and opportunity in CTE programming. The Center for Applied Learning and Community Engagement is a strategy to increase relevance, rigor, and student engagement in career preparation pathways.

Our guiding question for this project is: How do we develop programs of study to ensure the preparation of all students for family living wage, high demand jobs upon graduation from high school?

Current programs will be highlighted along with a model to expand future offerings. Research shows that students who complete a CTE program of study graduate from a high school at a higher rate than any other focal group.

The Center for Applied Learning and Community Engagement is committed to immersing student learning in authentic, problem based/project based learning. This experience can only happen when educational institutions collaborate with community and industry partners to integrate excellent teaching with industry standards and expertise.

Recommendation

The superintendent recommends the board support the activities of this program as presented in our various grants and general funds.

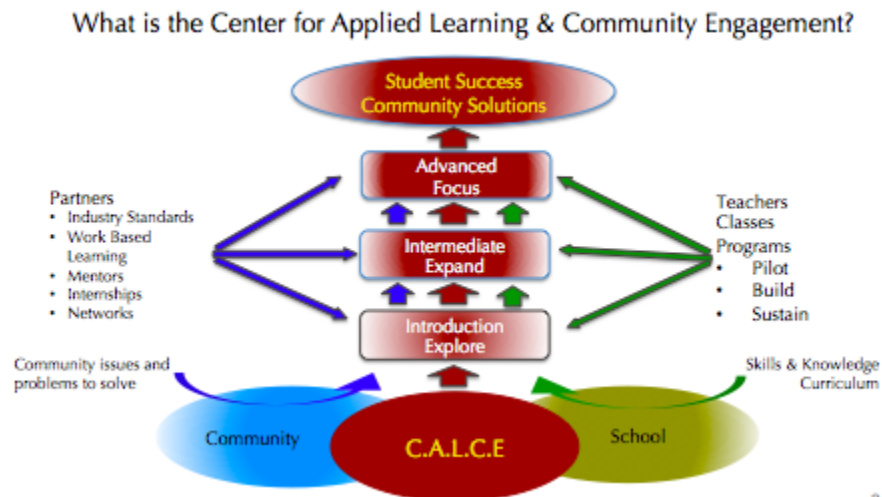
Introducing the **Center for Applied Learning and Community Engagement**

Guiding Question - How do we develop programs of study to ensure the preparation of all students for *Family Living Wage, High Demand* (FLW/HD) jobs upon graduation from high school?

What will this program deliver?

- Student Outcomes
 - Provide students with the skills and knowledge that culminate in one or more of the following outcomes:
 - Qualified to enter pre-apprenticeships, apprenticeships, or on-the-job-training.
 - Culminate in the student earning industry-recognized credentials, certificates and other recognitions.
 - Qualified to enter the workplace in entry-level positions in a FLW/HD industry or profession, with potential for growth.
 - Qualified to enter trade-school or other post-secondary education that prepares students for FLW/HD careers.
 - Ensure historically and currently marginalized students are represented and participate in these programs in numbers, which at minimum, reflect the percentage of students in the general population.
 - Actively recruit and support historically and currently marginalized students and ensure that they have the supports needed to feel welcome and successful.

How is this different from current CTE programs?



The Center for Applied Learning and Community Engagement is committed to immersing student learning in authentic, problem based/project based learning. This experience can only happen when educational institutions collaborate with community and industry partners to integrate excellent teaching with industry standards and expertise. We believe CALCE programs differ from traditional CTE programs in a number of significant way

C.A.L.C.E. v. CTE

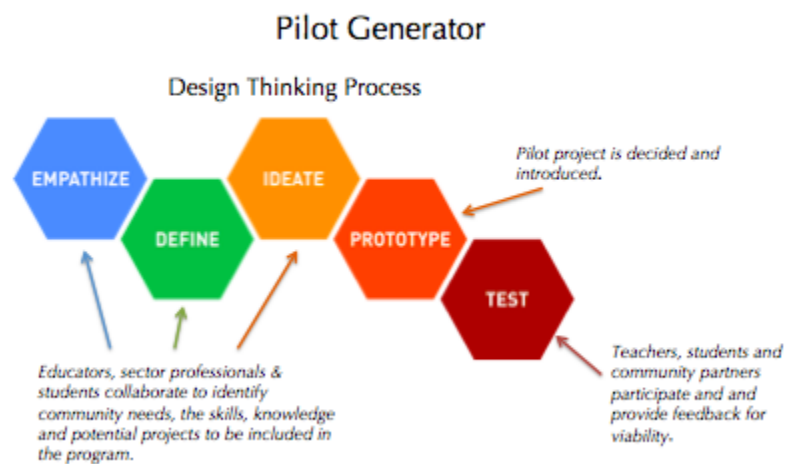
C.A.L.C.E.	CTE
District wide opportunity & participation	School specific opportunity & participation
Learning is rooted in <ul style="list-style-type: none"> ● Project based learning* ● Design Thinking Integration* ● Community Centered projects* 	Learning is rooted in Self-Contained Instruction and Experiences: Activities and projects result from teacher driven instruction and experiences
Industry and community partners participate in program specific advisory committee	Industry partners participate in regional advisory committee
Core content integrated for credit	Limited integrated core content for credit
Extended Blocks of Time	Classes taught in single periods (exceptions: Rachael Carson)
Public Demonstrations of Learning	Limited Public Demonstrations of Learning
Industry Recognized Credentials (students earn IRC)	Limited Industry Recognized Credentials
Prioritizes opportunities for students to be competitive for High Demand & Family Living Wage Jobs	Limited opportunities to enter industry at High Demand & Family Living Wage jobs

*Content and experiences informed and supported by community partners

Program Objectives:

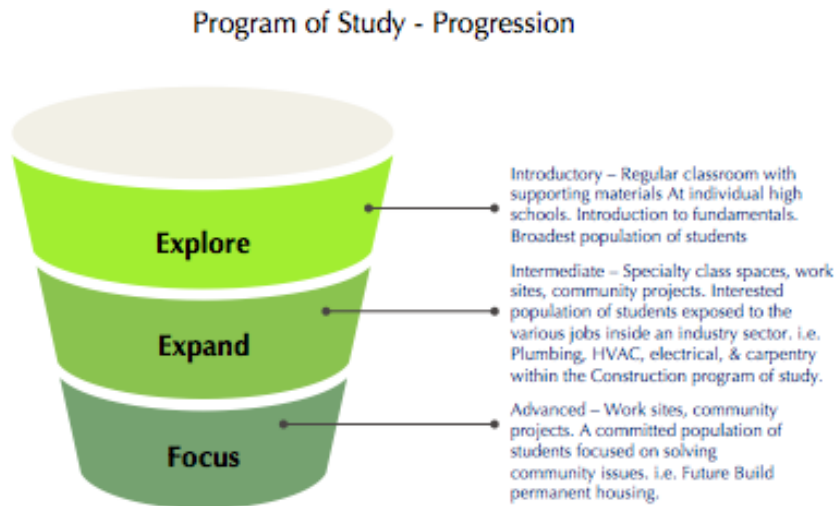
- Program Criteria
 - Afford all students the dignity of access to pathways leading to high wage, high demand opportunities in the local region.
 - Ensure the prevalence of student-centered, student-driven, hands-on, project-based learning tied to outcomes aligned with identified industry standards.
 - Be active in a cycle of continuous reflection and improvement designed to meet high-quality POS status as defined by Levels 3 & 4 in the Oregon CTE Program of Study Quality Rubric.
 - Be aligned with high-wage, high demand jobs as defined by State and Regional Workforce Forecasts
 - Have a clearly articulated Programs of Study (POS) that includes:
 - Introductory, intermediate, and advanced, standards-based coursework that requires appropriate Work Based Learning (WBL) at each level that is aligned with the Career Connected Learning Framework.
 - Alignment and interaction with education partners in post-secondary education and provides students with dual-credit opportunities, which may include on-campus college courses.
 - Details how students will have sustained interaction with industry, business or community professionals in a real, virtual, or simulated workplace.
 - Specific learning about education/training pathways to FLW/HD careers and exploration of those careers that specifically aligned with that career pathway.
 - General employability skills and behaviors, including those specifically related to a particular industry.

- Provide opportunities for students to enter a POS at a variety of entry points based on previous learning and experience.
- Provide pathways for student leadership.
- Development and Implementation of Applied Learning Opportunities
 - Emphasizes the relevance of the learning with integration into and application of real world experiences.
 - Involves learners and their teachers with community members and individuals outside of the organization.
 - Provides the ability to learn in the same structure/community/environment as experts and professionals.
 - Prioritizes nurturing and working with learners holistically, taking into account their personal strengths, interests, goals and previous experiences.
 - Acknowledges that moving learners out of traditional classrooms means helping them become more independent and motivated, and more responsible for their own learning.



- Integration of contextualized core content into project based learning that addresses complex community issues, needs and concerns.
 - Identifies focal issues through the collaboration of learners and community partners.
 - Recognizes that there are various and competing perspectives that drive community decisions and actions.
 - Takes into account available resources.
 - Identifies and analyzes a variety of contributing factors to the focal issue.
 - Creates and evaluates multiple alternatives using a decision quality model.
 - Learners, teachers and community partners collaboratively design outcomes and assessments

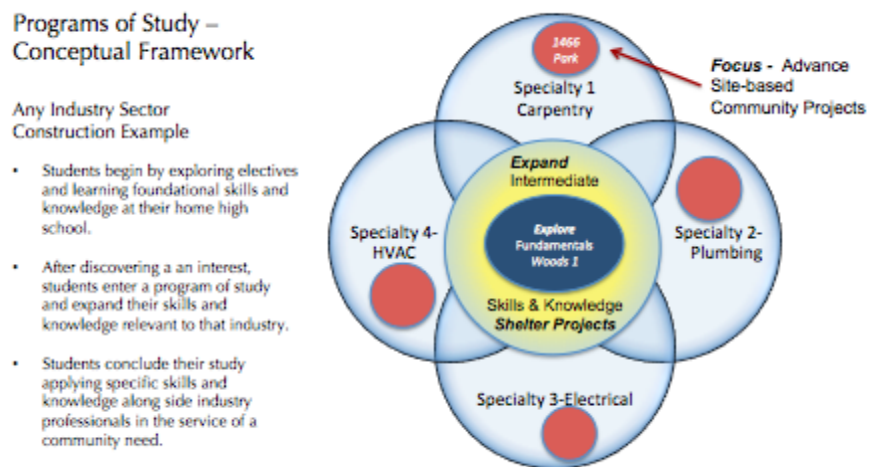
How do students progress through programs of study?



5

All students can explore our programs. These introductory courses expose students to the fundamentals of an industry’s skill and knowledge. If a student finds interest they can expand their knowledge and skill as they experience the varied vocational tracks in any industry sector. Finally, a focused group of students can refine and improve a specific set of skills and knowledge that prepares them for entry into that sector of interest.

What guides our program development?



6

Programs are designed to grow and refine students' knowledge and skill through a deliberate process of exposure and focus resulting in a student's ability to directly enter the job market with the skill set necessary to be successful. These programs are informed by, and co-created with teachers, students, and industry professionals. The input from our community partners ensures that skills and knowledge learned by the students have a direct application to their field of interest.

What are the forecasts for opportunity and earning potential for our students?

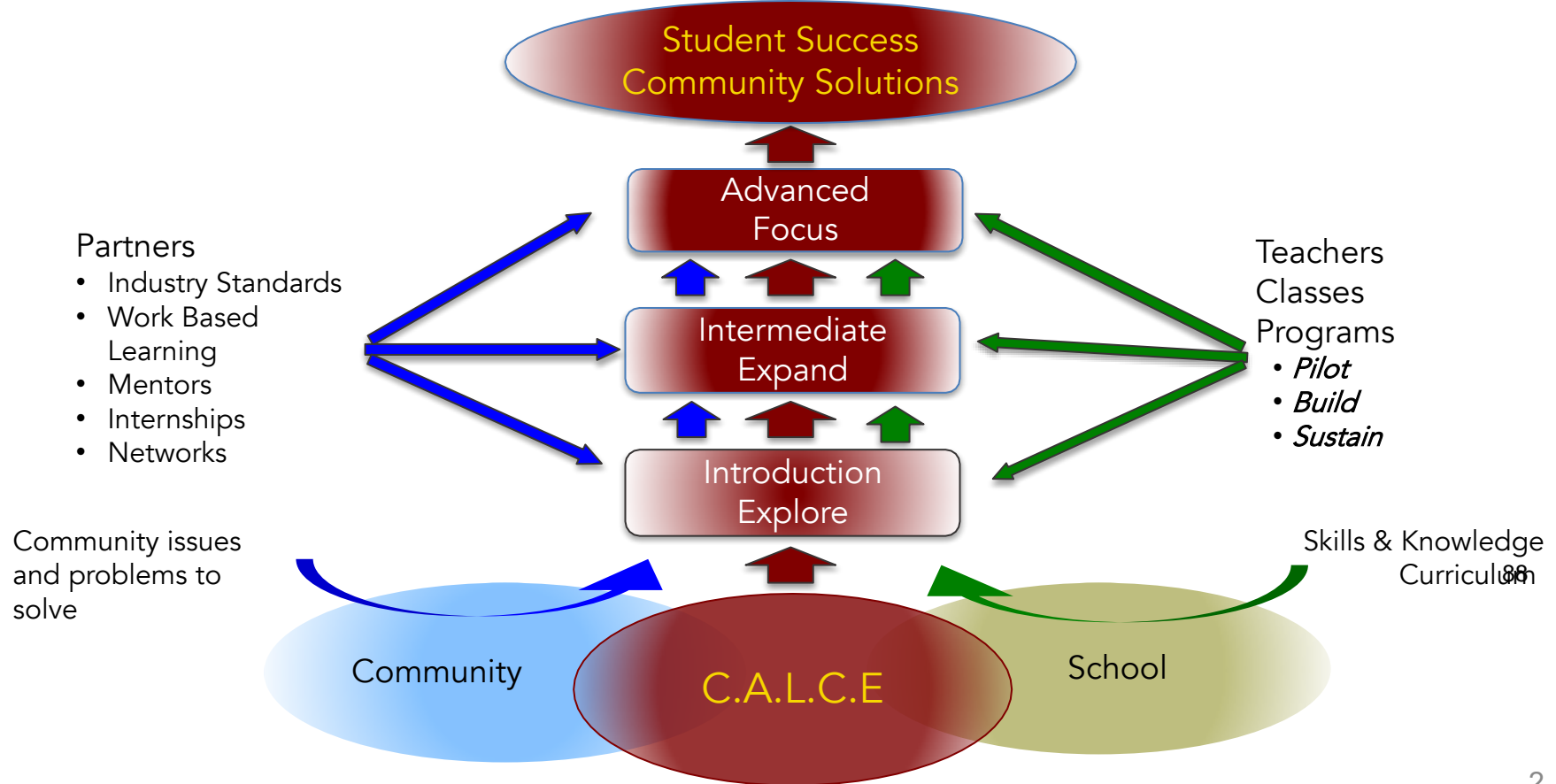
Earning potential from the Oregon Employment Department -
Occupation and Wage Information and Projections

Occupation	Average Hourly Wage/Annual Salary	Percent Growth by 2030	Total Annual Openings	Typical Entry Level Education
Construction Technology - Future Build				
Carpenter	\$27.87/ \$57,965	9.7%	2218	High School diploma or equivalent
Drywall & Ceiling Installation	\$29.73 / \$66,926	13.7%	149	Less than high school
Electrician	\$40.28 / 83,787	16.0%	1,289	High School diploma or equivalent
Video productions and Graphic Design - Creative Services				
Graphic Design	\$28.30 / \$58, 876	11.9%	397	Associate's Degree
Audio & Video Technicians	\$23.36 / \$48,592	26.1%	122	Postsecondary Non-degree
Photographers	\$26.57 / \$55,263	9.7%	155	High School diploma or equivalent
Health Occupations				
Emergency Medical Technician (EMT)	\$18.48 / \$38,449	10.8%	148	Postsecondary Non-degree
Healthcare Support Workers	\$23.33 / \$48,507	14.2%	249	High School diploma or equivalent
Nursing Assistant	\$19.90 / \$41,494	13%	1,651	Postsecondary Non-degree
Forestry and Natural Resources				
Forest & Conservation Worker	\$20.22 / \$42,060	17.5%	81	High School diploma or equivalent
Logging Equipment Operators	\$58,282		61	High School diploma or equivalent

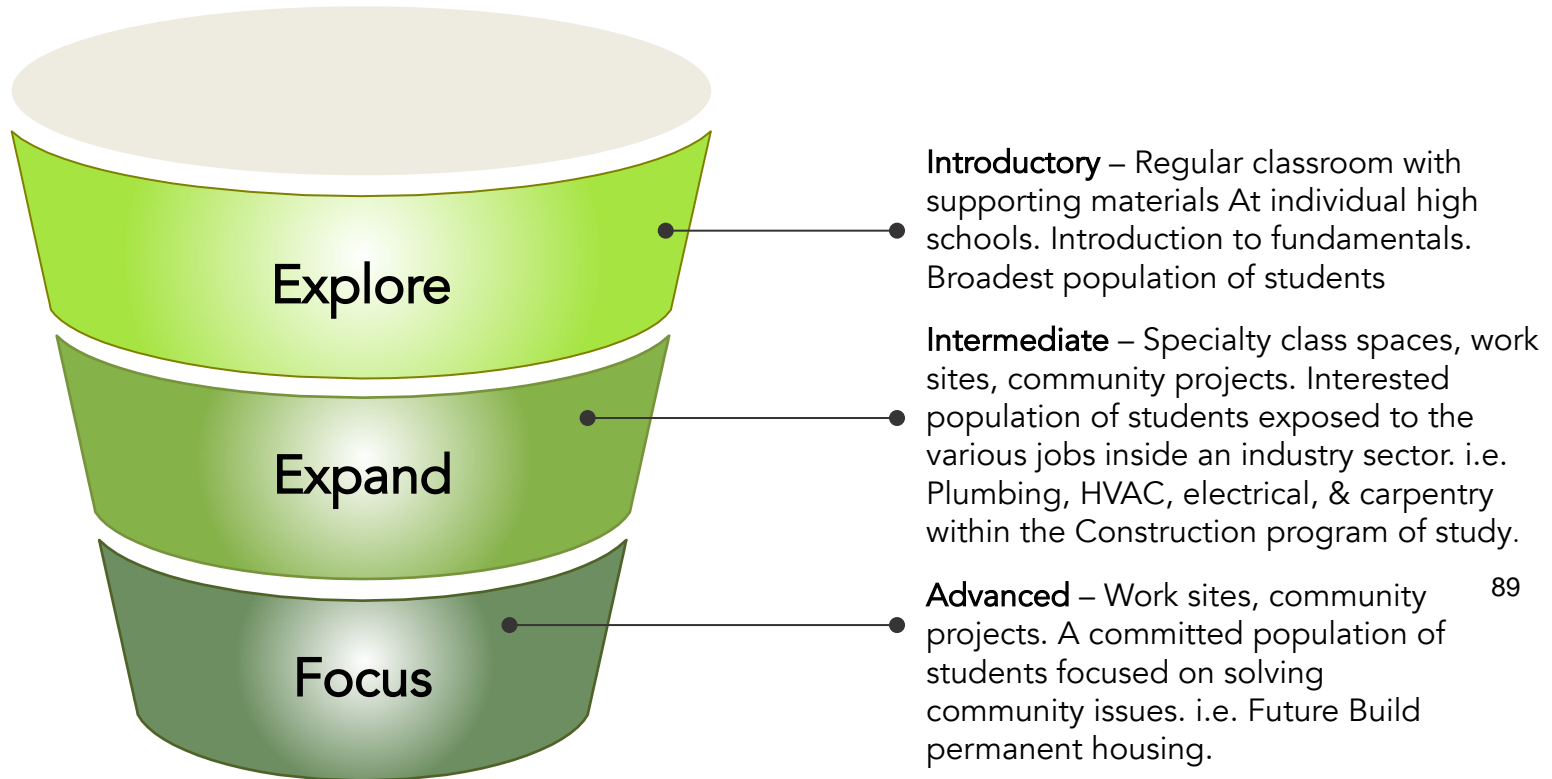
Center for Applied Learning & Community Engagement



What is the Center for Applied Learning & Community Engagement?



Program of Study - Progression



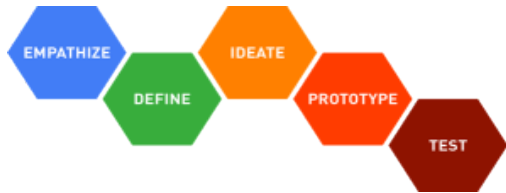
Instructional Approach

1

Our community/industry partners join with staff and students on a **DESIGN TEAM** to inform our program design based on community need and industry standards



Design Thinking Process



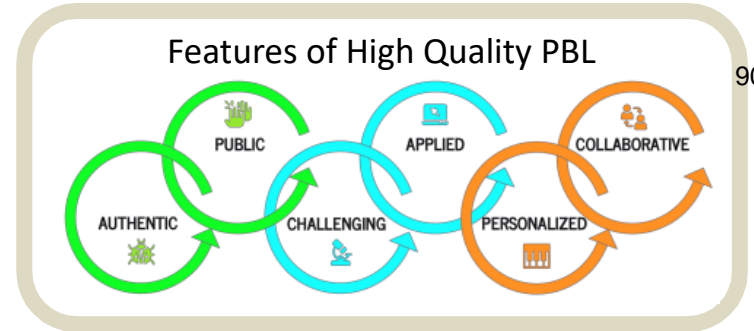
2

Our students apply **DESIGN THINKING** processes and mindsets to solve real world project challenges

3

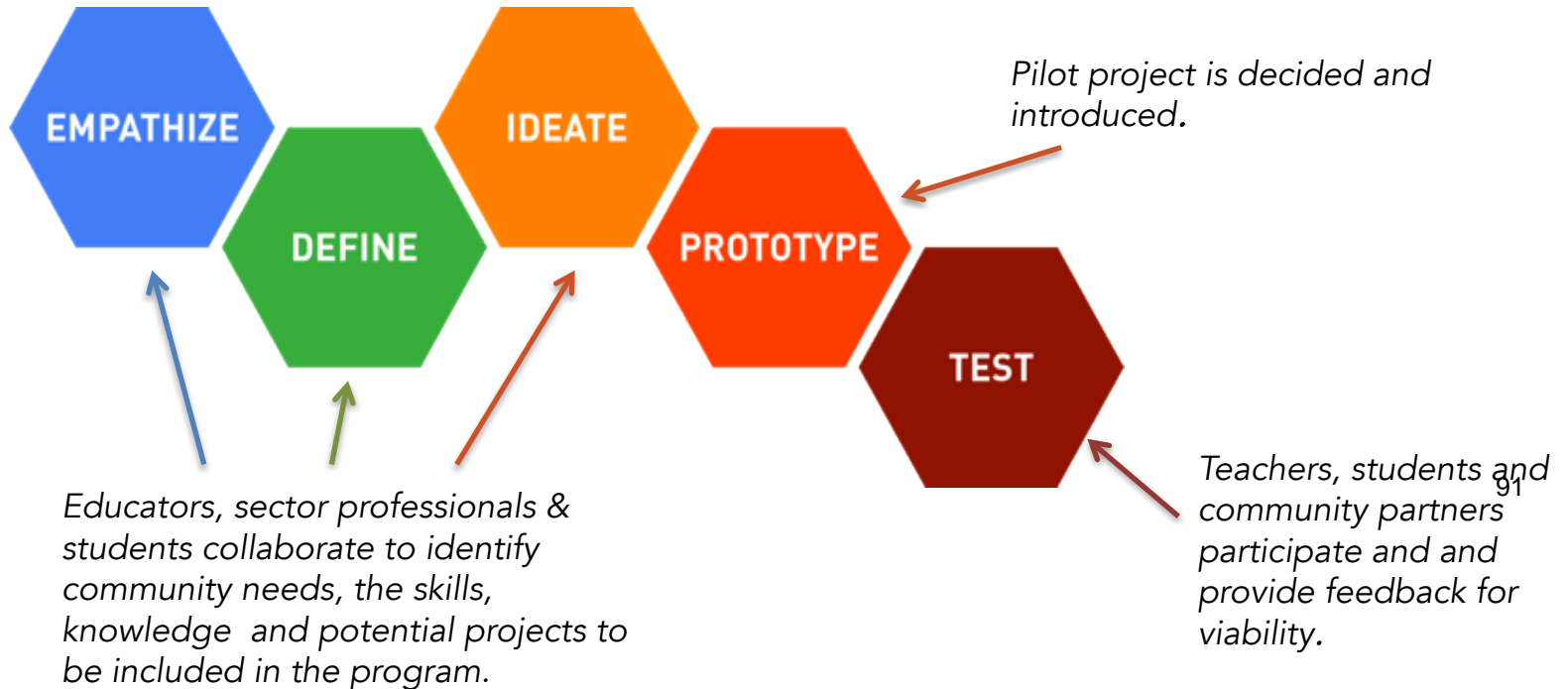
Students engage in **PROJECT-BASED LEARNING** that integrates industry standards with core content credit opportunities

Features of High Quality PBL



Pilot Generator

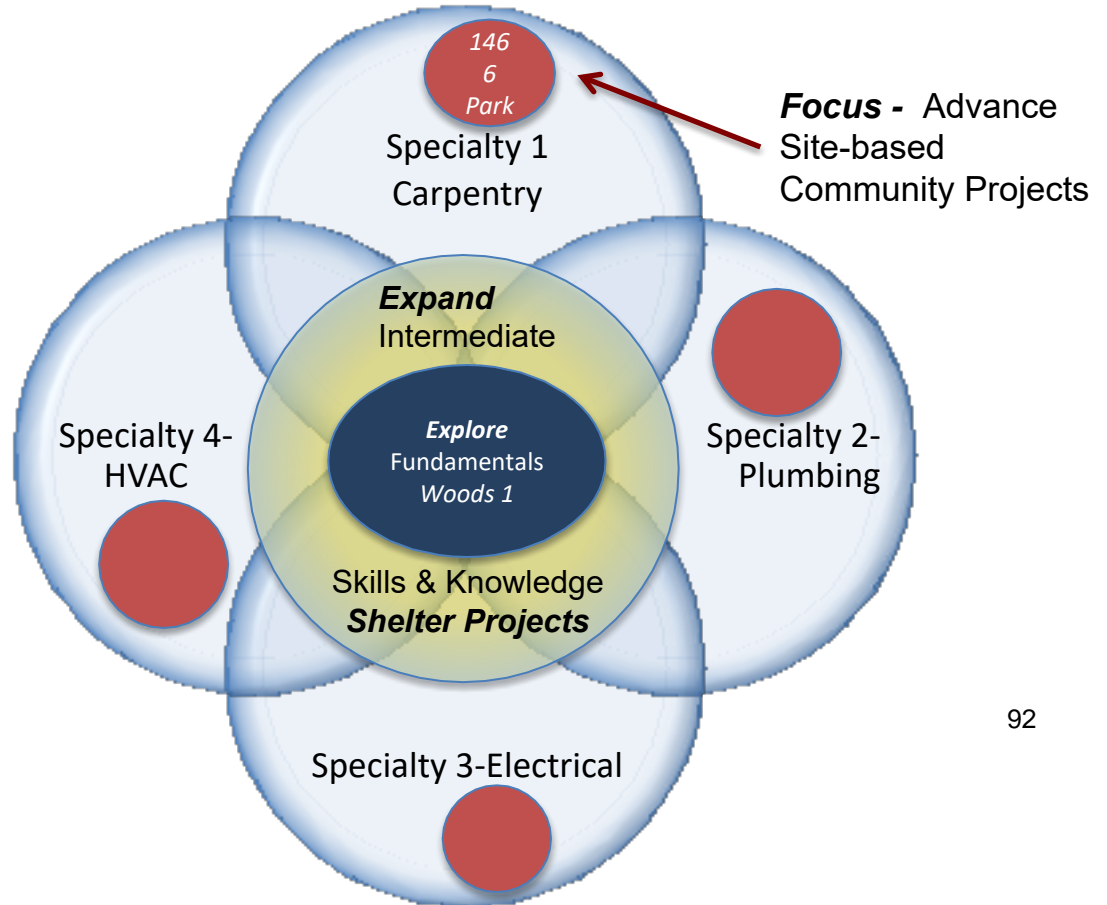
Design Thinking Process



Programs of Study – Conceptual Framework

Any Industry Sector
Construction Example

- Students begin by exploring electives and learning foundational skills and knowledge at their home high school.
- After discovering a an interest, students enter a program of study and expand their skills and knowledge relevant to that industry.
- Students conclude their study applying specific skills and knowledge along side industry professionals in the service of a community need.





ITEM FOR INFORMATION: Integrated Guidance Update

Date of Meeting

February 15, 2023

Title

Receive an Update the Integrated Guidance Plan Narrative

Presenter

Andy Dey, Superintendent

Rob Hess, Chief of Staff

Background

The district is currently engaged in the process of building our Integrated Guidance Narrative Plan. Our IG plan includes responding to a series of questions from ODE organized around major themes. In this week's board packet, we will be highlighting the following areas:

1. Needs Assessment

- In developing the Integrated Guidance submission, the Eugene School District 4J engaged in a comprehensive needs assessment grounded in high-level data from ODE in the key performance indicators (3rd grade reading proficiency, 9th grade on track, 4 & 5 year graduation rates segmented by ODE focal groups) along with more granular feedback from individuals and student, parent, staff and community groups.

2. Plan Summary

- Eugene School District 4J's Integrated Guidance plan is organized around three focus areas: 1) Timely communication and meaningful community engagement, 2) Equitable outcomes for all with an amplified focus on the desires of underserved student communities and 3) Safety and well-being for all students and staff.

3. Equity Advanced

- Eugene School District 4J is committed to eliminating gaps in opportunities and barriers to access which are highly predictable by a student's race, ethnicity, gender, gender identity, disability, socioeconomic status, and geographic location. The Equity Team shares the goal of improving outcomes for each and every student with an amplified focus on the desires of those who have been historically underserved.

4. CTE Focus

- Career and technical education (CTE) is an educational program for high school students based on individual interests and industry needs. The Oregon Department of Education has established six CTE learning areas, which are aligned to industry standards and integrate technical and career skill proficiencies with academic content. CTE prepares students for the workplace, further education, training and community

roles. We seek to advance the profile of CTE opportunities and pathways by establishing a Center for Applied Learning.

Additional areas of the plan will be shared at future board meetings. By presenting this plan in sections over the next two board meetings, the public will have a chance to provide feedback to the district and the school board. The board will be asked to approve our plan at the board meeting on March 15 so that we can meet the submission deadline with ODE of March 31.

Recommendation

The district invites feedback from the community and board members on the information presented.

Needs Assessment

In developing the Integrated Guidance submission, the Eugene School District 4J engaged in a comprehensive needs assessment grounded in high-level data from ODE which included the key performance indicators (3rd grade reading proficiency, 9th grade on track, 4 & 5 year graduation rates segmented by ODE focal groups) along with more granular feedback from individuals and student, parent, staff and community groups. Specific stakeholder engagement examples include over 120 superintendent chats, a survey of all employees designed to measure climate and culture (Upbeat Survey), a student climate survey, staff, student, and family feedback regarding proposed secondary schedule changes, and focus groups/stakeholder review of the draft Integrated Guidance plan. Intentional efforts to amplify voices of underserved communities has been an ongoing priority, and this has been done by increasing creating the Equity, Inclusion, and Instruction department. This department has grown from 1 staff member to over 30 staff members since our original SIA plan. We believe that outreach and engagement is not just something you do once a cycle but should be ongoing and ever present so that the work is continually shaped by ongoing feedback and two-way communication.

Multiple avenues were established to provide input in support of a collaborative decision-making process informing Integrated Guidance funding needs. Staff, families, community partners, and students were invited to speak with the superintendent to share insight into district work. A broad survey of families, staff and community was followed by targeted focus group conversations on how to support student success. Staff feedback on district initiatives was elicited in meetings, and by use of the ThoughtExchange platform to crowdsource targeted feedback on current investments, proposed schedule change proposals, and to develop insight into ways to build upon progress already being made. A key challenge emerged in that many individuals and groups were not aware of efforts underway and progress being made, underscoring the need for greater communication around resources like the Wraparound Program services provided through the 4J Family Welcome Center.

Key Performance Indicators (KPIs) tracked by ODE provide evidence that 4J district investments in the prior SIA cycle have begun to bear fruit, among them significant investments in equitable outcomes for marginalized groups. Improvements in 3rd grade reading proficiency, 9th grade on track and 5 year graduation rates in the focal group populations highlighted by ODE were the focus of SIA investments and likely contributed to these successes. Despite the effects of COVID on student performance, and associated stresses within the school system, 4J is seeing the benefits of having created systems and supports for struggling and underserved students that should continue to improve student success.

A key takeaway from the needs assessment is that needs identified in the prior SIA cycle continue to exist and 4J is making progress in addressing them. 3rd grade reading is still an area of concern along with attendance rates that have declined. The resulting strategic direction is to continue, improve or adjust existing initiatives rather than

undertake a significant course correction. For example, the need for a new secondary schedule was previously identified, motivated by the need for more time for staff to focus on struggling students. The chief driving value behind the new A/B Flex schedule was to design a schedule that would benefit SPED, ELL, and traditionally underserved students with more opportunities to earn credits and receive support without sacrificing opportunity to take courses with accommodations. With this strategic decision taken in December 2022, subsequent investments in professional development will need to be made to optimize the change.

In summary, despite COVID, 4J held steady with plenty of innovation, collaboration and progress against equity goals—especially in regards to supporting equity, inclusion, and instruction. However, even with a generally positive trend in the KPIs, 4J has room for significant improvement. Going forward, our focus for improvement is aligned around three foundational outcomes or goals that we have built our IG plan around:

- 1) Timely communication and meaningful engagement
- 2) Coordinated focus on equitable access and advancement for all, with an amplified focus on the desires of those who have been historically underserved
- 3) Safety and wellbeing for students and staff.

These are the strategic priorities underlying resource planning that are being made in the Integrated Guidance with the goal that all decisions are grounded in the 4J equity lens.

Plan Summary

Eugene School District 4J's Integrated Guidance plan is organized around three focus areas: 1) Timely communication and meaningful community engagement, 2) Equitable outcomes for all with an amplified focus on the desires of underserved student communities and 3) Safety and well-being for all students and staff.

Many strategies bridge areas like the initiatives undertaken by the Equity, Inclusion and Instruction department. These efforts include wrap-around services provided by regional care teams providing mental health support for students experiencing crisis, chronic absenteeism, students experiencing homelessness, who are gender diverse or who are otherwise part of marginalized groups.

Timely communication and meaningful community engagement is evident in the emergent bilingual student success plan attending to needs of migrant, recent arrival and developing multilingual students and families by providing school success navigators, systematic English development training, and collaboration time for teachers. Similarly, all 4J's students, but particularly Native American students, have long benefitted from the experiences, education and support provided by the Natives program. Expanding and enhancing the Natives program will increase direct student support services, tutoring, summer camp, and cultural programming.

Focusing on equitable outcomes for all with an amplified focus on the desires of underserved student communities is evident in the 3rd grade literacy plan with ongoing work fundamental to student success for all along with attention to underserved student communities, such as provision of media specialists in school libraries with underserved communities. This includes further expansion of the KITS program curriculum and implementation of the full continuum of research-based literacy skills, with extensive professional development for staff and additional licensed reading specialists across high-needs elementary schools.

Our Learning For All model supported by a districtwide focus on MTSS is a proactive way to increase access and inclusion for all underserved students by improving our instructional strategies including differentiation and expanding the continuum of services in each school. Having already launched a pilot of Universal Design for Learning, this program will be refined and expanded over time.

BEST after school and summer programs provide opportunities to increase instruction time through supporting the BEST afterschool program for Title I elementary schools and Title I summer school to support students from all elementary schools in need of summer reading support and expand middle school students' summer learning opportunities.

Well-rounded education and providing extended learning opportunities for staff and students is a part of the Center for Applied Learning and 4J's CTE programs that provide engaging and practical pathways for students with a variety of learning characteristics, with the needs of underserved communities as a primary objective.

Safety and wellbeing for all students and staff will be fostered by addressing the mental health, behavioral and social emotional needs of our students and our staff. We have begun the process of implementing Integrated Mental Supports in every school and will continue to build this model over time so that more students can receive mental health support from licensed mental providers during the school day. Especially emerging from COVID, there are additional needs and efforts reflected in budgets in these areas to reflect this commitment, which remains a top priority from our community, with special attention to focal groups.

By mapping our MTSS (multi-tiered system of support) resources throughout the district and establishing an MTSS team at every school, we will be able to more effectively serve the needs of our students through more effective and coordinated Universal Supports (Tier I), Targeted Supports (Tier II), and Intensive Supports (Tier III) in the areas of ELA, Math, SEL, Pro-Social Behavior, Attendance, and Grades. As we implement MTSS throughout the district, we hope to see the referral rate for Special Education decrease, and the amount of time SPED students spend in regular education increase.

With an equity lens we will be supporting targeted class size reduction to ensure underserved students in our most impacted communities have the opportunity and access they need to see historic achievement gaps close. We will be paying keen attention to this through our Longitude Growth Targets.

Equity Advanced

What strengths do you see in your district or school in terms of equity and access?

One strength is the creation of the Office of Equity, led by two directors, which oversees multiple district programs. The Office of Equity, in addition to advising the superintendent's cabinet, leads various district initiatives to make the entire organization more inclusive, safe, and welcoming and to improve academic outcomes. Below is a list of accomplishments and work in progress:

1. Multi-year goal to strengthen the use of restorative justice practices to reduce disproportionate disciplinary outcomes.
2. Strengthened student affinity groups across all secondary schools by hiring student affinity coordinators.
3. Collaborated with human resources to recruit, hire, and retain staff of color and to strengthen the Grow Our Own program.
4. Collaborated with the community and the school board to create and adopt a racial harassment policy.
5. Created a Welcome Center that provides families with basic needs, resources, and community learning activities focused on mental health, adult education, and early childhood reading. The Welcome Center also serves as a one-stop hub for new families in our district.
6. Strengthened the NATIVES program to better serve the local Native community.
7. Hired four equity managers to work collaboratively with building principals on building-based equity initiatives and to serve as thinking partners for decision-making.
8. In the process of developing a sociology of race and class course, redesigning school improvement plans, and collaborating with unions to redesign leadership plans.

A second strength of our school district is the willingness to engage in professional development on race, racism, and discrimination, and we approach our work using an equity lens.

What needs were identified in your district or school in terms of equity and access?

1. More support for newcomers at the high school level (recently-arrived immigrant students with little or no English proficiency).
2. An amplified focus on preschool, and early learning programs, specifically for historically marginalized focal groups and students with disabilities.
3. An amplified focus on students identified as McKinney-Vento with targeted support on basic needs and academic interventions.
4. An amplified focus on mental health supports, K12, specifically for historically marginalized focal groups and students with disabilities.

Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

Equity [Lens/Tool](#)

Describe how you used this tool in your planning.

We used these tools to make sure we were addressing the appropriate problems. By having a clear purpose, we could ensure that we spent time engaging with the correct stakeholder groups. The use of these tools allowed our teams across the district to look at equity in a similar way. This tool was developed in collaboration with the Decision Education Foundation and our school board's equity lens.

Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

Our plan is designed to support students in underserved focal groups. Using high-leverage teaching strategies can and will benefit all students. We also consider how lessons are designed with a Universal Design for Student Learning as a priority. These strategies and activities will support the achievement of all students with an emphasis on activating deeper engagement, in the learning path, with our student focal groups.

What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?

Administrator and teacher preparedness can and will likely be a barrier to the success of this plan. We also need to develop a comprehensive Professional Development plan in collaboration with stakeholders that is aligned to our three district goals and monitor the implementation of that plan. It will also be important to have each school identify the focal students they will focus on through our new and improved school improvement planning process.

What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

Our school district is changing the secondary school schedule to support focal groups better. For example, special education teachers that are pushed into the classroom will now be able to intervene during the class period immediately. And teachers will teach for a portion of the period allowing for students to receive homework support during the later part of the class period so needed questions can be covered before students move to the next class or transition home. Providing support during the school day is important because we know that many of our students navigating homelessness do not have access to a consistent home environment.

CTE Focus

What strengths do you see in your CTE Programs of Study in terms of equity and access?

1. As new programs of study are created, commitment to increase the participation of traditionally underserved populations of students.
2. Removing barriers that impede student access to programs. These include:
 - a. District wide enrollments
 - b. District provided transportation and nutrition services
 - c. Summer program opportunities
 - d. Integrated contextual core content for credit
 - e. District provided tools, equipment and safety clothing necessary for participation
3. New programs are piloted to specifically appeal to students from traditionally underserved populations, providing learning experiences that prepare students for high quality post high school opportunities that lead to family-living wage/high demand jobs.
4. To help ensure achieving the above stated outcomes, the district has created the following positions: Equity Directors, Equity Managers, Student Alliance Coordinators. These employees work throughout the district at secondary schools to ensure access encouraged and communication with impacted families occurs.
5. Expansion of district communications department to improve information and promotion of CTE programs of study.

What needs were identified in your CTE Programs of Study in terms of equity and access?

1. Underrepresented special populations of students include individuals from economically disadvantaged families, individuals preparing for non-traditional fields, homeless individuals, individuals with disabilities, English language learners, and students in foster care.
2. Underrepresented race/ethnic groups include Native Hawaiian/Pacific Islander, African American/Black, Hispanic/LatinX
3. Students identifying as female are underrepresented in traditionally male dominated industry sectors.
4. Expand the number of programs of study open to students from across the district. Current enrollment in most Programs of Study is constrained to programs only offered at a student's home high school. The new secondary AB Flex schedule will create opportunities for students to access programs in other high schools throughout the city.
5. Students and families lack knowledge and understanding about CTE programs of study and how these lead to post high school opportunities in family-living wage/high demand careers.

6. Some Programs of Study (POS) don't lead to high quality post-high school outcomes for students and CTE is frequently seen and promoted as electives instead of pathways to graduation and career. Some of our programs are more suited to be an elective than a CTE POS that provides the career ready outcomes that our students deserve.
7. Culture among stakeholder groups that college-prep is the only legitimate post-high school aspiration.
8. Counselor understanding of programs and 'college' as defined broadly and inclusively.

What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study?

We believe the recruitment of underserved populations will require multiple strategies to be effective. These include:

1. Improve outreach and devote resources to support special populations identified as being underserved. Target and educate parents and continue to focus on bringing events and career learning options to underserved communities.
2. Address explicit and implicit racism within the system and the effect it has on whether students feel welcome, supported or guided.
3. Debunk traditional beliefs about which students are capable. Reach out to Special Ed & ESL case managers to help promote CTE opportunities to their students.
4. Incorporate the Equity Decision Making Tool as an embedded part of our quality decision making process.
5. Career Guidance needs to increase focus on career goals and opportunities after high school as viable alternatives to the traditional college pathway.
6. Offer materials in native languages.
7. Increase student voice in decision-making.
8. Consistently review data to guide decisions.

How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

1. Ensuring equal access and participation in CTE Programs of Study for all students, including focal student groups, is a top priority. In order to achieve this, the following steps to promote equity and inclusion in our program are implemented.
2. Needs assessment to identify and understand the unique needs and challenges facing students from low-income families, students of color, and students with disabilities. Based on this information, develop targeted strategies to support these students and ensure they have the same opportunities and resources as their peers.

3. Work closely with school counselors, equity managers, special education staff, and other support staff to identify students who may be at risk of discrimination and ensure they receive the support they need to succeed. This includes providing additional academic or emotional support, connecting them with affinity groups, and providing accommodations to ensure they have equal access to the curriculum. i.e. adjust scheduling procedures to prioritize students from identified focal groups access to course and program offerings.
4. Provide professional development opportunities to all staff to build a more inclusive, respectful and culturally responsive learning environment. i.e. Antiracism and the Universal Design for Learning by Andratesha Fritzgerald.
5. Regular monitoring and evaluations of CTE programs to identify and address any disparities in access, participation and success among focal student groups, making any necessary adjustments to ensure that all students have equal opportunities to succeed.

How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

1. During CTE Programs of Study
 - a. Guest speakers
 - b. Field trips to potential employers
 - c. Internships
 - d. Working alongside industry professionals to complete a variety of projects focused on community needs
2. Before CTE Programs of Study
 - a. Part of a student's educational plan and profile requires students to take a Career Interest survey in addition to other online career exploration activities. This process starts in the 9th grade and is revisited in subsequent years.
 - b. Provide exposure to, and information about available CTE programs during 8th grade, summer programming and 9th grade.

How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

1. Website
2. Direct written communication
3. Public demonstrations of student learning
4. Counselors & School Career Center
5. Program of study open houses and family information sessions
6. Presentations to affinity groups
7. Curriculum guides
8. Equity managers assigned to each high school
- 9.

How are you providing equitable work-based learning experiences for students?

1. We actively seek out and establish relationships with employers in identified high demand industry sectors in order to create work-based learning opportunities for students. This includes reaching out to businesses in the community, attending networking events, and building partnerships with industry associations. Once these relationships are established, we work with employers and community workforce partners to design and implement internships, apprenticeships, job shadowing, and other career related learning experiences that align with students' career interests, academic goals, and community needs.
2. We contract with a local nonprofit to collaborate with teachers in the development of work-based learning opportunities.
3. Support student participation in work-based learning events hosted by a local nonprofit.
4. Support participation of students in paid summer internships.

Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.

1. Integrating academic and technical skills in relevant and challenging learning experiences will significantly improve students' overall education. By providing integrated, rigorous instruction across multiple subject areas, students are able to see and experience the real-world applications of what they are learning. This makes both the academic and technical content more meaningful and engaging. Because programs of study are articulated with community college, students have opportunities to earn postsecondary credit while in high school, which will give them a head start on either their college education or progress in apprenticeship programs, and help them to save time and money.
2. Students earn industry recognized credentials
3. Current opportunities include, but not limited to, engineering design, construction, manufacturing, health services, computer science, natural resources, culinary arts, digital media/graphic design, and computer science, which will enhance their understanding of the subject and give them the technical knowledge and skills necessary for the related field.
4. Overall, this kind of education will not only improve students' academic and technical skills but also develop the student in a well-rounded way and help them to be college and career ready."

What activities will you offer to students that will lead to self-sufficiency in identified careers?

1. Opportunities and support for acquiring National Industry Certifications

2. Hands on applied learning opportunities as part of the scope and sequence in courses within Programs of Study
3. Work based learning experiences in all programs of study
4. Close partnerships with community business partners to address identified community needs. i.e. building tiny homes to provide temporary housing for the homeless.

How will you prepare CTE participants for non-traditional fields?

1. Hiring Staff that reflect the non-traditional roles in industry sectors
2. Provide broad exposure for all students to all programs of study
3. Provide academic, technical and emotional support for students enrolled in programs of study that reflect non-traditional fields

Describe any new CTE Programs of Study to be developed.

1. Creative Services - Digital Media Design
2. Forestry/Natural Resources
3. Manufacturing
4. Health Occupations

How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

We actively seek out and establish relationships with employers in identified high demand industry sectors in order to create work-based learning opportunities for students. This includes reaching out to businesses in the community, attending networking events, and building partnerships with industry associations. Once these relationships are established, we work with employers and community workforce partners to design and implement internships, apprenticeships, job shadowing, and other career related learning experiences that align with students' career interests, academic goals, and community needs.

EQUITY DECISION MAKING TOOL

PURPOSE
What are we trying to do? What is our goal?
HELPFUL FRAME

WHAT ARE WE DECIDING?

INCLUSION
Who will be impacted and are they being included in the process?
CLEAR VALUES

WHAT DO WE WANT?

ACTIONABLE
Have we considered a variety of ethical actions?
CREATIVE ALTERNATIVES

WHAT CAN WE DO?

OUTCOMES
How might this decision increase, decrease, or ignore equity?
USEFUL INFORMATION

WHAT CAN WE KNOW?

EVALUATION
How will we know if we have accomplished our goal?
SOUND REASONING

ARE WE THINKING STRAIGHT?

COMMUNICATION
How will we ensure inclusive and culturally sensitive communication?
COMMITMENT TO FOLLOW THROUGH

WILL WE DO IT?

DRAFT 4J EQUITY LENS: SHORT VERSION

An equity lens helps us identify potential impacts on under-served and marginalized individuals and groups, and to identify and potentially eliminate barriers.



WHEN APPLYING AN EQUITY LENS ASK YOURSELF (OR YOUR GROUP):

PURPOSE

What are we trying to do? What is our goal?

INCLUSION

Who will be impacted and are they being included in the process?

OUTCOMES

How might this decision **increase, decrease, or ignore** equity?

Consider:

Race, gender identity, sexual orientation, LGBTQIA+, religion, age, country of origin, geography, disability, class/socio-economic status, the balance of power, etc.

Once you've determined what action you will take, ask yourself (or your work group):

COMMUNICATION

How will we ensure communication to those affected takes place in an inclusive and culturally sensitive manner?

EVALUATION

How will we know if we have accomplished our goal?

DRAFT 4J EQUITY LENS: EXPANDED VERSION

PURPOSE & ASSUMPTIONS

What are we trying to do?

What is the issue, policy, or process being examined?

What assumptions are we bringing into the issue?

INCLUSION/REPRESENTATION

Who is included in this process?

Who is not included in this process? And why?

How are we intentionally engaging multiple perspectives?

How have barriers to participation been addressed?

IMPACT/OUTCOMES

What are the outcomes we are hoping to create?

What are potential unintended outcomes? How will we address these?

Who is being affected by this decision (Policy, Issue, and Process)?

How might this decision increase, decrease, or ignore equity?

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Consider: race, gender identity, sexual orientation, LGBTQIA+, religion, age, country of origin, geography, disability, class/socio-economic status, language, the balance of power, etc.

PROCESS/COMMUNICATION

How and when will the process be communicated?

How will you ensure communication takes place in an inclusive, culturally sensitive and responsible manner?

EVALUATION/FEEDBACK

Are we accomplishing our initial goal?

What barriers prevented more equitable outcomes? How will you address these?

How will we incorporate this learning next time?

How will feedback from staff and stakeholders be collected?

Who will we share evaluations with?

What did we learn from this?

How will you use evaluation and learning to raise racial awareness?



ITEM FOR INFORMATION: List of Activities for Potential Integrated Guidance

Date of Meeting

February 15, 2023

Title

List of Potential IG Activities

Presenter

Andy Dey, Superintendent

Background

The district is currently engaged in the process of building our Integrated Guidance Plan. At the Feb. 15 board meeting, we will be sharing our current list of proposed activities organized into the strategies connected to our three goal areas.

1. Timely communication and meaningful engagement
2. A coordinated cohesive focus on equitable access and advancement for all with an amplified focus on the desires of those who have been historically underserved
3. Safety and wellbeing for students and staff

Recommendation

District staff welcomes the feedback and input of the community and board members on this list of proposed activities as we look to finalize our plan in preparation for our March 15th board meeting. District staff will be available to answer questions about specific activities.

List of Braided Activities for Integrated Guidance

Goal 1: Timely Communication & Meaningful Community Engagement

- A1 Support Equity, Inclusion, and Instruction Initiatives**
 - Community Engagement Activities & Events
 - Translation and Interpretation
 - Equity Library and resources
 - Professional Development Opportunities
 - Ninth Grade Transition Coordinators and Counselors
- A2 Integrated Prevention and Mental Health Model**
 - Community Partnerships with outside agencies
 - Community Engagement Activities & Events
 - Directory of Care & management system
 - Educational Resources Library
- A3 Provide Extended Learning Opportunities**
 - BEST afterschool
 - High School Extended Day & Academic Support
 - Summer Bridge and Intensives Program
- A4 Wrap Around supports**
 - Welcome Center
 - Mobile Food Truck
 - BIPOC community outreach

Goal 2: Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities

- B1 Support Equity, Inclusion, and Instruction Initiatives**
 - Equity Regional Managers
 - School Improvement & Equity Initiatives
 - Program Coordinators for Affinity Groups
 - Natives Program Administrator & Manager
 - Anti-Racist and Universal Design Training
 - Expansion of Staff targeted for students, departments and schools
 - Equal Opportunity Schools & AP/IB Expansion
 - AVID and Duck Link
- B2 Increase MTSS Implementation and Effectiveness District-Wide**
 - Professional Development for Integrated Mental Health Team
 - Directory of Care & management system
 - Everyday Matters/Attendance Initiatives
 - MTSS teams established at every school
- B3 Well Rounded Education**
 - New Teacher Mentors
 - Learning for All Staff and professional development
 - School Psychologists
 - Nursing and Autism Specialists
 - Lifeskills staff for elementary schools
 - CTE Expansion and Program Development
- B4 Provide Extended Learning Opportunities for staff and students**
 - Job Embedded Instructional Coaching in schools
 - Staff supporting Early Learning and Pre K
- B5 CTE - Center for Applied Learning**
 - Future Build
 - Creative Services
 - Health Occupations
 - Forestry & Natural Resources
 - Manufacturing
 - Development and Administration
- B6 Increase 3rd Grade Literacy**
 - Literacy Specialists
 - Curriculum Administrator
 - Elementary Library Pilot staff and activities
 - Professional Development Activities

Goal 3: Safety and well-being for all students and staff

- C1 Support Equity, Inclusion, and Instruction Initiatives**
 - Restorative Justice Trainings
 - Equity Resources, Curriculum and Textbooks
 - Targeted resources to recruit and retain for BIPOC staff
 - Affinity Group resources for schools
 - WREN partnership
- C2 Increase Adults in the system/Targeted Class Size Reduction**
 - Middle School Class size reduction
 - High School Extended day
 - Targeted staff at high impact Elementary Schools
 - Humanities for Ninth grade
- C3 Integrated Prevention and Mental Health Model**
 - SEL Universal Screener for students
 - Project Manager for Prevention Services/Suicide Prevention
 - Care and Advocacy Staff (Mental Health & Social Workers)
 - Prevention Education Specialists
 - 15th Night Protective Services
- C4 Support Safety, Security, and Risk Initiatives**
 - Behavior Support Staff
 - Student Success Coordinators



ITEM FOR INFORMATION: North Eugene High School; Kelly and YG Options

Date of Meeting

February 15, 2023

Title

Receive an Update and Discuss YG/Kelly Options

Presenter

Andy Dey, Superintendent

Background

At the board meeting on February 1st, options were explored regarding the future of the current North Eugene building and proposed improvements of the Kelly/YG configuration. The district has been soliciting feedback and exploring potential options moving forward.

Recommendation

The district is seeking direction from the board regarding the North Eugene High school site along with options to support the Kelly/YG site. The district will work with the board to organize and facilitate a series of community meetings to gather and share information about what is possible given financial constraints and master facility plans.



Facilities
Management
School District 4J
715 W. 4th Avenue
Eugene, OR 97402
(541) 790-7400

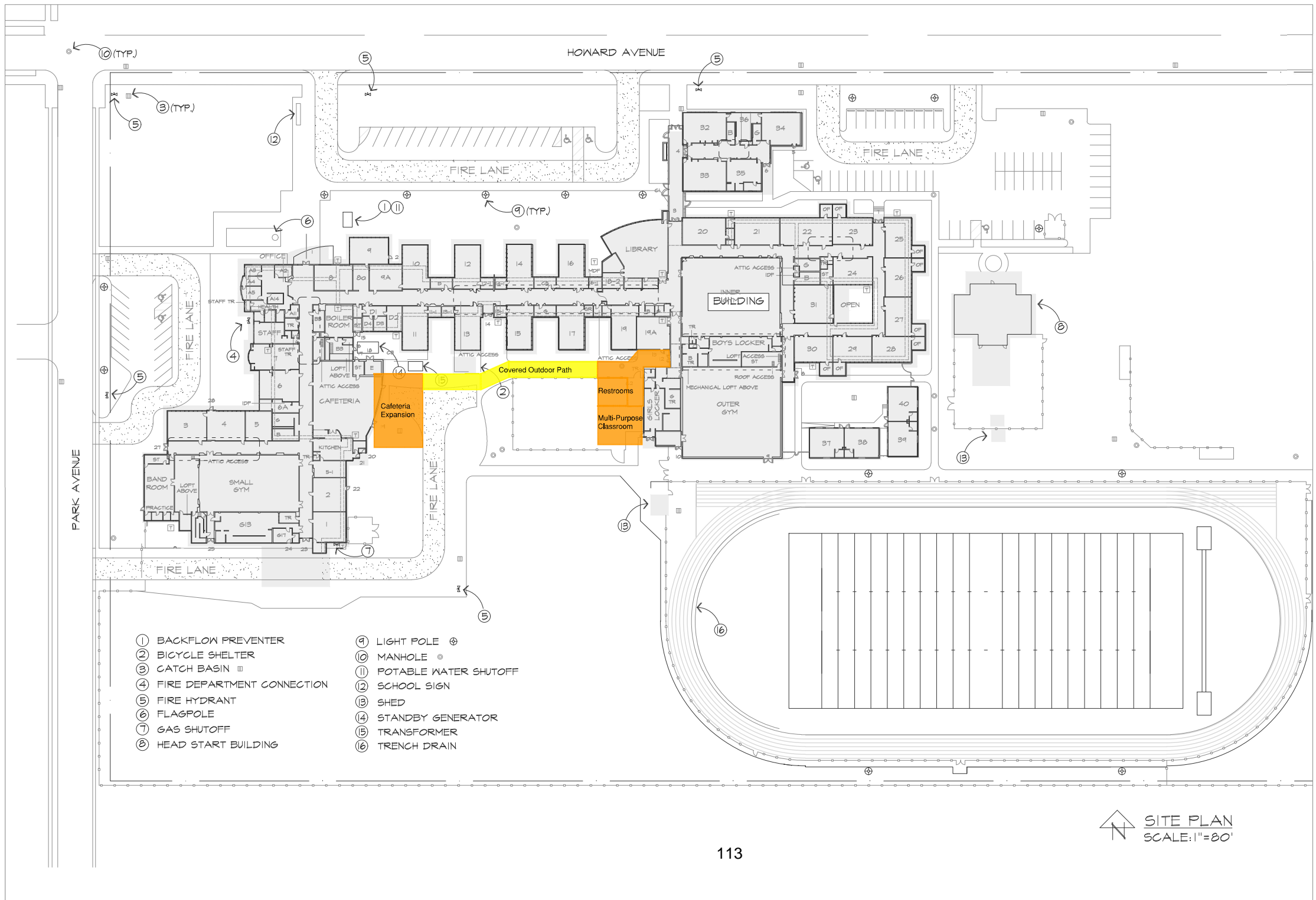
KELLY MIDDLE SCHOOL
850 HOWARD AVENUE

DATE: 5-14-2019
REV: 12-3-2021

DRAWN BY B. MARTIN

SHEET

5



- | | |
|------------------------------|-------------------------|
| ① BACKFLOW PREVENTER | ⑨ LIGHT POLE ⊕ |
| ② BICYCLE SHELTER | ⑩ MANHOLE ⊕ |
| ③ CATCH BASIN ▨ | ⑪ POTABLE WATER SHUTOFF |
| ④ FIRE DEPARTMENT CONNECTION | ⑫ SCHOOL SIGN |
| ⑤ FIRE HYDRANT | ⑬ SHED |
| ⑥ FLAGPOLE | ⑭ STANDBY GENERATOR |
| ⑦ GAS SHUTOFF | ⑮ TRANSFORMER |
| ⑧ HEAD START BUILDING | ⑯ TRENCH DRAIN |

↑ SITE PLAN
SCALE: 1"=80'



Item for Action

Date of Meeting

February 15, 2023

Title

Legislative Committee Guidance

Presenter

Judy Newman, Board and Legislative Committee Member;
Keerti Hasija Kauffman, Board and Legislative Committee Member

Background

The legislative committee of the Eugene 4J School Board works with education and community organizations to track education bills that are specifically relevant to the Board's identified priorities. As legislation is identified, the committee will take actions that include:

- writing letters of support
- engaging with legislators and policy leaders to present priorities and advocate
- present information on legislation to the school board
- provide oral or written testimony for proposed legislation

Preceding the 2023 session, the school board identified its legislative priorities for this year which were then voted upon, and unanimously adopted (see attached priorities document).

Hearings on bills and amendments are often scheduled with very little notice, and the time allocated for taking action on specific bills and amendments is often limited. Due to the limited timelines of the legislative process, it is unlikely that every legislative item can be brought to the board for a vote in sufficient time in which to adequately respond.

The Legislative Committee proposes that the 4J Board provides approval for the committee members to submit written or oral testimony on bills and amendments that are directly related to the priorities that have been agreed on as a Board for the 2023 Legislative session. The committee will inform the Board of its actions and provide a copy of the written and/or oral testimony that was submitted on the Board's behalf.

If legislation comes up during the session that is not directly related to our officially agreed upon Legislative priorities for 2023, the Legislative Committee will bring it to the entire Board for discussion and approval at the earliest possible Board meeting. If it is time sensitive, it may go directly to be an Item for Action on a Board agenda.

This process does not preclude any Board member from providing testimony on bills and amendments as an individual citizen or with another agency or program affiliation.



Eugene District 4J School Board 2023 Legislative Priorities

Funding

- Ensure stable funding in basic school support that reflects actual roll-up costs.**
- Ensure continued full funding of the Student Success Act (SSA).

Student and Workforce Supports

- Recruit and retain a diverse and qualified workforce. This can include addressing pay issues.
- Expand the definition of what is allowable as instructional hours to include such activities as one on one connecting with staff, participation in an affinity group participation in a club, etc.
- Expand and support mental health and social emotional supports for students and staff.
- Expand and deepen “All Students Belong”.
- Align early learning and K-12 systems with the support of comprehensive community services and supports including free high quality publicly funded preschool available to all children in Oregon.

Programming and Infrastructure

- Support Career Technical Education (CTE) and workforce initiatives and funding.
- Support environmental and climate change initiatives and education. These may relate to school facilities, transportation, operational practices and curriculum for students.
- Ensure that all existing and new mandates include funding for implementation.

School Boards

- Allow compensation for school board members to remove inequities and support ability to diversify school board membership. This can open up the option to offer stipends or pay or other supports for school board members as an equity issue. (This requires the elimination of section 3 in ORS 332.018)
- Training for school board members- onboarding of new members to give them the tools for success.
- Annual self-assessment for school boards and training to address needs and priorities identified by school board members

Testing

- Work with local, state, and legislative partners on long-term solutions that will reduce standardized testing requirements.



ITEM FOR ACTION AT A FUTURE MEETING: Equity Trainer Selection Process

Date of Meeting

February 15, 2023

Title

Discuss Timeline & Scope Development Related to the Selection of a Contractor to Provide Equity Training

Presenter

Collina Beard, Chief Administrative Officer

Background

Last spring the Board of Directors (“Board”) made a decision to hire an Equity Trainer. As a result, an informal process for selection of a Contractor was undertaken, resulting in the development of a shortlist of vendors. However, the Board elected not to approve the shortlist and instead directed staff to embark upon a formal solicitation process.

Recommendation

Staff recommends that the Board set a date for a Board Work Session to review and approve the scope of work, evaluation criteria, deliverables and timeline related to the abovementioned work.



February 15, 2023

Dear Chair Noose and Members of the House Committee on Behavioral Health and health Care,

The Eugene 4J School Board strongly supports the passage of HB 2883.

The 4J School Board identified the ability to act in a crisis to save a student's life as a high priority for our district and Board and for the health and safety of our students. In June of 2022, we voted to add the drug Naloxone, an opioid antagonist, to our Medication policy JHCD_JHCDA (see below). The opioid antagonist Naloxone has been proven to be safe and can be life saving.

Additions to policy JHCD_JHCDA: Naloxone or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

HB 2883 will provide explicit protection for trained district staff who administer Naloxone to a student who experienced or is experiencing an opiate overdose. This would most likely be done without parental permission, since it is done in an emergency situation to save a life. This bill adds language to existing statutes that explicitly states district staff would be immune from criminal and civil liability when acting in good faith.

We urge you to pass HB 2883.

Thank you for your time. Please do not hesitate to contact me at newman_j@4j.lane.edu for additional information or with any questions.

Sincerely,

Judy Newman
Chair of the Legislative Committee on Behalf of the Eugene 4J School Board