

LANE EDUCATION SERVICE DISTRICT	BOARD MEETING
1200 Hwy 99 N	Tuesday, April 5, 2022
Eugene, Oregon 97402	Regular Meeting: 6:30 PM

**5:00 PM Work Session
Budget Orientation
Land Acknowledgement**

**LANE ESD BOARD MEETING
AGENDA
Tuesday, April 5, 2022**

1. Call Work Session To Order

Board Chair

A. 2022-23 Budget Orientation

Superintendent Tony Scurto and Business Services Executive Director Dave Standridge will provide an orientation on the 2022-23 Budget Process.

Dave Standridge, Tony Scurto

Budget Committee Preview presentation - 4-5-22 12

B. Land Acknowledgement

Lane ESD Specialist Leah Dunbar and Bethel School District's Nicole Butler-Hooten will lead the Board in a discussion on Land Acknowledgements.

Leah Dunbar and Nicole Butler-Hooten

Land Acknowledgement 24

2. Call Regular Meeting To Order

Board Chair

3. Welcome

Guests attending the meeting will be introduced.

Board Chair

4. Public Participation

This is an opportunity for the audience to address the Board on topics either on, or not on, the agenda.

All Board meetings, with the exception of executive sessions, are open to the public. The Board invites ESD community members to attend Board meetings to

become acquainted with the program and operation of the ESD. The public has a right to attend public meetings held in open session, and may be invited to share comments, ideas and opinions with the Board during designated times on the agenda. The Board may conduct a meeting without public comment.

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

Procedures for Written Comment

Members of the public may submit written comments or materials to the Board at any time at the ESD office, by mail or by email to supt-office@lesd.k12.or.us. Materials or comments submitted at least 72 hours in advance of a Board meeting will be provided to the Board before the Board meeting. Written materials or comments submitted may not warrant action by the Board.

Comments Regarding Staff Members

A person speaking during the designated portion of the agenda for public comment may offer objective criticism of ESD operations and programs. The Board will not hear comments regarding any individual ESD staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for consideration of a legitimate complaint involving a staff member. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, a supervisor and the Board.

5. Agenda Review

Board Chair

6. Action Items

Board Chair

A. Consent Agenda

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

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

agenda.

Back-up materials for consent agenda items are included in the agenda packet as needed. Minutes of this meeting will reflect action on each item.

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

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

1. Lane ESD Board Meeting Minutes of February 1, 2022

2. Lane ESD Board Meeting Minutes of March 1, 2022

2. Human Resource Report, dated April 1, 2022

Board Chair

Hrrpt 4-1-2022 47

February 1 2022 Board Minutes 49

March 1 2022 Board Minutes 61

B. Accept Financial Report

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

- 1) Are the books balanced and reconciled?
- 2) Are all cash and investment accounts reconciled to the general ledger?
- 3) Does the adopted budget reflect expected expenditures?
- 4) Have payroll reports been filed and have all payroll liabilities been paid timely?
- 5) Have all federal and state reimbursement requests as well as required financial reporting forms been filed timely?
- 6) Are there any suspected cases of fraud that we need to be aware of?
- 7) Are there any suspected changes to the internal control system?
- 8) Have there been any significant changes to the internal control system?

- 9) Is the business office adequately staffed to allow for proper segregation of duties?
- 10) Have there been any changes to the accounting system or accounting policies that are significant?
- 11) Has the accounting software and related IT systems been subject to review by an IT professional to ensure seamless backup in the event of a malware, ransomware, or other compromise of computer security?
- 12) Are there any other financial-related matters we should be aware of?
- 13) Are there any new pronouncements on the horizon that may require additional staff time or disbursement of funds to properly implement?
- 14) Are all financial statements that have been provided to the Board accurate and complete to the best of your knowledge?
- 15) Have you been asked by the Superintendent to do anything that makes you uncomfortable or to present any information you feel is inaccurate?

BE IT RESOLVED that the Board of Directors of Lane ESD accepts the Financial Report for March 2020.

Board Chair

03-31-22 Board report - ESD

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C. Nominate OAESD Governance Council Chair-Elect Candidate

At the March 9th meeting, the OAESD Governance Council moved to reopen the OAESD Officers Council Nomination and Election process for the Chair-Elect as there were not enough votes submitted during the 1st process and timeline. Between now and April 28th, OAESD will be collecting chair-elect nominations. Local ESD Boards may nominate eligible members of their own or other ESD boards for Chair-Elect.

OAESD will send a ballot with the nominees and a brief bio asking that your ESD board casts their vote for the Chair-Elect position at your May ESD Board meeting.

Board Chair, Superintendent

OAESD Officer Council Nomination Form March 2022-23
(3)

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D. Approve Elementary and Secondary School Emergency Relief Fund (ESSER II & III) Capital Expenditures

The Board will act to approve FIVE ESSER II & III Capital Expenditure Forms.

BE IT RESOLVED that the Board of Directors of Lane ESD approve the Lane ESD request for expending ESSER II & III Capital Funds.

Board Chair, Superintendent

2064-08 - MEP Space Remodel 70

2064-09 - Westmoreland Patio Project 75

2064-10 - Westmoreland Covered Outdoor Space 79

2064-06 - Lane ESD Main Campus HVAC Upgrades a 83

2064-07 - Lane ESD Technology Expansion 88

E. Proclaim Licensed Staff Appreciation Week

The next meeting of the Lane ESD Board of Directors is scheduled for the week following Licensed Staff Appreciation Week.

Licensed Staff Appreciation Week is May 2-6, 2022.

WHEREAS, teachers mold future citizens through guidance and education; and

WHEREAS, teachers encounter students of widely differing backgrounds; and

WHEREAS, our country's future depends upon providing quality education to all students; and

WHEREAS, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

WHEREAS, our community recognizes and supports its teachers in educating the children of this community.

NOW, THEREFORE, BE IT RESOLVED that the Lane Education Service District Board of Directors proclaims May2-6, 2022 to be TEACHER APPRECIATION WEEK; and

BE IT FURTHER RESOLVED that the Lane Education Service District Board of Directors strongly encourages all members of our community to join with it in personally expressing appreciation to our teachers for their dedication and devotion to their work.

Adopted this 5 day of April, 2022.

Board Chair

F. Approve Memorandum of Understanding

The Lane Education Service District Board of Directors and the Lane County Education Association hereby agree to change the reimbursement for vehicle mileage to the prevailing IRS rate, effective January 1, 2022.

Except as modified in this Memorandum of Understanding, the 2019-23 Collective Bargaining Agreement shall remain in full force and effect.

As a result of this Memorandum of Understanding, Lane ESD will change DI-AR(3) Administrative Regulation that includes language about reimbursements. Currently, Lane ESD reimburses mileage at the IRS rate minus 20 cents per mile. This was done in the past due to inadequate state funding and budget shortfalls. With the recent increase in gas prices, we feel that reimbursing at the regular IRS rate is the responsible thing to do.

Board Chair, Superintendent

DI-AR(3)

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7. Discussion/Reports

A. Legislative Update

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

At the end of each legislative session, COSA and OSBA jointly prepare a comprehensive legislative report. It includes detailed information regarding legislation that will become law and impact the finances, operations, and personnel of our K-12 system and describes changes to policies that will impact the education of Oregon's students.

Here is a link to the report for the 2022 Legislative Session: [2022 COSA/OSBA Legislative Report](#)

Superintendent Tony Scurto

B. Superintendent Report

Superintendent Tony Scurto

C. MedSplash!

[Back by popular demand courtesy of an ODE grant!](#)

The grant, **Lane Health Science Hub**, creates a *regional support system* to improve **access** and **successful outcomes** for traditionally under-served students in all 16 school districts and all 12 Health Science CTE Programs of Study. Expanding learning beyond standard school hours, special events (middle school career fair, Saturday workshops, and MedSplash! summer camps) will provide culturally responsive, authentic and integrated academic and workplace learning opportunities to a diverse pool of middle and high school students.

Lane ESD is now accepting applications for MedSplash! Summer Camps. Participation is capped at 30 students per program. Application closes on April 30th.

Middle School MedSplash! The one week program (July 11-15) will be located at Lane Community College Main Campus in Health Professions and will include academic and hands-on activities far beyond those offered in the classroom and includes exposure to state-of-the-art healthcare facilities and equipment. Flyer with QR code attached. Application link below.

Middle School: <https://lesd.link/MedSplash-MS>

High School MedSplash! The two week program (July 18-22 & July 25-29) will also be located at Lane Community College Main Campus in Health Professions and will include academic and hands-on activities far beyond those offered in the classroom, tours of state-of-the-art healthcare facilities and skills training including CPR. Flyer with QR code attached. Application link below.

High School: <https://lesd.link/MedSplash-HS>

Superintendent Tony Scurto

D. Donation from Drinking Gourd Elementary School

The Lane ESD Board of Directors acted to accept a \$20,000 donation from the Drinking Gourd Elementary School at its January 4, 2022 meeting. The donation is directed to the Lane African American Black Student Success Program.

A presentation of the check was celebrated on March 15, 2022. To view photos of the ceremony, [click here](#).

Board Chair, Superintendent

Drinking Gourd-LAABSS donation

E. OSBA Summer Board Conference

Registration is now open for the OSBA Summer Board Conference, scheduled for July 8-10, 2022 at the Riverhouse in Bend. The cost for the registration is \$205 per person, and the preconference is \$160 per person.

OSBA will offer more than 20 workshop offerings on these and other important topics:

- Equity work in rural versus urban settings
- Managing public comments and meeting disruptions
- Policy development and implementation
- Complaint procedures
- Legislative updates

Rooms are now available.

The Board will discuss attendance at this event.

Superintendent Tony Scurto

F. Grant Awards

The Board and Superintendent will review current and recently awarded grants and discuss the process for Board action related to grants.

Superintendent Tony Scurto

Grant Summary for Board (1)

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G. OSBA Listening Session

Join OSBA Executive Director Jim Green and other OSBA staff at your local Spring Listening Session to ask questions and share how OSBA can better serve you.

The first 8 listening sessions were held last Fall and the remaining 12 have been scheduled this Spring. This split allows OSBA's executive staff to attend all meetings.

Listening sessions are currently being planned as in-person events.

The Lane Region Listening Session is scheduled for Thursday, April 7, 2022. Dinner will be served at 6:00, with the program beginning at 6:30 p.m.

Board Chair

8. Information from Administrative Staff

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

Administrative Staff

School Improvement Board Update_04_05_22 100

April 2022 Special Education Report 101

9. Board Member Reports and Comments/Agenda Planning

Lane ESD Board, Liaisons, Advisors

A. Agenda Planning

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

Board Chair

B. Board Member Reports

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

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

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

Sherry Duerst-Higgins
Linda Hamilton

Leslie Harris

Nora Kent

Sydney Kissinger

Vanessa Truett

Rose Wilde

Johnie Matthews, Superintendents' Council Advisor

Emilio Hernandez, Liaison, Springfield Public Schools

Mike Anderson, Liaison, Creswell School District

Mark Boren, Liaison, Fern Ridge School District

Erin Zygaitis, Community Advisor

Board, Advisors, Liaisons

10. Announcements/Correspondence

Board Chair

A. Acknowledgements and Recognition

Superintendent Tony Scurto

B. Kudos

Kudos to: David Lanza, Jenell Koelblin, Lisa Baber

Reported by: Dave Standridge

Reason: Huge thanks to Jenell and David for covering accounts payable while we're temporarily down a person. They've managed to keep Lane ESD, Blachly and Crow-Applegate-Lorane A/P on schedule. We're also grateful for Lisa Baber temporarily coming out of retirement to take over payroll as we look for a permanent replacement.

Thank you all!

Kudos to: Cameron Yee & Jenaro Ramirez

Reported by: Lane AABSS Team

Reason: For always being willing to help bring our vision and mission to light through technology.

Thank you to those who took the time to acknowledge co-workers/staff with kudos. Employees and Board members can submit a "kudo" any time

during the month. To submit a kudo visit:
www.lesd.k12.or.us/forms/kudos.html

Administrators

C. Announcements

Board Chair

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

- OSBA Listening Session, April 7, 2022
- OSBA: Bonds, Ballots and Buildings Conference, April 8, 2022
- Representative John Lively Town Hall, April 13, 2022
- PACE Day, April 14, 2022
- OSBA Legislative Policy Committee Meeting, April 22-23, 2022
- OSBA Board Meeting, June 17-18, 2022
- OSBA Summer Board Conference, July 8-10, 2022

April 2022 Lane AABSS Calendar (1) 102

2. **Component District Board Meeting Dates**

Board Chair

Component District Board Meeting Dates 103

11. Adjournment

- The next regular meeting is scheduled to be held Tuesday, May 10, 2022, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

Lane ESD Budget Preview

Welcome

April 5, 2022

Local Service Plan 2022–23 Year Two

▶ Development

- Superintendents Council
- District job-alike groups
- College, early childhood, and community partners

Local Service Plan Context

- ▶ Second year of biennium
- ▶ Second year of a two-year plan

2022–23 Local Service Plan Framework

- ▶ 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.
- ▶ Lane ESD programs can focus more strategically on implementation of services that support district long-range goals.
- ▶ The Superintendents' Council will annually review and make service and program recommendations.

Core Services & Funding 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.

Core Services & Funding Model

- ▶ ORS 334.177 requires that at least 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 10% may be spent on administrative services.

Core Services & Funding Model

- ▶ Lane ESD uses a Flex Funds model, allowing a portion of resolution funds to be allocated to each district to “spend” on the Local Service Plan menu and custom services.

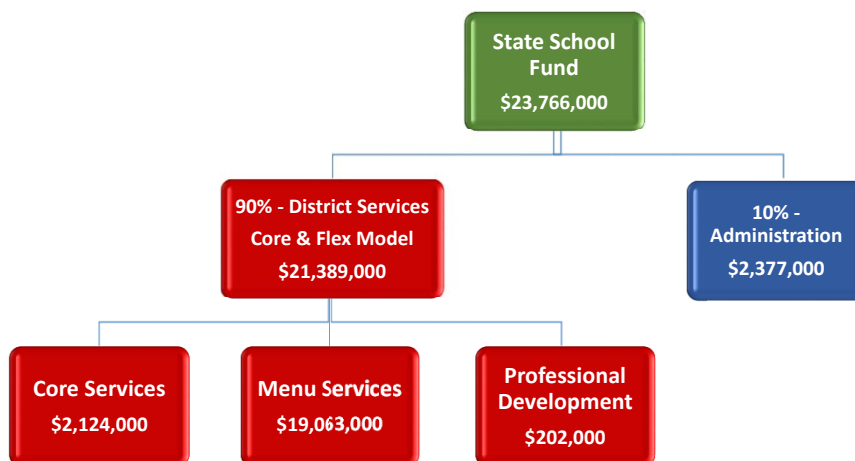
Core Services & Funding Model

- ▶ The Local Service Plan includes an option for “transit” dollars, which allows districts to receive up to 50% of their Flex Funds in the form of cash. Districts have elected to use transit dollars to support district-based programs and services.

Core Services & Funding Model

- ▶ The Local Service Plan includes the Life Skills Consortium Services model and funds for Innovation/Programs. In addition, there are resources set aside from Flex Funds specifically for professional development and allocated to districts based on ADM. Any unused professional development funds are carried over to the following year. The districts also have the option of moving the unused funds to their Flex Funds.

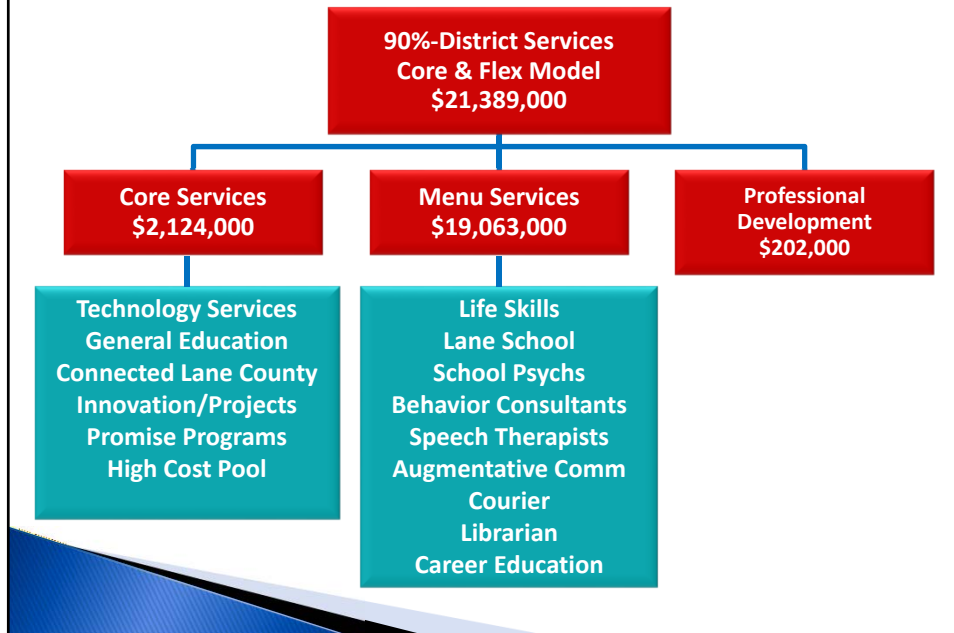
Funding Distribution



Categories of Service

- ▶ Core services
- ▶ Menu Services
- ▶ Custom Services

District Services – 90%



Core Services

- ▶ Technology
- ▶ General Education
- ▶ Connected Lane County Support
- ▶ Innovation/Projects
- ▶ Promise Programs
- ▶ High Cost Pool

Menu Services

- ▶ Special Education
- ▶ School Improvement: Instruction, Equity and Partnerships
- ▶ Technology
- ▶ Administrative Services

Custom or Pilot Services

- ▶ Custom Services:
 - Nurse
 - Communications

- ▶ 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.

Decision-making for Superintendents' Council

- ▶ October timeline for significant change
 - Core Services
 - Menu Service
 - Custom Services
 - Pilot Services

- ▶ Proposals for accessing Innovation Funds are approved annually by Superintendents' Council prior to March 30

Anticipated Service Orders

	<u>Students</u>		<u>Participating</u>
Life Skills	209	Career Ed Programs	16
Lane School	56	Tragedy Response Network	16
Augment. Comm.	42	Direction Service	15
		Substitute Registration	13
	<u>FTE</u>	Courier	12
School Psychologist	2.25	Librarian	12
Behavior Consultant	2.55	Flex Dollar Flow Through	10
Speech Therapist	3.80	Learn360 Subscription	9

10% – Administration

10% State School Fund
\$2,377,000

+

Other Resources:
Indirect, Interest, Admin
Services, Miscellaneous

Board
 Superintendent
 Human Resources
 Business Services
 Facilities
 Central Services
 Home School

Budget Assumptions

- ▶ **State School Fund Formula Revenue**
 - \$23,766,000 for 2022–23
 - \$1,417,000 increase (5.3%) over 2021–22 budget
- ▶ **Staffing Costs**
 - Includes a 2.5% cost of living salary increase and 3.4% average increase in the insurance cap.
 - No change to PERS rates yet.
 - Number of working days for ESD staff assigned to school districts will align with district calendars

Grants

- **Awarded/Expected**
 - Student Investment Account (SIA)
 - Lane African American Black Student Success (LAABSS)
 - Regional Educator Network (REN)
 - CTE: Health Science and Construction
 - Workforce Innovation & Opportunity Act (WIOA)
 - Perkins
 - STEM: Backbone and Innovation
 - Title I–C Migrant Education Programs (MEP)
 - Title III English Language Acquisition
 - ESSER

Contracts

- ▶ State Hospital Education Program
- ▶ Juvenile Detention Education Program (JDEP)
- ▶ Phoenix Treatment Program Education Services
- ▶ Regional Inclusive Services (RIS)
- ▶ Early Intervention/Early Childhood Special Education (EI/ECSE)
- ▶ Youth Transition Program (YTP)

Next Steps

- ▶ Receive all 2022–23 Service Orders
- ▶ Align projected budget with service orders
- ▶ Leadership review staffing, determine adjustments
- ▶ Copies of Proposed Budget will be distributed one week prior to Budget Committee Meeting
- ▶ Budget Committee meeting: Tuesday, May 10th.

Questions?

Land Acknowledgement

Lane ESD

March 1, 2022

Nicole Butler-Hooton
Siletz/Apache Tribal Member
Mentor Teacher
Bethel School District



Native history needs to be celebrated...and accurately told. Native Land



Land Acknowledgement Agenda

- Introduction/Land Acknowledgement/Gratitude
- A little About Me - Equity Stance
- My WHY - Culturally Responsive Teaching
- Understanding Land
- Move to Action - SB 13
- Closing

**To bring about change,
you must not be
afraid to take the first
step. We will fail
when we fail to try.**

|
Rosa Parks

Nicole R. Butler-Hooton

I AM

A mother. A wife. A teacher.

A Runner. A believer.

A Siletz and San Carlos Apache Tribal member

A life long learner. The Change

2021 Oregon Teacher of the Year



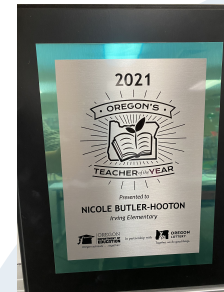
I BELIEVE

In order to teach a child, you need to know the child
In Social Justice work and anti-racist curriculum
In creating more equitable outcomes for our students
In rigor in the classroom and access for all students
Making mistakes help us learn
Empowerment comes from representation
In Humanizing our educational spaces



I WILL

Be empathetic and honest and recognize the privilege I hold
Be a mentor to my students and honor each student for their gifts
Be intentional with my classroom management and systems
Engage Families in the learning process and create family partnerships
Show students respect and examples of resilience
Overcome my past and current traumas
Build positive relationships with my family and friends
Teach my children and students our tribal traditions and values



OUR EDUCATIONAL EQUITY STANCE

School Improvement

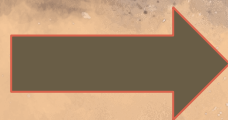


It is critical to understand that achievement and opportunity gaps exist between historically and currently marginalized students and their peers. Achievement and opportunity gaps of historically and currently marginalized communities are the products of racist beliefs, policies, and practices.

It is our duty to dismantle them.

The unique identities, cultures, and experiences of students are strengths and assets that must be acknowledged and engaged in the schools and broader communities if we are to be successful in meeting our vision.

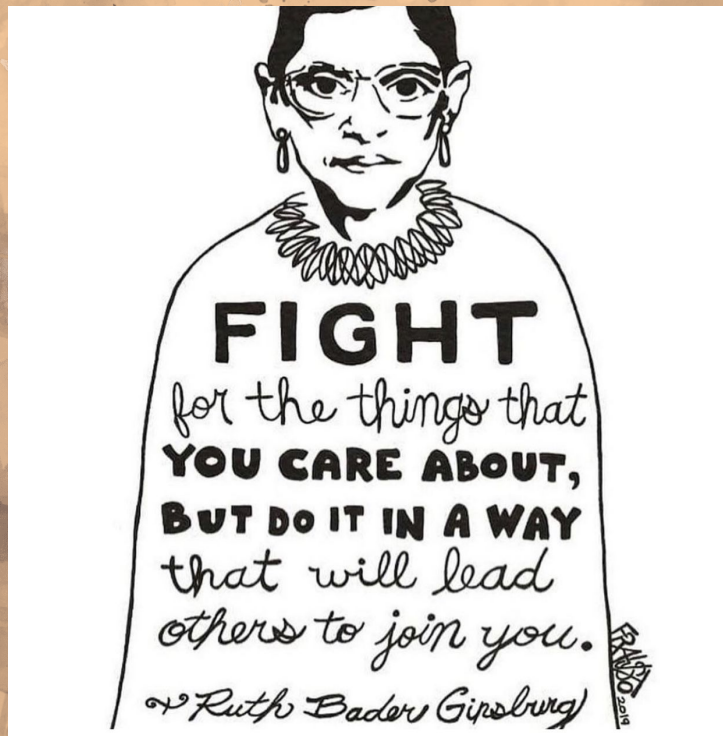
Every person belongs and matters.



My Why?

Becoming More Culturally Responsive:

- Understanding and acknowledging your own bias.
- Getting prepared to teach and learn about cultures different from your own.
- Making sure we are creating space for accurate representation.
- Collaboration and Ongoing Learning



Our History - A New Educational Legacy

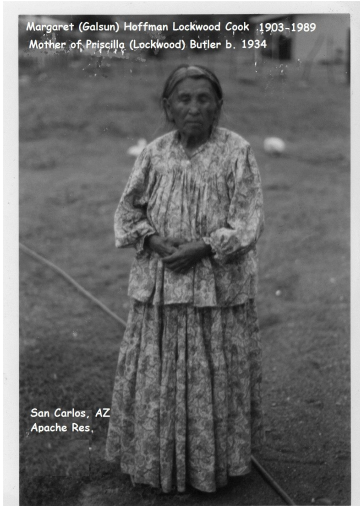
Diversity is having a seat at the table.
Decolonization is breaking the table apart to make a sweat lodge fire and bringing everyone in.

LYLA JUNE



A New Educational Legacy

“Our people have many hurts to be healed. Let us remember to be kind to each other and to help each other along the way, toward better days for all our people. We have much to be proud of. Today we celebrate survival...against all odds.”



**“Decolonization brings about the repatriation
of Indigenous land and life; it is not a metaphor
for other things we want to do to improve our societies
and schools.”**

— Eve Tuck, State University of New York at New Paltz, and K. Wayne Yang, University of California, San Diego

Transformational Indigenous Praxis Cornel Pewewardy (2016)

Cultural and Social Justice Action Approach Transformational Praxis

Approach to Indigenous pathways and freedom; intellectual creativity & craft wisdom virtues have become second nature; teacher of teachers; protector of sacred knowledge; engages insurgent research; commitment and action (decolonization critically conscious)

Transformation Approach Paradigm Shifts of Conscientization

Approach to liberatory pedagogy; regularly practices decolonization and advances practices accordingly; begins to mentor learners also desiring to decolonize their minds; dreaming (decolonization practice)

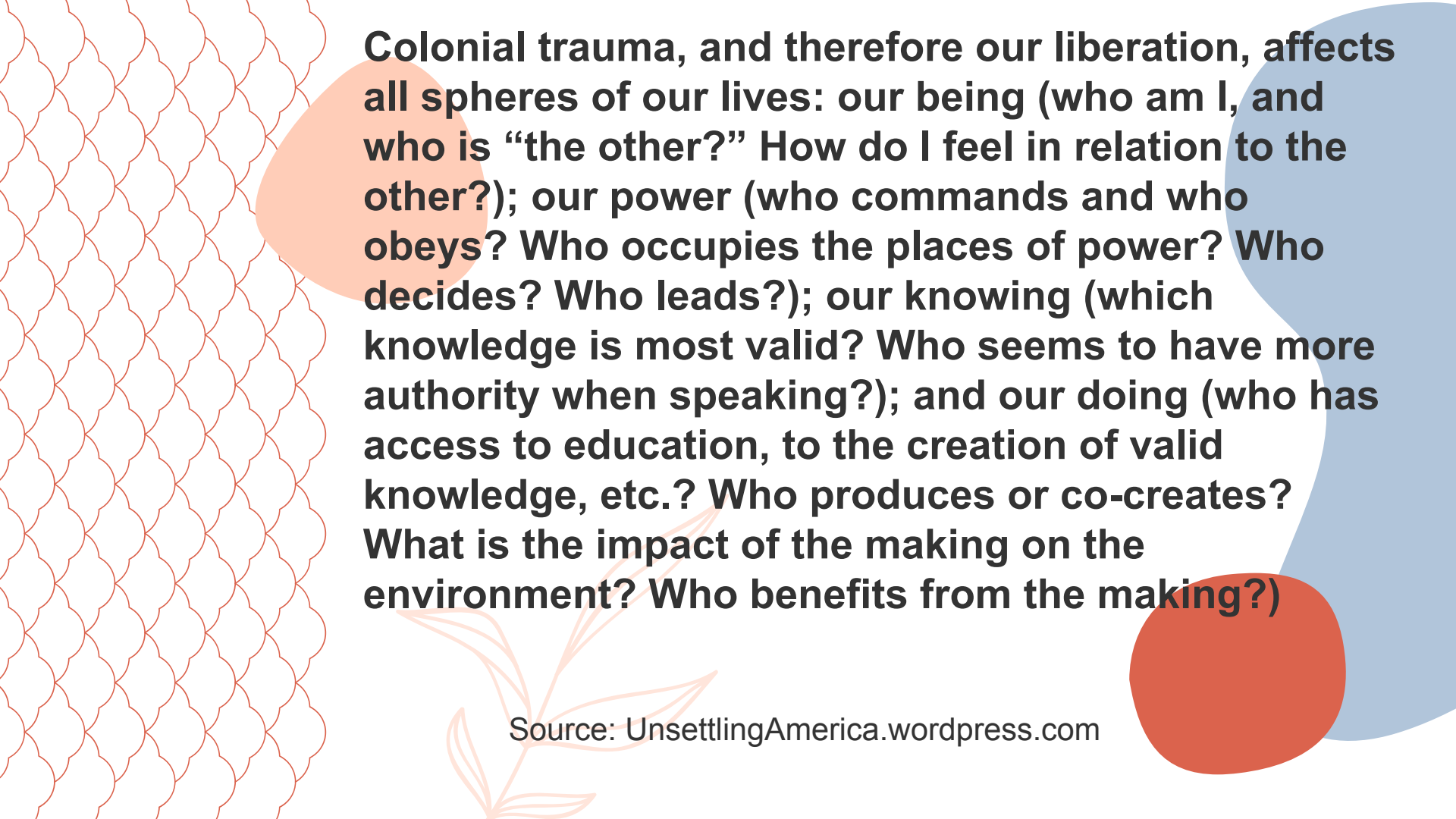
Additive Approach Analytical Synthesis and Systemic Understanding

Approach to deconstruct and change structural framework; burst of critical awareness; tries to decolonize ones' self but without regular practice; still embraces mechanical Eurocentric thinking with fixed structures that lack critical attributes of human living systems; mourning (decolonization engagement process)

Contributions Approach Banking and Holding Actions

Captive or colonized mind; unaware/unconscious of significant cultural issues in society; unreflective thinker, challenged Eurocentric thinker; assimilationist behavior; diversity discourse is mostly happy talk; actions are ethnic cheerleading; dysconscious racism; commodification of mindfulness; rediscovery and recovery (decolonization novice learner)

Source: Dr. Cornel Pewewardy



Colonial trauma, and therefore our liberation, affects all spheres of our lives: our being (who am I, and who is “the other?” How do I feel in relation to the other?); our power (who commands and who obeys? Who occupies the places of power? Who decides? Who leads?); our knowing (which knowledge is most valid? Who seems to have more authority when speaking?); and our doing (who has access to education, to the creation of valid knowledge, etc.? Who produces or co-creates? What is the impact of the making on the environment? Who benefits from the making?)

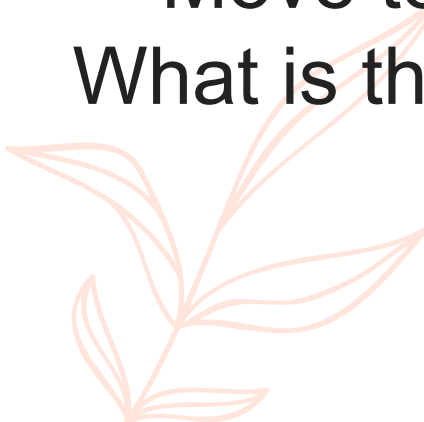


Source: [UnsettlingAmerica.wordpress.com](https://unsettlingamerica.wordpress.com)



Strengthening the Indigenous Presence

Living the Intention
Collaboration
Move to Action
What is the impact?



All land holds stories. This is true across the globe, and where we stand today is no different.

Land carries our spirit and joy. Collectively, this story is important because it offers lessons important to all of us in our role as stewards today. A Land Acknowledgement is a way to bring the rich history of a place to life. Specifically, a Land Acknowledgement is a thoughtful formal statement that recognizes and respects the role of Tribes as the traditional stewards of their land since Time Immemorial. It is important to acknowledge the place where we stand carries our story from the past into the present day.

A Land Acknowledgement does not change the past. It does not change the future. It is a gesture and marks the beginning the work we need to do for our future generations.

Source: CTS/LUSI

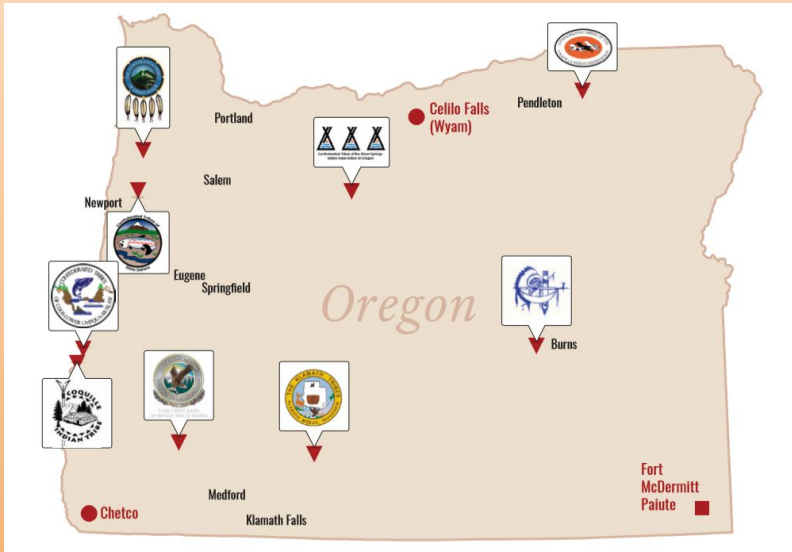
Commitment/Intentionality

we commit to educating ourselves and our peers on the accurate and authentic experiences of tribal peoples in Oregon, we commit to learning more about SB13 Tribal History/Shared History, and we commit towards continued learning and action in our schools and communities.



- **Essential Understanding 1: Since Time Immemorial**
 - Oregon Indigenous peoples have existed in these lands for an indefinite period of time (far pre-dating European contact).
- **Essential Understanding 2: Sovereignty**
 - Sovereignty describes the inherent right of Indigenous Nations to exercise self-governance.
- **Essential Understanding 3: History**
 - The tribal history in schools needs to reflect the multi-faceted, complex and timeless truths of the Indigenous Nations and come from the Nations themselves.
- **Essential Understanding 4: Tribal Government**
 - As sovereign nations, tribal governments maintain the power to determine their own governance structures including the authority to interpret, pass, and enforce laws and policies.
- **Essential Understanding 5: Identity**
 - Indigenous identities are alive, vibrant, and diverse. There is no singular Indigenous identity.
- **Essential Understanding 6: Lifeways**
 - Lifeways refer to the way in which people live. Tribes continue to practice their unique cultures, traditions, and languages and that guides their way of life.
- **Essential Understanding 7: Language**
 - Tribal language has suffered direct attack as a way of destroying a people. Language carries more than words; it carries worldviews and ways of being. We are forever blessed with those languages that still survive.
- **Essential Understanding 8: Treaties with the United States**
 - Through treaties, the federal government used deception and coercion to dispossess tribal people, land, wealth, economies and resources. Tribes signed these legal documents under duress. The United States fails today in its responsibilities to honor and uphold treaty obligations.
- **Essential Understanding 9: Genocide, Federal Policy and Laws**
 - The genocide of Indigenous people is an untold reality. The on-going devastating effects on the health and well-being of tribal people is intergenerational, widespread, and universal.

9 Federally Recognized Tribes in Oregon



Burns Paiute Tribe: **349 members**

Confederated Tribes of Coos, Lower Umpqua & Siuslaw: **953 members**

Confederated Tribes of the Grand Ronde: **5, 200 members**

Confederated Tribes of Siletz: **4,677 members**

Confederated Tribes of the Umatilla Indian Reservation: **2, 893 members**

Confederated Tribes of Warm Springs Reservation: **4, 306 members**

Coquille Indian Tribe: **963 members**

Cow Creek Band of Umpqua Tribe of Indians: **1, 536 members**

Klamath Tribes: **3, 700 members**

2016 numbers

A Land Acknowledgement should be...

- Fluid
- Real Work
- Recognition
- Living the Intention
- Collaboration



A Land Acknowledgement should NOT be...

- Appropriation
- White-Washing
- Inaccurate
- One and Done

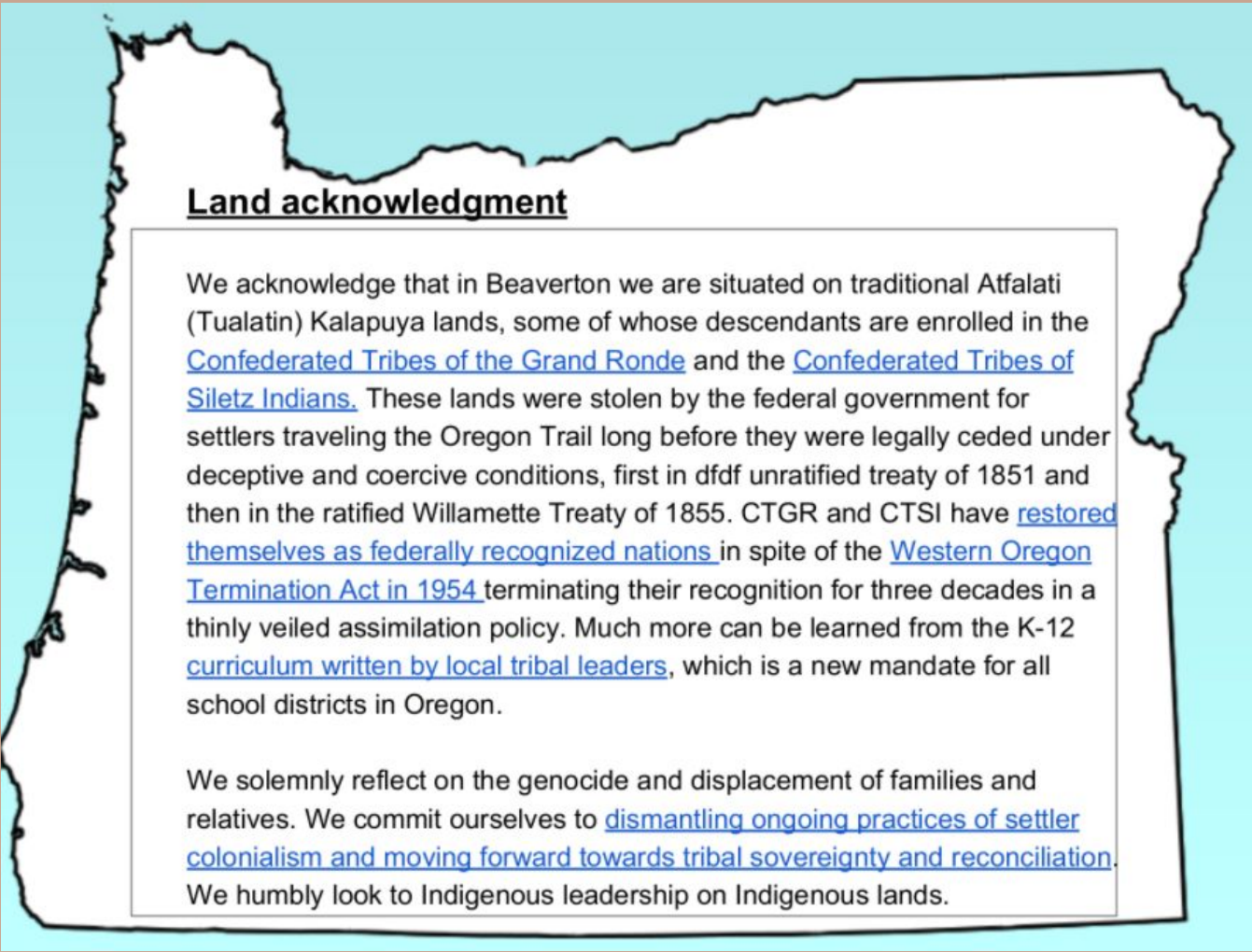


Considerations

What role has education played in the role of of Native trauma?

How are we addressing land and a new educational legacy with our community?

What are we doing to teach and uphold accurate history?

The image features a light blue background with a black outline of the state of Oregon. Inside the outline, there is a white rectangular box containing text. The text is centered and includes a title and two paragraphs. The title is underlined. The paragraphs contain several blue hyperlinks. The overall layout is clean and informative.

Land acknowledgment

We acknowledge that in Beaverton we are situated on traditional Atfalati (Tualatin) Kalapuya lands, some of whose descendants are enrolled in the [Confederated Tribes of the Grand Ronde](#) and the [Confederated Tribes of Siletz Indians](#). These lands were stolen by the federal government for settlers traveling the Oregon Trail long before they were legally ceded under deceptive and coercive conditions, first in the unratified treaty of 1851 and then in the ratified Willamette Treaty of 1855. CTGR and CTSI have [restored themselves as federally recognized nations](#) in spite of the [Western Oregon Termination Act in 1954](#) terminating their recognition for three decades in a thinly veiled assimilation policy. Much more can be learned from the [K-12 curriculum written by local tribal leaders](#), which is a new mandate for all school districts in Oregon.

We solemnly reflect on the genocide and displacement of families and relatives. We commit ourselves to [dismantling ongoing practices of settler colonialism and moving forward towards tribal sovereignty and reconciliation](#). We humbly look to Indigenous leadership on Indigenous lands.

We the students and staff of Raleigh Hills K-8 acknowledge that our school resides on the Tualatin Kalapuya and the Confederated Tribes of Siletz Indians traditional land. The Kalapuya and the Confederated Tribes of Siletz Indians are the original caretakers of these lands, and are still present in Oregon, as are many other Native Nations. We understand that the land we live on was taken from the Kalapuya Tribe and the Confederated (con-fet-or-ated) Tribes of Siletz Indians. The celebration of the resiliency and resistance of the Tribes is necessary to share in order to represent the Kalapuya and the Tribes of Siletz Indians perspective, and to support reconciliation efforts. The reason behind the Land Acknowledgement is to spread awareness of the history, and to celebrate the heritage of the Kalapuya Tribe and the Confederated Tribes of Siletz Indians. We commit to spreading awareness by inviting and honoring the truth, and educating others about Native Tribes and their culture.

Action Plan:

- A club

 - Invite Tribal members to teach about their history, bring artwork to share, and teach us traditional Tribal games. Try traditional food, and bring artifacts

 - Possible field trip

 - Students share what they learned on the field trip afterwards

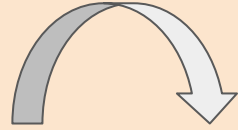
- Have a Native American art show at school

- Hanging the Grand Ronde Tribes' flag in the gym and the cafeteria



Our Roadmap Together

Equity Lens



Commitment to Native
Stories and Shared History



Land Acknowledgement



HUMAN RESOURCES REPORT TO LANE ESD BOARD

April 1, 2022

CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Barone, Isis	Projects Assistant, CLC	3/28/2022	
	Champion, Martin	Instructional Assistant, Life Skills	3/10/2022	
	Douglass, Elsa	Projects Assistant, CLC	3/7/2022	
	Esgate, Rebecca	Instructional Assistant, Life Skills	3/7/2022	
	Millican, Rebecca	Instructional Assistant, Life Skills	3/10/2022	
	Sanchez, Krystal	Early Childhood Parent Educator	3/28/2022	
	Saraceno, Tyler	Instructional Assistant, Life Skills	3/17/2022	
	Specht, Justine	Instructional Assistant, Life Skills	3/10/2022	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Anderson, Ashley	Instructional Assistant, Life Skills	3/11/2022	
	Mercer, Brice	Project Coordinator, CLC	3/10/2022	
	Vincent, Brianna	Project Coordinator, CLC	3/31/2022	
<i>Change of Status</i>				

VACANCY NOTICES (Information)

Posting #	Position	Closing Date	Notes
300	Instructional Assistant, Life Skills	Until filled	In process
352	Community Engagement, MEP (Douglas County)	3/5/2022	In process
378	Early Childhood Parent Educator	3/5/2022	Position filled
475	Instructional Assistant, Life Skills	Until filled	In process
476	Instructional Assistant, Life Skills	Until filled	Position filled
490	Projects Assistant, Connected Lane County	3/14/2022	Position filled
494	Instructional Assistant, Life Skills	Until filled	In process
504	Instructional Assistant, Life Skills	Until filled	In process
506	Instructional Assistant, Life Skills	Until filled	Position filled
507	Instructional Assistant, Life Skills	Until filled	In process
508	Instructional Assistant, Life Skills	Until filled	In process
512	Instructional Assistant, Life Skills	Until filled	In process
513	Instructional Assistant, Life Skills	Until filled	Position filled
520	Instructional Assistant, Life Skills	Until filled	Position filled
521	Instructional Assistant, Life Skills	Until filled	Position filled
522	Instructional Assistant, Life Skills	Until filled	In process
525	Instructional Assistant, Life Skills	Until filled	In process
537	Instructional Assistant, Lane School	2/23/2022	In process
538	Teacher (Temp), Emotional/Behavioral Disabilities	3/5/2022	In process
541	Payroll Specialist	3/6/2022	In process
542	Instructional Assistant, Life Skills	Until filled	In process
543	Instructional Assistant, Life Skills	Until filled	In process
547	Sign Language Interpreter	3/1/2022	In process
549	Project Coordinator, Connected Lane County	3/23/2022	In process
550	Office Manager, Special Education	3/29/2022	In process
551	Teacher, Life Skills - Secondary	3/28/2022	In process
552	Program Assistant, WREN	3/20/2022	In process
553	Communications Coordinator, WREN	4/7/2022	In process
554	Communications Coordinator, WREN	4/5/2022	In process

VACANCY NOTICES (Information continued)

Posting #	Position	Closing Date	Notes
557	Program Supervisor - Special Education	4/1/2022	In process
560	Teacher, Life Skills (multiple positions at all levels)	4/1/2022	In process
561	Teacher, Life Skills (multiple positions at all levels)	4/1/2022	In process
562	Teacher, Life Skills (multiple positions at all levels)	4/1/2022	In process
563	Teacher, Life Skills (multiple positions at all levels)	4/1/2022	In process
564	Projects Assistant, Connected Lane County	3/9/2022	Position filled
566	Project Coordinator, Career Technical Education	4/15/2022	In process
567	LAABSS Navigator	2/15/2022	In process
573	Special Education Consultant	4/11/2022	In process

LANE EDUCATION SERVICE DISTRICT
1200 Hwy 99 N
Eugene, Oregon 97402

BOARD MEETING
Tuesday, February 1, 2022
Regular Meeting: 6:00 PM

LANE ESD BOARD MEETING
Minutes
Tuesday, February 1, 2022

1. Call Regular Meeting To Order

Chair Linda Hamilton called the meeting to order at 6:00 p.m.

2. Welcome

Board members present: Chair Linda Hamilton, Vice-Chair Vanessa Truett, Sherry Duerst-Higgins, Leslie Harris, Nora Kent, Sydney Kissinger, and Rose Wilde

Board Advisors and Liaisons present: Ashley Miller (Creswell School Board), Mark Boren (Fern Ridge School Board), Erin Zygaitis (Community Advisor)

Administrative Staff present: Superintendent Tony Scurto, Assistant Superintendent Carlos Sequeira, Business Services Director Dave Standridge, Recording Secretary Julie Simmonds

Guests: Tracy Conaghan, Jenaro Ramirez, Kate Klein, Alyssa Leraas, Teagan Wynne

3. Public Participation

There was no public comment.

4. Agenda Review

The agenda was reviewed.

5. Presentation: Western Regional Educator Network

The WREN team introduced their staff. The Aim and Mission of the WREN and an overview of how the WREN is working to shift school systems across our region was shared with the Board.. Presenters shared participation data, summarized current projects and highlighted upcoming events.

Tracy Conaghan, WREN Specialist, was joined in the presentation by Erin Ellis, WREN Continuous Improvement Coach, Kate Klein, WREN Continuous Improvement Coach, and Alyssa Leraas, WREN Data & Measurement Coordinator.

6. Action Items

6.A. Consent Agenda

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

Generally, consent agenda items are matters which members of the Board agree are routine in nature and should be acted upon in one motion to conserve time and to enable the Board to focus on the other matters on the agenda. Back-up materials for consent agenda items are included in the agenda packet as needed. Minutes of this meeting will reflect action on each item. If any board member wishes to withdraw any consent group item, it will be moved to the appropriate section of the

agenda.

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

1. Lane ESD Board Meeting Minutes of January 4, 2022
2. Human Resource Report, dated February 1, 2022

DIRECTOR HARRIS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD adopts the consent group as submitted and listed. Director Wilde seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES.** (ESD Resolution #22-038).

6.B. Accept Financial Report

Business Services Director Dave Standridge had no comments about the report. The Board asked for an explanation of "Other Local Revenue" listed on the report. This revenue is derived from rebates, refunds.

DIRECTOR HARRIS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD the financial report as submitted and listed. Director Kent seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES.** (ESD Resolution #22-039).

6.C. Accept the Lane ESD 2020-21 Audit

Directors Harris and Truett discussed their participation on the Audit Committee. There were no findings, and no significant concerns out from the Audit. However, the auditors are encouraging the Board demonstrate the standards on oversight of the budget. The Board requests that the minutes reflect the actual inquiries made by the Board related to financial reports, expenditures, and routine questions that are asked.

Superintendent Scurto praised Dave Standridge and his staff for their exceptional work.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD accepts the Audit Report as presented. Director Harris seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES.** (ESD Resolution #22-040).

6.D. Appoint Budget Committee Members

By law, the budget committee is charged with making recommendations concerning financial priorities. The budget committee will have the responsibility for reviewing the financial program of Lane ESD, reviewing the proposed ESD budget as presented by the superintendent and recommending an annual ESD budget in keeping with the provisions of applicable state laws. Educational policy decisions, however, are the responsibility of the Board, not the budget committee. The committee does not have the authority to add programs or to approve additional personnel or increase salaries. While the committee may, in effect, delete programs because of a fund decrease in arriving at a levy figure, the committee is charged primarily with a fiscal evaluation of programs. The committee may, alternatively, recommend an amount that changes the proposed budget and may request the administration make such changes in accordance with priorities set by the Board.

The budget committee consists of the elected Board members and eight members appointed by the Board from component school district boards or designees of component district Boards. The members appointed by the Board shall consist of five members selected by ESD zone and three members selected at large. To be eligible for appointment, the appointive member must:

1. Live and be registered to vote within the ESD and, if a zone representative, must live within the appropriate zone;
2. Not be an officer, agent or employee of the ESD. No budget committee member may receive any type of compensation from the ESD.

Reimbursement of budget committee expenses shall be in accordance with Board policy and administrative rule BHD/BHD-AR. The appointive budget committee members will be appointed for three-year terms in the September meeting. The terms will be staggered so that approximately one-third of the appointive members' terms end each year. The Board may appoint budget committee members to as many consecutive terms as deemed appropriate. If any appointive member is unable to complete the term for which he/she was appointed, the Board will announce the vacancy at the first regular Board meeting following the committee member's resignation or removal. An appointment to fill the position for its unexpired term will be made at the next regular Board meeting.

The following Budget Committee member terms expired June 30, 2021:

- Position 2: Judy Newman (Eugene School District Board)
- Position 3: Emilio Hernandez (Springfield Public School District Board)
- Position 4: Dwight Coon (Blachly School District Board)

The above positions were declared vacant at the Lane ESD Board of Directors meeting on October 5, 2021.

Emilio Hernandez and Dwight Coon have agreed to continue with a renewed 3-year term for Positions 3 and 4.

Eugene School District 4J has nominated its board member Laural O'Rourke to Lane ESD's Budget Committee Position 2.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD appoints Eugene School District board member Laural O'Rourke to the Lane ESD Budget Committee Position 2, Springfield Public Schools board member Emilio Hernandez to Lane ESD Budget Committee Position 3, and Blachly School District's board member Dwight Coon to Lane ESD Budget Committee Position 4. Director Kent seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES.** (ESD Resolution #22-041).

6.E. Adopt Policy Updates

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

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

what is wanted.

Such policies may be adopted, amended or repealed at any Board meeting provided that the proposed adoption, amendment or repeal shall have been proposed at a previous Board meeting and, once proposed, shall have remained on the agenda of each succeeding meeting until approved or rejected and except that the Board may adopt, amend or repeal policies at any meeting of the Board in the event of an actual emergency, as determined at the sole discretion of the Board. Additionally, when in the best interests of the district immediate adoption of a proposed policy is necessary, the Board may adopt such policy at the first meeting in which it is presented.

The following policies were submitted for first read at the January 2022 meeting:

BBAA: Individual Board Member's Authority and Responsibilities

There are many instances when an ESD board needs to consult with legal counsel prior to making a decision. This policy change clarifies when individual board members are authorized to seek legal counsel and incur legal costs for the educational entity.

BBE: Vacancies on the Board

The change is to make the language about when a newly appointed Board member takes office consistent with the ORS 334.090(4)

BBFC: Reporting of Suspected Abuse of a Child

The 2021 Legislature passed Senate Bill 242 designating board members of an education service district as mandatory reports of suspected abuse of a child. The bill takes effect January 1, 2022. Policy language is not required however suggested revisions and a new optional model policy are presented herein.

A policy to address this requirement is not required, however proposed language has been added to both versions of model policy BBF - Board Member Standards of Conduct and a new optional model policy BBFC - Reporting of Suspected Abuse of a Child has been included for consideration. Review which version of BBF the board has adopted and consider to amend as recommended by the appropriate version. Nothing prevents the board from adopting a different version of BBF or deciding not to adopt changes, an ESD board member will still be a mandatory reporter.

BD/BDA: Board Meetings

House Bill 2560 (2021) updated law governing public attendance and comment at public meetings of the board. When public meetings are held and access is made available in-person, the board must provide, to the extent reasonably possible, an opportunity to access and attend meetings by telephone, video or other electronic or virtual means; if in-person oral testimony is allowed during a meeting, allow the public to submit oral testimony by telephone, video or other electronic or virtual means; and if in-person written testimony is allowed, written testimony must be allowed by email or other electronic means.

GBNAA/JHFF and JHFF/GBNAA: Suspected Sexual Conduct with Students and Reporting Requirements
Recent revisions to ORS 339 affecting reporting of child abuse and sexual conduct were adopted by the 2021 Legislature. The passing of these bills revised the definition of 'sexual conduct' and 'licensed administrator' as it relates to reporting and helps define the persons who can be designated to receive and respond to these reports. Additionally, a new definition was added for 'commission licensee' to distinguish between ESD employees suspected of sexual conduct that shall be reported to and

investigated by TSPC and those that shall be reported to and investigated by ODE. The effective date of these changes are immediate.

Additionally, because of the requirements of staff involved in child abuse reporting, a second code (GBNAB) has been added to model policy JHFE and its administrative regulations. This policy can now be inserted into section G (if desired) of the board's policy manual and support informing staff of these reporting requirements.

DIRECTOR DUERST-HIGGINS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD adopt policy updates as first read at the January 2022 meeting and as presented. Director Harris seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES.** (ESD Resolution #22-042).

6.F. Cast Vote for OAESD Officer's Council

OAESD Officer Council - Nominations 2022-23

General Description: The Officer Council consists of the officers of OAESD. These are the Chair, Chair-Elect, and Past Chair of the OAESD Board and President, President-Elect, and Past President of the OAESD Superintendents' Council. The term of office for the officers shall be one year in each role. The Chair-Elect and President-Elect succeed the Chair and President, respectively. Past practice has been for each ESD Board to have the opportunity to nominate a candidate for the position of Chair-Elect and for each member ESD superintendent to have the opportunity to nominate a candidate for President-Elect.

The nomination and election timeline for 2022 will be as follows:

December-January – Local Boards may nominate eligible members of their own or other ESD boards for Chair-Elect. Superintendents may nominate themselves or other ESD superintendents for President-Elect. Nominations will be turned in to the OAESD Executive Director no later than January 28.

Chair-Elect: Miriam Cummins, LBL

President-Elect: Tony Scurto and Penny Fender.

February-March - Local Boards will cast their votes for Chair-Elect. Superintendents will cast their votes for President-Elect. **Results will be turned in to the OAESD Executive Director no later than March 4.**

March 10 – The results of the election(s) will be announced at the **OAESD Annual Conference.**

The Officers Council is charged with implementing the purposes of OAESD, including but not limited to:

- 1) *Creating a job description, recruiting, interviewing and hiring of the Executive Director to administer the effective implementation of the purposes of OAESD.*
- 2) *Entering into and administering the employment contract for the Executive Director.*
- 3) *Conducting an annual review of the Executive Director and report the results of the review to the Governance Council. The Past-President shall facilitate such annual review.*
- 4) *Dismissal or non-renewal of the contract for the Executive Director.*
- 5) *Interviewing and hiring of the Director of Government Relations.*

- 6) *Entering into and administering the employment contract for the OAESD Director of Government Relations.*
- 7) *Conducting an annual review of the Director of Government Relations. The Past-President shall facilitate such annual review.*
- 8) *Dismissal or non-renewal of the Director of Government Relations.*
- 9) *Advising the Executive Director in contracting with member ESDs for fiscal, website and executive secretary services, and other administrative services necessary to carry out the functions of OAESD.*
- 10) *Advising the Executive Director in developing an annual work plan, including communication strategies, for OAESD to provide priorities for the Association.*
- 11) *Advising the Executive Director in creating an annual schedule of meetings and other events.*
- 12) *Advising the Executive Director in creating a proposed annual budget for OAESD*
- 13) *Advising the Executive Director in planning Association conferences and workshops.*
- 14) *Advising the Executive Director in developing agendas, call, publicize, chair and arrange for minutes to be taken for all official OAESD meetings of the OAESD Governance Council.*
- 15) *The President-Elect shall serve as Chair of the Legislative Committee.*
- 16) *The Chair-Elect shall serve as OAESD Representative to the Ex-Officio position on the OSBA Board of Directors.*

Please note that ballots are due by March 4, 2022. Please see the current list of OAESD Officers below. Please let me know if you have any questions.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD casts its ballot for Miriam Cummins for the OAESD Governor's Council Chair-Elect. Director Duerst-Higgins seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT and WILDE VOTING YES.** (ESD Resolution #22-043).

7. Discussion/Reports

7.A. Strategic Planning

Assistant Superintendent Carlos Sequeira provided an update on the Strategic Planning Process. The adoption of the Equity Lens has already had an effect on how business is being conducted at Lane ESD. The Board, Leadership and Management Team are using the Equity Lens to build goals. Through this work, the Management staff have asked for support in defining terms and applying the Equity Lens. Dr. Nancy Golden and Assistant Superintendent Sequeira met with the Leadership and Management Teams to develop a timeline for the development of Strategic Goals. The Leadership team has set a date of May 10 to have strategic goals and related objectives prepared to share with the Board.

7.B. Legislative Update

The 2022 Legislative Session begins today and again the legislative process and activities will be modified to address COVID-19 rules. All committees will meet virtually, the House and Senate will meet two (possibly 3) times per week, and office visits with legislators will be limited. To date 259 Bills have been introduced and 31 have been identified for tracking by OAESD. (Note: 18 of the 31 Tracked Bills are scheduled for hearings this week.) OSBA and COSA have prioritized Bills using the following definitions:

Priority 1 (Significant impact for K-12 – Lobby and Monitor closely)

Priority 2 (Of interest to K-12 – Monitor progress of Bill)

Priority 3 (Issues of general interest, but not closely related to K-12 - Monitor for amendments of concern to K-12)

Key Bills This Session we will also maintain a smaller list of Bills to guide advocacy (for or against) **the most impactful bills.**

The COVID-19 restrictions limit the ability to communicate directly with legislators. Therefore, districts and lobbyists will be enlisting more email and telephone contacts with key legislators and legislative staff by ESD administrators and staff. OSBA and COSA will assist with requests by identifying specific Bills, Committee location, and background information on the issue addressed in the Bill and contact information for the Legislators.

The Wildlife Relief Support bill would benefit the McKenzie School District. There is a Youth Collaborative bill, supported by two youth representatives from each district, in review at this time.

The Senate Education Committee has been closely watching Lane ESD and other ESDs related to reduced-day weeks for Special Education students. There is potential for legislation that would allow parents to complain directly to ODE. This bill is in direct response to the staffing shortage at Lane and other districts and ESDs. Unless this bill brings more resources to secure staff, the path is unclear on how this would benefit students and families.

7.C. Superintendent Report

Staffing

Trending is positive, with new employee orientations happening twice this week. The Special Education administrative team has put together a tentative plan to roll classrooms back to five days per week. OAESD has provided support in bringing superintendents together to brainstorm staffing solutions. Edustaff, a company that staffs and assigns instructional assistants and teacher substitutes, is a contract that Lane ESD has entered into due to the input from the OAESD superintendents.

Lane ESD is working with districts to contact underemployed staff and high school students for recruitment purposes.

Masking Mandate

The masking mandate is now permanent. The permanency was necessary to keep the mandate in place during the recent surge in COVID-19 cases. There is the possibility of the mandate being repealed. Some component districts are experiencing pushback on the mandate.

Graduation Rates

The Oregon graduation rates were released last week a decline in graduation figures was reported. The state graduation rate was 80.63%, down 2 percentage points from the prior year. Lane County is a 77.82%, down from the prior year.

March Work Session

Nicole Butler-Hooten and Leah Dunbar will facilitate a work session in March on Land Acknowledgement.

7.D. Superintendent Goals for 2022-23

Superintendent Scurto discussed his proposed goals for 2022-23. The proposed goals:

1. Support regional superintendents

- a. Continue Lane ESD facilitation of weekly check-ins with Lane County Public Health and schools.
- b. To create and sustain networking opportunities, continue weekly virtual check ins with Lane County Superintendents.
- c. Call to check in on individual superintendents at least once each month.
- d. Respond rapidly to questions, concerns, requests from our component district leaders.

2. Local Service Plan 2023-25.

- a. Beginning in the Spring of 2022, engage superintendents in a process to evaluate our current services.
- b. Solicit suggestions for potential new services.
- c. Solidify a new two-year LSP by December of 2022.

3. Staffing

- a. Hire HR Director
- b. Recruiting efforts
 - i. IAs
 - ii. Special Education Teachers
 - iii. Specialist positions
- c. Recruiting and hiring diverse candidates
- d. Retention of all staff, with emphasis on BIPOC staff

4. Vision/Mission/Strategic Planning for Lane ESD

- a. Schedule training for Lane ESD
 - i. Leadership (January 2022)
 - ii. Management Team (January/February 2022)
 - iii. Lane ESD Staff
- b. Select training organization (Spring 2022)
- c. Launch training (Fall 2022)
- d. Oversee creation of action steps for goals (Spring 2022)
- e. Publicize complete Strategic Plan by Fall of 2022

7.E. Mandatory Reporting

The Board of Directors is required to participate in annual training in the identification and reporting of suspected child abuse. Board members have been enrolled in Public School Works, the agency's training platform, and will be receiving an invitation to participate in the Mandatory Reporter training. The Board asked for additional training in when a report is required, who reports go to, and the obligation of mandatory reporters in terms of responsibility and scope of responsibility.

7.F. Policy Updates, First Read

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

School Board policies are statements which set forth the purposes and prescribe in general terms the organization and program of a school system. They create a framework within which the

superintendent and his/her staff can discharge their assigned duties with positive direction. They tell what is wanted.

Such policies may be adopted, amended or repealed at any Board meeting provided that the proposed adoption, amendment or repeal shall have been proposed at a previous Board meeting and, once proposed, shall have remained on the agenda of each succeeding meeting until approved or rejected and except that the Board may adopt, amend or repeal policies at any meeting of the Board in the event of an actual emergency, as determined at the sole discretion of the Board. Additionally, when in the best interests of the district immediate adoption of a proposed policy is necessary, the Board may adopt such policy at the first meeting in which it is presented. Policies shall be adopted, amended or repealed by the affirmative vote of four or more Board members.

ACB: Every Student Belongs

ACB Administrative Rule: Bias Incident Complaint Procedure

In September 2020, the Oregon Board of Education passed OAR 581-022-2312, called All Students Belong. As a result, OSBA released new policy ACB and an accompanying AR in October 2020. In February 2021, the Oregon State Board of Education made some adjustments, including changing the title to Every Student Belongs. Later in 2021, the Oregon Legislature passed House Bill 2697 which addresses similar issues, but uses different language. Finally in October 2021, the Oregon State Board of Education amended the language in the rule to more closely match the statutory language.

In November 2021, OSBA released an updated version of ACB and ACB-AR. Because these versions were previously released, they are not included in this update. Questions regarding the updated versions should be directed to the policy department at OSBA.

GBL: Personnel Records

GBLA: Disclosure of Information, DELETE

After review of model sample policies GBL and GBLA, it was decided to combine the two policies. The resulting changes are proposed in this issue which includes the deletion of GBLA in lieu of changes made to model sample policy GBL Personnel Records.

7.G. OAESD Spring Conference

The full Board of Directors is registered to attend the OAESD Spring Conference at Sunrize Resort. Rooms have been reserved for each participant for the nights of March 9 and 10, departing on March 11.

7.H. Black History Month

The Library of Congress, National Archives and Records Administration, National Endowment for the Humanities, National Gallery of Art, National Park Service, Smithsonian Institution and United States Holocaust Memorial Museum join in paying tribute to the generations of African Americans who struggled with adversity to achieve full citizenship in American society.

As a Harvard-trained historian, Carter G. Woodson, like W. E. B. Du Bois before him, believed that truth could not be denied and that reason would prevail over prejudice. His hopes to raise awareness of African American's contributions to civilization was realized when he and the organization he founded, the Association for the Study of Negro Life and History (ASNLH), conceived and announced Negro History Week in 1925. The event was first celebrated during a week in February 1926 that encompassed the birthdays of both Abraham Lincoln and Frederick Douglass. The response was overwhelming: Black history clubs sprang up; teachers demanded materials to instruct their pupils;

and progressive whites, not simply white scholars and philanthropists, stepped forward to endorse the effort.

By the time of Woodson's death in 1950, Negro History Week had become a central part of African American life and substantial progress had been made in bringing more Americans to appreciate the celebration. At mid-century, mayors of cities nationwide issued proclamations noting Negro History Week. The Black Awakening of the 1960s dramatically expanded the consciousness of African Americans about the importance of black history, and the Civil Rights movement focused Americans of all colors on the subject of the contributions of African Americans to our history and culture.

The celebration was expanded to a month in 1976, the nation's bicentennial. President Gerald R. Ford urged Americans to “seize the opportunity to honor the too-often neglected accomplishments of black Americans in every area of endeavor throughout our history.” That year, fifty years after the first celebration, the association held the first Black History Month. By this time, the entire nation had come to recognize the importance of Black history in the drama of the American story. Since then each American president has issued Black History Month proclamations. And the association—now the Association for the Study of African American Life and History (ASALH)—continues to promote the study of Black history all year.

(Excerpt from an essay by Daryl Michael Scott, Howard University, for the Association for the Study of African American Life and History)

7.I. Freedom Fund Dinner

The NAACP Unit 1119 is preparing for its annual Freedom Fund Dinner and is reaching out to returning guests. The NAACP will have safety measures in place to keep the community safe. The NAACP will require all guests to be vaccinated, boosted and tested 24 hours prior to the event. The Eugene/Springfield NAACP invites you to an evening of celebration and fellowship on Friday, February 25th! The Freedom Fund Dinner will be held at the Valley River Inn, which is located at 1000 Valley River Way in Eugene, OR.

Board members that would like to attend should let Julie Simmonds know.

Director Wilde suggested the Lane ESD make a contribution or donation in lieu of sending attendees.

8. Information from Administrative Staff

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

9. Board Member Reports and Comments/Agenda Planning

9.A. Agenda Planning

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

9.B. Board Member Reports

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

As Board Members prepare their reports, they are asked to please consider the following questions:

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

Sherry Duerst-Higgins

Linda Hamilton

[Leslie Harris](#)

Nora Kent

Vanessa Truett

[Rose Wilde](#)

Johnie Matthews, Superintendents' Council Advisor

Emilio Hernandez, Liaison, Springfield Public Schools

Erin Zygaits, Community Advisor

Mike Anderson, Liaison, Creswell School District

Mark Boren, Liaison, Fern Ridge School District (see attached)

10. Announcements/Correspondence

10.A. Acknowledgements and Recognition

10.B. Kudos

Employees and Board members can submit a "kudo" any time during the month. To submit a kudo visit: www.lesd.k12.or.us/forms/kudos.html

10.C. Announcements

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

- [OSBA Board Meeting - February 2022](#), February 4-5, 2022
- OSBA Legislative Policy Committee Meeting, February 5-6, 2022
- OSBA Listening Session, February 22, 2022
- [OSBA Board Meeting - March 2022](#), March 5, 2022
- [OSBA Bonds, Ballots and Buildings Conference](#), April 8, 2022
- [OSBA Board Meeting - June 2022](#), June 17-18, 2022
- OSBA Legislative Policy Committee Meeting, August 23, 2022
- [OSBA Board Meeting - September 2022](#), September 23-25, 2022 | Sunriver - Sunriver Resort

10.C.2. **Component District Board Meeting Dates**

11. Adjournment

- The next regular meeting is scheduled to be held Tuesday, March 1, 2022, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

The meeting was adjourned at 7:45 p.m.

- The next regular meeting is scheduled to be held Tuesday, March 1, 2022, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

Minutes Approved:

Linda Hamilton, Chairperson

Tony Scurto, Superintendent

LANE EDUCATION SERVICE DISTRICT
1200 Hwy 99 N
Eugene, Oregon 97402

BOARD MEETING
Tuesday, March 1, 2022
Regular Meeting: 6:00 PM

**LANE ESD BOARD MEETING
AGENDA**

Tuesday, March 1, 2022

1. Call Regular Meeting To Order

Chair Linda Hamilton called the meeting to order at 6:03 p.m.

2. Welcome

Members of the Board and audience were welcomed.

Board Members Present: Chair Linda Hamilton, Vice-Chair Vanessa Truett, Sherry Duerst-Higgins, Nora Kent, Sydney Kissinger, Rose Wilde

Board Advisors and Liaisons Present: Johnie Matthews (Superintendents' Council), Mark Boren (Fern Ridge School District Board), Erin Zygaitis (Community Advisor)

Administrative Staff Present: Superintendent Tony Scurto, Assistant Superintendent Carlos Sequeira, Business Services Director Dave Standridge, Special Education Executive Director Sue Mathisen, Recording Secretary Julie Simmonds

Guests Present: Jenaro Ramirez, Cameron Yee (LCEA), Kristin Gault (presenter), Tanya Ray, Justin Radabaugh

3. Public Participation

There was no public participation.

4. Agenda Review

The agenda was reviewed.

5. Presentation: Lane Regional Inclusive Services - Visual Impairment

Kristin Gault, Teacher of the Vision Impaired, presented to the Board on Cortical Visual Impairment.

Superintendent Scurto discussed the curriculum Kristin Gault has developed and acknowledged the great impact of Kristin's work.

6. Action Items

6.A. Consent Agenda

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

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

Back-up materials for consent agenda items are included in the agenda packet as needed. Minutes of this meeting will reflect action on each item.

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

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

1. Human Resource Report, dated March 1, 2022
2. Authorize Contracts for Licensed Staff for 2022-23
3. Authorize Contracts for Licensed, Administrative Staff for 2022-23

DIRECTOR DUERST-HIGGINS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD adopts the consent group as submitted and listed. Director Wilde seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, KENT, KISSINGER, TRUETT and WILDE VOTING YES.** (ESD Resolution #22-044).

6.B. Accept Financial Report

Business Services Executive Director Dave Standridge provided comments on the financial report. The state is expected to provide an increased State School Fund estimate.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD accepts the financial report for February 2022 as submitted and listed. Director Kent seconded and the **MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, KENT, KISSINGER, TRUETT and WILDE VOTING YES.** (ESD Resolution #22-045).

6.C. Declaration of Classified Employee Appreciation Week

Superintendent Tony Scurto acknowledged the work of classified school staff across the county, particularly during the pandemic. Board Chair Linda Hamilton read the resolution aloud.

BE IT RESOLVED

WHEREAS, the education of youth is essential to the future of our community, state, country and world; and

WHEREAS, classified employees are the backbone of our public education system; and

WHEREAS, classified employees work directly with students, educators, parents, volunteers, business partners and community members; and

WHEREAS, classified employees support the smooth operation of offices, the safety and maintenance of buildings and property, and the safe transportation, healthy nutrition and direct instruction of students; and

WHEREAS, our community depends upon and trusts classified employees to serve students; and

WHEREAS, classified employees, with their diverse talents and true dedication, nurture students throughout their school years.

NOW, THEREFORE, BE IT RESOLVED that the Lane Education Service District Board of Directors proclaims March 7-11, 2022, to be **CLASSIFIED EMPLOYEE APPRECIATION WEEK**; and

BE IT FURTHER RESOLVED that the Lane Education Service District Board of Directors strongly encourages all members of our community to join in this observance, recognizing the dedication and hard work of these individuals.

(ESD Resolution #22-046).

7. Discussion/Reports

7.A. Legislative Update

The short session is currently in session. Superintendent Scurto reported that the legislative bill that provided a path for parents to submit complaints to ODE regarding instructional days provided by district is not moving forward.

The Wildfire Relief bill, which would have benefited McKenzie School District, appears to be moving forward. Relief is coming for summer programs through a bill that will provide funding for schools to provide summer programming. ESDs will not receive funding to provide extended school year programming.

7.B. Superintendent Report

Staffing

The ESD priority is having enough staff to get back to a 5-day a week status in our classrooms. The rate of resignations is slowing, and the rate of hiring is surpassing the rate of resignations. The prediction is full five-day per week status by Spring break. Lane ESD is focusing on recruitment and retainment of staff.

Lane ESD stands ready to assist districts with summer program staffing.

EWEB Property

Lane ESD will not be pursuing the property. EWEB has a responsibility to their rate-payers that puts the price out of Lane ESD's range. Lane ESD and its partners do not have the resources or buy-in to procure the property and improve it for use. This decision does not mean Lane ESD is not interested in a regional CTE site. This Friday a Lane ESD contingent will visit the Willamette Career Academy in Salem. The group will receive a tour and learn more about the establishment of Willamette Career Academy as a regional CTE site.

7.C. Masking Mandate

The states of Oregon, California and Washington announced yesterday that the masking mandates will end on March 11. Schools will be allowed to make the local decisions regarding masking. Lane ESD is seeking guidance and direction from Lane County Public Health. The number of hospitalizations is a key indicator, as well as the county infection rate. The Lane ESD masking decisions will hinge on input from staff, families, and the indicators from Lane County Public Health. Lane ESD has begun surveying staff and families to gather information on their preferences for masking. The survey asks staff if they agree with masking or unmasking. There is no concern that

staff may choose to leave if people are unmasked, nobody has reported this at this time. The response has been strong, but the input is varied.

The Board provided input centered on keeping students safe. The board expressed trust in the agency administration in making sound decisions regarding masking in our different environments. The Board encouraged practicing safety measures, taking a conservative approach.

7.D. ODE Listening Session: Community Conversation on High School Graduation Requirements Oregon has made national news for pausing the essential skills testing and high school graduation requirements. The public can weigh in by registering and attending a listening session on March 3, 6:00-8:00 p.m.

7.E. Future Meetings of the Board of Directors

The Board of Directors discussed moving back to in-person meetings. The consensus is to meet in person in April.

Community Liaison Erin Zygaitis commented on how a remote option makes a board position more attractive.

7.F. OAESD Spring Conference

The Board discussed the agenda, participation and transportation to the OAESD Spring Conference, happening in Sunriver March 9-11, 2022. Lane ESD will provide a workshop presentation at the conference, sharing on the journey of designing an Equity Lens for Lane ESD.

8. Information from Administrative Staff

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

9. Board Member Reports and Comments/Agenda Planning

9.A. Agenda Planning

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

9.B. Board Member Reports

Board members submitted written reports to be attached to Boardbook. Reports can be sent to the Executive Assistant in advance of the meeting.

As Board Members prepare their reports, they are asked to please consider the following questions:

1. What programs did I visit over the last month? What committees did I participate in?
2. What is the connection to the LESD services and programs to the component districts or community?
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Mike Anderson, Liaison, Creswell School District
Mark Boren, Liaison, Fern Ridge School District
Erin Zygaitis, Community Advisor

10. Announcements/Correspondence

10.A. Acknowledgements and Recognition

10.B. Kudos

Kudos to: Erin White, Annie Whiddon, Sue Wilson, Sharon England, Vanessa Clemons, Angela Healow, Daniel Gallo, Cassidy Ross, Dustie Brett, and Katie O'Sullivan

Reported by: Lane School Staff

Reason: Thank you for supporting the Lane School Holiday Bazaar with your time and donations. It was a complete success! You made a difference in our students lives.

Kudos to: Jenaro Ramirez

Reported by: Tony Scurto

Reason: Great job setting up the Owl system for our Board Meeting!

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

10.C. Announcements

10.C.1. Lane ESD Board Member Activities and Opportunities

- [OSBA Board Meeting - March 2022](#), March 5, 2022

- OSBA Listening Session, April 7, 2022

- [OSBA Bonds, Ballots and Buildings Conference](#), April 8, 2022

- [OSBA Board Meeting - June 2022](#), June 17-18, 2022

- OSBA Legislative Policy Committee Meeting, August 23, 2022

- [OSBA Board Meeting - September 2022](#), September 23-25, 2022 | Sunriver - Sunriver Resort

10.C.2. Component District Board Meeting Dates

11. Adjournment

• The next regular meeting is scheduled to be held Tuesday, April 5, 2022, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

The meeting was adjourned at 7:28 p.m. The next regular meeting is scheduled to be held Tuesday, April 5, 2022, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

Minutes Approved:

Linda Hamilton, Chairperson

Tony Scurto, Superintendent

Lane Education Service District
2021-22 General Fund Financial Summary
 March 31, 2022

Budget	Actual: Jul-Mar	Projected: Apr-Jun	Projected Total	Projected vs Budget \$ %
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Resources

State School Fund	14,248,500	12,144,617	2,349,015	14,493,632	245,132	1.7%
Property Tax & Timber	8,100,500	7,792,162	292,838	8,085,000	(15,500)	-0.2%
Services to Districts	1,158,400	37,506	725,027	762,533	(395,868)	-34.2%
Other Local Revenue	318,000	432,088	16,110	448,198	130,198	40.9% (1)
Indirect from Grants	330,000	69,437	420,563	490,000	160,000	48.5%
Total Revenues	24,155,400	20,475,810	3,803,553	24,279,362	123,962	0.5%
Beginning Fund Balance: Unreserved	3,087,000	3,242,279	-	3,242,279	155,279	5.0%
Beginning Fund Balance: District Reserves	718,000	863,577	-	863,577	145,577	20.3%
Total Resources	27,960,400	24,581,666	3,803,553	28,385,218	424,818	1.5%

Requirements

Salaries	8,306,689	4,940,340	2,598,405	7,538,746	(767,943)	-9.2% (2)
Benefits	5,703,455	3,270,542	1,748,348	5,018,890	(684,565)	-12.0% (2)
Services	2,770,007	1,515,993	1,550,443	3,066,436	296,429	10.7% (3)
Supplies	278,402	243,798	47,490	291,288	12,886	4.6%
Other	167,400	203,163	2,400	205,563	38,163	22.8%
Interfund Transfers	387,200	357,200	150,000	507,200	120,000	31.0% (4)
Transit Cash to Districts	6,745,364	3,089,352	4,047,790	7,137,142	391,778	5.8%
Total Expenditures	24,358,517	13,620,388	10,144,876	23,765,265	(593,252)	-2.4%
Ending Fund Balance: Unreserved	2,521,119	-	-	3,489,911	968,792	38.4%
Ending Fund Balance: District Reserves	1,080,764	-	-	1,130,043	49,279	4.6%
Total Requirements	27,960,400	13,620,388	10,144,876	28,385,218	424,818	1.5%

Change in Unreserved Fund Balance	(565,881)	247,632
Unreserved Ending Fund Balance	10.4%	14.4%

(1) Includes an unexpected refund of prior year OT/PT expenses and a larger than anticipated workers comp insurance refund.

(2) Position vacancies.

(3) Contracting for School Psychologist and SLP services due to staff vacancies and contracting for Nurse Services for a few component districts.

(4) Additional transfers to Capital Projects Fund.

OAESD Officer Council - Nominations 2022-23

General Description: The Officer Council consists of the officers of OAESD. These are the Chair, Chair-Elect, and Past Chair of the OAESD Board and President, President-Elect, and Past President of the OAESD Superintendents' Council. The term of office for the officers shall be one year in each role. The Chair-Elect and President-Elect succeed the Chair and President, respectively. Past practice has been for each ESD Board to have the opportunity to nominate a candidate for the position of Chair-Elect and for each member ESD superintendent to have the opportunity to nominate a candidate for President-Elect.

The nomination and election timeline for 2022 will be as follows:

This means **nominations need to be made at your Board meeting between now and April 28th and then submitted to OAESD.**

March - April – Local Boards may nominate eligible members of their own or other ESD boards for Chair-Elect. Superintendents may nominate themselves or other ESD superintendents for President-Elect. **Nominations will be turned in to OAESD no later than April 28.**

May - Local Boards will cast their votes for Chair-Elect. Superintendents will cast their votes for President-Elect. **Results will be turned in to the OAESD no later than May 31.**

June 2nd – The results of the election(s) will be announced at the OAESD Superintendent Council Meeting on June 2nd.

Bylaw Language Pertaining to the Officer Council: *The Officers Council is charged with implementing the purposes of OAESD, including but not limited to:*

- 1) *Creating a job description, recruiting, interviewing and hiring of the Executive Director to administer the effective implementation of the purposes of OAESD.*
- 2) *Entering into and administering the employment contract for the Executive Director.*
- 3) *Conducting an annual review of the Executive Director and report the results of the review to the Governance Council. The Past-President shall facilitate such annual review.*
- 4) *Dismissal or non-renewal of the contract for the Executive Director.*
- 5) *Interviewing and hiring of the Director of Government Relations.*
- 6) *Entering into and administering the employment contract for the OAESD Director of Government Relations.*
- 7) *Conducting an annual review of the Director of Government Relations. The Past-President shall facilitate such annual review.*
- 8) *Dismissal or non-renewal of the Director of Government Relations.*
- 9) *Advising the Executive Director in contracting with member ESDs for fiscal, website and executive secretary services, and other administrative services necessary to carry out the functions of OAESD.*
- 10) *Advising the Executive Director in developing an annual work plan, including communication strategies, for OAESD to provide priorities for the Association.*
- 11) *Advising the Executive Director in creating an annual schedule of meetings and other events.*
- 12) *Advising the Executive Director in creating a proposed annual budget for OAESD*
- 13) *Advising the Executive Director in planning Association conferences and workshops.*
- 14) *Advising the Executive Director in developing agendas, call, publicize, chair and arrange for minutes to be taken for all official OAESD meetings of the OAESD Governance Council.*
- 15) *The President-Elect shall serve as Chair of the Legislative Committee.*
- 16) *The Chair-Elect shall serve as OAESD Representative to the Ex-Officio position on the OSBA Board of Directors.*

2022-23 OAESD Officer Council - Nomination Form

Position: Chair-Elect: _____; **President-Elect:** _____

Name of Nominee: _____

ESD: _____

Nominated by: _____

Date: _____

The Nominee has been informed of this nomination and has agreed to serve if elected:

Yes _____; **No** _____

Instructions

Please carefully review the following instructions prior to completing this form.

The form must be submitted in Excel format to ODE.ESSER@ode.oregon.gov.

**When to Use
this Form:**

This form must be filled out and approval received for **each capital expenditure (construction project or individual non-consumable item)** that:

- 1) Has a useful life of more than one year; **and**
- 2) Costs greater than \$5,000

Project Tag:

Each capital expenditure must be assigned a **unique** tracking number. This tracking number will be used to track whether the capital expenditure has been approved or not. **It will also be used when filling in the ESSER Reimbursement Form to indicate expenses that correspond to the capital expenditure.** A spreadsheet showing all submitted approval requests and their project tags will be posted to the [ESSER II and ESSER III webpages](#) for reference.

The project tag will consist of two parts separated by a hyphen.

The first part of each project tag will be your district's four digit ID number.

Use "01" as the last part of the project tag for the first capital expenditure and continue in sequential order for each additional capital expenditure. So the first capital expenditure project tag would end in 01, the second in 02, and so on.

Example: 1234-01

**Expenditure
Name:**

A brief title of the capital expenditure, such as "Example Elementary School Modularity" or "Example Middle School HVAC"

**Expenditure
Amount:**

The **amount of ESSER funds** being used for the capital expenditure

**Expenditure
Location:**

The school campus or building where the capital expenditure will occur or be used ***Please note a separate approval form should be filled out for each construction project location.** For example, if you are replacing the HVAC system at four schools, each school will be considered a separate project and will require a separate approval form. A piece of equipment that will be used at multiple schools only needs one approval form.

Expenditure Timeline: Estimate of when the capital expenditure is set to occur

Expenditure Description: Description of the capital expenditure

Expenditure Relation to COVID-19: **Each capital expenditure must address a direct impact of COVID-19.** In general, ESSER funds should not be used to complete projects or purchase equipment that were being considered prior to COVID-19, unless there is strong justification that the project or equipment is **necessary to maintain normal operations during the pandemic.**

For example, replacing a leaky roof would likely not be an eligible use of ESSER funds, as it is not directly related to COVID-19. However, replacing an outdated/ineffective HVAC system could be an eligible use of funds as the increased air circulation can reduce the spread of COVID-19. Similarly, purchasing a portable/modular could be an eligible use of funds if it is necessary to accommodate social distancing.

School Board Engagement: For expenditures greater than or equal to \$25,000, your district must engage their school board to review and approve the expenditure.

This capital expenditure approval form can be submitted prior to approval from your school board. However, school board approval must be obtained prior to expending the funds.

Note: During the review of this request, your district may be asked to provide meeting minutes that document this engagement.

Certification: Your district must certify that they are aware of and will adhere to the following laws and regulations, as well as any other applicable laws and regulations regarding capital expenditures.

- [2 CFR § 200.311](#) - Real Property
- [2 CFR § 200.313](#) - Equipment
- [2 CFR § 200.317-200.327](#) - Procurement
- [2 CFR § 200.439](#) - Prior Approval
- [2 CFR § 200.449](#) - Financing Costs
- [34 CFR § 75.600-75.617](#) - EDGAR Construction Rules
- [20 U.S. Code § 1232b](#) - Prevailing Wage

Construction projects are also subject to the Americans with Disabilities Act - [28 CFR Part 36](#)



Elementary and Secondary School Emergency Relief Fund (ESSER II & III) Capital Expenditure Approval Form

Submit form in **Excel format** to ODE.ESSER@ode.oregon.gov

District ID:	2064
District Name:	Lane ESD

Contact Name:	Brad Johnston
Email:	bjohnston@lesd.k12.or.us

Fund Source:	ESSER II
District Allocation:	\$1,373,672.61

Project Tag:	2064-8
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Expenditure Name:	Migrant Education Space Remodel
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Expenditure Amount:	\$200,000.00
Expenditure Location:	Lane ESD Main Campus
Expenditure Timeline:	Summer 2022

Expenditure Description:	The Migrant Education department has grown during the pandemic and the Migrant Education space at Main Campus has been needed for family meetings and events. There is a need to expand the current space designated for the Migrant Education Department to allow for social distancing and allow for a safe space to meet with migrant families.
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Expenditure Relation to COVID-19:	Please provide a detailed response on how this expenditure directly addresses an impact of COVID-19 and/or why this expenditure is necessary to maintain normal operations during the pandemic. This project will increase usable space for social distancing and will allow other safeguards to be placed for further safety and protection.
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Additional Question 1:	What percentage of students/staff will be impacted by this expenditure? MEP currently serves 800 students in our region. MEP covers both Lane and Douglas County. This will impact 100% of our students as we support the entire family. Before COVID, our space was used to hold parent meetings, student leadership opportunities, tutoring, trainings, and workshops as well as community partnership opportunities.
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Additional Question 2:	Does this expenditure directly impact historically underserved students? If so, how? All of our families are migrant workers and as such, all fall under the poverty level. Over 75% of our students are multilingual students and over 98% of our families come from the LatinX community. Currently, 10 of our families are being served through the McKinney-Vinto program, and all qualify for the free and/or reduced lunch program.
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Additional Question 3:	Who was involved in the decision making process for this expenditure? (Superintendent, staff, school board, community, etc.) Superintendent - Tony Scurto, Facilities Manager - Brad Johnston, Business Manager - David Standridge, HR Director - Carol Knobbe, Chief Information Office - Brandon Webb, MEP Director - Ana Quintero-Arias
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Additional Question 4:	What are the short and long-term effects of this expenditure on student outcomes? Students and families need a space where they are not just welcomed but where they belong. The MEP office is specifically designed with our families in mind. Not only are they welcomed by our team but they are also surrounded by images and colors that affirm their identity and culture. It is common for our families to come as a unit and not as individuals. We need space for the little ones to play while we are teaching about development and a space where the older siblings can get tutoring or homework support while the parents have a confidential space to speak. These components are all vital elements that lead to the success of our program.
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Additional Question 5:	Why is it important for this expenditure to be completed now, as opposed to putting resources toward other priorities? (What makes this expenditure the best use of ESSER funds for your district?) There is currently limited space that will not allow us to conduct normal business and MEP activities under current COVID guidelines.
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Additional Question 6:	How does this expenditure impact the community as a whole? MEP is a Title program which means that our work is supplemental to what is being done by districts. As noted above, MEP serves two counties so the impact of the program has a wide reach. When students are supported, in their wholeness, we know that there is greater students engagement which equates to a greater likelihood that the student will graduate. Many of our older high school students, after being part of the MEP program, come back to either volunteer or work with our team, particularly over the summer. They recognize the importance of community and the impact that each individual has in making their community a better place to live for us all. Our program has immediate results but more importantly, can impact generations to come, and that all starts from having a space to be seen and heard. A safe, physical space is not all that is needed but it is a start to success.
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School Board Engagement:	For expenditures greater than or equal to \$25,000, your district must engage their school board to review and approve the expenditure.
	Please enter your initials in the box below to certify that this requirement has been met. If your district's expenditure is less than \$25,000, enter "n/a". (enter initials)

Certification:	By entering your name and title in the box below, you certify that the district is aware of and will adhere to the laws and regulations listed on the "Instructions" tab, as well as any other applicable laws and regulations regarding capital expenditures.
	(enter name and title)

FOR ODE USE ONLY

Approved?

Instructions

Please carefully review the following instructions prior to completing this form.

The form must be submitted in Excel format to ODE.ESSER@ode.oregon.gov.

**When to Use
this Form:**

This form must be filled out and approval received for **each capital expenditure (construction project or individual non-consumable item)** that:

- 1) Has a useful life of more than one year; **and**
- 2) Costs greater than \$5,000

Project Tag:

Each capital expenditure must be assigned a **unique** tracking number. This tracking number will be used to track whether the capital expenditure has been approved or not. **It will also be used when filling in the ESSER Reimbursement Form to indicate expenses that correspond to the capital expenditure.** A spreadsheet showing all submitted approval requests and their project tags will be posted to the [ESSER II and ESSER III webpages](#) for reference.

The project tag will consist of two parts separated by a hyphen.

The first part of each project tag will be your district's four digit ID number.

Use "01" as the last part of the project tag for the first capital expenditure and continue in sequential order for each additional capital expenditure. So the first capital expenditure project tag would end in 01, the second in 02, and so on.

Example: 1234-01

**Expenditure
Name:**

A brief title of the capital expenditure, such as "Example Elementary School Modularity" or "Example Middle School HVAC"

**Expenditure
Amount:**

The **amount of ESSER funds** being used for the capital expenditure

**Expenditure
Location:**

The school campus or building where the capital expenditure will occur or be used ***Please note a separate approval form should be filled out for each construction project location.** For example, if you are replacing the HVAC system at four schools, each school will be considered a separate project and will require a separate approval form. A piece of equipment that will be used at multiple schools only needs one approval form.

Expenditure Timeline: Estimate of when the capital expenditure is set to occur

Expenditure Description: Description of the capital expenditure

Expenditure Relation to COVID-19: **Each capital expenditure must address a direct impact of COVID-19.** In general, ESSER funds should not be used to complete projects or purchase equipment that were being considered prior to COVID-19, unless there is strong justification that the project or equipment is **necessary to maintain normal operations during the pandemic.**

For example, replacing a leaky roof would likely not be an eligible use of ESSER funds, as it is not directly related to COVID-19. However, replacing an outdated/ineffective HVAC system could be an eligible use of funds as the increased air circulation can reduce the spread of COVID-19. Similarly, purchasing a portable/modular could be an eligible use of funds if it is necessary to accommodate social distancing.

School Board Engagement: For expenditures greater than or equal to \$25,000, your district must engage their school board to review and approve the expenditure.

This capital expenditure approval form can be submitted prior to approval from your school board. However, school board approval must be obtained prior to expending the funds.

Note: During the review of this request, your district may be asked to provide meeting minutes that document this engagement.

Certification: Your district must certify that they are aware of and will adhere to the following laws and regulations, as well as any other applicable laws and regulations regarding capital expenditures.

- [2 CFR § 200.311](#) - Real Property
- [2 CFR § 200.313](#) - Equipment
- [2 CFR § 200.317-200.327](#) - Procurement
- [2 CFR § 200.439](#) - Prior Approval
- [2 CFR § 200.449](#) - Financing Costs
- [34 CFR § 75.600-75.617](#) - EDGAR Construction Rules
- [20 U.S. Code § 1232b](#) - Prevailing Wage

Construction projects are also subject to the Americans with Disabilities Act - [28 CFR Part 36](#)



Elementary and Secondary School Emergency Relief Fund (ESSER II & III) Capital Expenditure Approval Form

Submit form in **Excel format** to ODE.ESSER@ode.oregon.gov

District ID:	2064
District Name:	Lane ESD
Contact Name:	Brad Johnston
Email:	bjohnston@lesd.k12.or.us
Fund Source:	ESSER II
District Allocation:	\$1,373,672.61
Project Tag:	2064-9
Expenditure Name:	Westmoreland Patio Project
Expenditure Amount:	\$90,300.00
Expenditure Location:	Westmoreland Campus
Expenditure Timeline:	Spring 2022
Expenditure Description:	Construction of new patios outside of all classrooms.
Expenditure Relation to COVID-19:	Please provide a detailed response on how this expenditure directly addresses an impact of COVID-19 and/or why this expenditure is necessary to maintain normal operations during the pandemic. This project will provide more outdoor space for outdoor instruction.
Additional Question 1:	What percentage of students/staff will be impacted by this expenditure? All (100%) of students at the Westmoreland Campus will be impacted by this expenditure.
Additional Question 2:	Does this expenditure directly impact historically underserved students? If so, how? Yes. All students supported at this campus are individuals with disabilities that qualify for services under the Individuals with Disabilities Education Act (IDEA).
Additional Question 3:	Who was involved in the decision making process for this expenditure? (Superintendent, staff, school board, community, etc.) Superintendent - Tony Scurto, Facilities Manager - Brad Johnston, Business Manager - David Standridge, HR Director - Carol Knobbe, Program Supervisor - Justin Radabaugh
Additional Question 4:	What are the short and long-term effects of this expenditure on student outcomes? Many of the students we support have mental health needs, often related to trauma. Having a positive, safe physical space for students to play, learn, and practice social skills is essential to the development of our students. This project enhances the learning environment of our students by providing a safe expansion to our classrooms that is outdoors.
Additional Question 5:	Why is it important for this expenditure to be completed now, as opposed to putting resources toward other priorities? (What makes this expenditure the best use of ESSER funds for your district?) Our building team has met to establish a decision-making tool for determining the prioritization and allocation of funds. Health and Safety is a top priority at our campus. This additional outdoor space provides more learning space that is safe for students. Students with disabilities deserve to have a fully equipped, healthy and welcoming environment. By investing in this project we are sending a positive message to the students that they are important.
Additional Question 6:	How does this expenditure impact the community as a whole? Our program supports students from all over Lane County. The work we do directly impacts students, families and the communities they live in. Community involvement is a key component to our transitions program as our goal is to strive for the highest level of independence.
School Board Engagement:	For expenditures greater than or equal to \$25,000, your district must engage their school board to review and approve the expenditure. Please enter your initials in the box below to certify that this requirement has been met. If your district's expenditure is less than \$25,000, enter "n/a". (enter initials)
Certification:	By entering your name and title in the box below, you certify that the district is aware of and will adhere to the laws and regulations listed on the "Instructions" tab, as well as any other applicable laws and regulations regarding capital expenditures. (enter name and title)

FOR ODE USE ONLY

Approved?

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Example: 1234-01

**Expenditure
Name:**

A brief title of the capital expenditure, such as "Example Elementary School Modularity" or "Example Middle School HVAC"

**Expenditure
Amount:**

The **amount of ESSER funds** being used for the capital expenditure

**Expenditure
Location:**

The school campus or building where the capital expenditure will occur or be used ***Please note a separate approval form should be filled out for each construction project location.** For example, if you are replacing the HVAC system at four schools, each school will be considered a separate project and will require a separate approval form. A piece of equipment that will be used at multiple schools only needs one approval form.

Expenditure Timeline: Estimate of when the capital expenditure is set to occur

Expenditure Description: Description of the capital expenditure

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Elementary and Secondary School Emergency Relief Fund (ESSER II & III) Capital Expenditure Approval Form

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District ID:	2064
District Name:	Lane ESD
Contact Name:	Brad Johnston
Email:	bjohnston@lesd.k12.or.us
Fund Source:	ESSER II
District Allocation:	\$1,373,672.61
Project Tag:	2064-10
Expenditure Name:	Westmoreland Covered Outdoor Space
Expenditure Amount:	\$420,000.00
Expenditure Location:	Westmoreland Campus
Expenditure Timeline:	Summer 2021
Expenditure Description:	Construction of covered outdoor space that connects all classroom pods.
Expenditure Relation to COVID-19:	Please provide a detailed response on how this expenditure directly addresses an impact of COVID-19 and/or why this expenditure is necessary to maintain normal operations during the pandemic. This project will provide more outdoor space for outdoor instruction that is protected from the elements.
Additional Question 1:	What percentage of students/staff will be impacted by this expenditure? All (100%) of students at the Westmoreland Campus will be impacted by this expenditure.
Additional Question 2:	Does this expenditure directly impact historically underserved students? If so, how? Yes. All students supported at this campus are individuals with disabilities that qualify for services under the Individuals with Disabilities Education Act (IDEA).
Additional Question 3:	Who was involved in the decision making process for this expenditure? (Superintendent, staff, school board, community, etc.) Superintendent - Tony Scurto, Facilities Manager - Brad Johnston, Business Manager - David Standridge, HR Director - Carol Knobbe, Program Supervisor - Justin Radabaugh
Additional Question 4:	What are the short and long-term effects of this expenditure on student outcomes? Many of the students we support have mental health needs, often related to trauma. Having a positive, safe physical space for students to play, learn, and practice social skills is essential to the development of our students. This project enhances the learning environment of our students by providing a safe expansion to our classrooms that is outdoors.
Additional Question 5:	Why is it important for this expenditure to be completed now, as opposed to putting resources toward other priorities? (What makes this expenditure the best use of ESSER funds for your district?) Our building team has met to establish a decision-making tool for determining the prioritation and allocation of funds. Health and Safety is a top priority at our campus. This additional outdoor space provides more learning space that is safe for students. Students with disabilities deserve to have a fully equipped, healthy and welcoming environment. By investing in this project we are sending a positive message to the students that they are important.
Additional Question 6:	How does this expenditure impact the community as a whole? Our program supports students from all over Lane County. The work we do directly impacts students, families and the communities they live in. Community involvement is a key component to our transitions program as our goal is to strive for the highest level of independence.
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Project Tag:

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Example: 1234-01

**Expenditure
Name:**

A brief title of the capital expenditure, such as "Example Elementary School Modularity" or "Example Middle School HVAC"

**Expenditure
Amount:**

The **amount of ESSER funds** being used for the capital expenditure

**Expenditure
Location:**

The school campus or building where the capital expenditure will occur or be used ***Please note a separate approval form should be filled out for each construction project location.** For example, if you are replacing the HVAC system at four schools, each school will be considered a separate project and will require a separate approval form. A piece of equipment that will be used at multiple schools only needs one approval form.

Expenditure Timeline: Estimate of when the capital expenditure is set to occur

Expenditure Description: Description of the capital expenditure

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District ID:	2064
District Name:	Lane ESD
Contact Name:	Brad Johnston
Email:	bjohnston@lesd.k12.or.us
Fund Source:	ESSER II
District Allocation:	\$1,373,672.61
Project Tag:	2064-6
Expenditure Name:	HVAC Upgrades to Lane ESD Main Campus
Expenditure Amount:	\$76,800.00
Expenditure Location:	Lane ESD Main Campus - 1200 HWY 99 N, Eugene, Oregon 97402
Expenditure Timeline:	Winter 2022
Expenditure Description:	Remove and replace dated HVAC and split system with rooftop units that provide adequate ventilation to the west side of property currently occupied by our technology services department. Our technology department has grown and expanded since the beginning of the pandemic as the demand for tech support has grown across the districts we serve.
Expenditure Relation to COVID-19:	Please provide a detailed response on how this expenditure directly addresses an impact of COVID-19 and/or why this expenditure is necessary to maintain normal operations during the pandemic. Replacement and upgrade to improve indoor air quality, filtration and air dilution to help mitigate exposure to airborne contaminants including COVID-19.
Additional Question 1:	What percentage of students/staff will be impacted by this expenditure? The technology department provides Internet access services to 56,000 student across Lane county. We also provide support and resources to neighboring ESD's that provide similar resources in their regions.
Additional Question 2:	Does this expenditure directly impact historically underserved students? If so, how? 23,500 of the 56,000+ are enrolled in the free and reduced program and many of them are students that we support belong to the underserved groups. In addition to the internet services we provide bilingual technical support during and after hours for our LatinX families.
Additional Question 3:	Who was involved in the decision making process for this expenditure? (Superintendent, staff, school board, community, etc.) Superintendent - Tony Scurto, Facilities Manager - Brad Johnston, Business Manager - David Standridge, HR Director - Carol Knobbe, Chief Information Office - Brandon Webb
Additional Question 4:	What are the short and long-term effects of this expenditure on student outcomes? The internet services provided by Lane ESD is what allows teachers and students access to online curriculum and vital resources for learning. The current technology infrastructure that provides these vital student resources is in a state of disrepair and in some cases the environment is dangerous to the IT staff. Without an adequate environment and up to date equipment we will not have the ability to continue supporting the students at our current levels let alone be in a place that will help them continue to grow. The bilingual technology support that we provide is vital for the families that are struggling to log in to the internet just to keep their kids from falling behind in school.
Additional Question 5:	Why is it important for this expenditure to be completed now, as opposed to putting resources toward other priorities? (What makes this expenditure the best use of ESSER funds for your district?) Technology dept personnel do not have a safe environment to work from in person due to lack of equipment and upgrades. Increase in personnel has lead to the need to expand into space previously designated for servers that does not have adequate ventilation for a safe working environment.
Additional Question 6:	How does this expenditure impact the community as a whole? By providing internet access (hot spots that can go home) and after-hours bilingual support, we are keeping the community connected and involved. Without our services students will not have the understanding, support, and access to continue their educational career. These families of need, all of our families, community, and staff rely heavily on access to reliable internet and up to date technologies so that they can do their day to day jobs. Curriculum and instruction has become embedded with technology and is what will propel and support the students in this difficult time.
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	<p>Please enter your initials in the box below to certify that this requirement has been met. If your district's expenditure is less than \$25,000, enter "n/a".</p>
	<p>(enter initials)</p>

<p>Certification:</p>	<p>By entering your name and title in the box below, you certify that the district is aware of and will adhere to the laws and regulations listed on the "Instructions" tab, as well as any other applicable laws and regulations regarding capital expenditures.</p>
	<p>(enter name and title)</p>

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Example: 1234-01

**Expenditure
Name:**

A brief title of the capital expenditure, such as "Example Elementary School Modularity" or "Example Middle School HVAC"

**Expenditure
Amount:**

The **amount of ESSER funds** being used for the capital expenditure

**Expenditure
Location:**

The school campus or building where the capital expenditure will occur or be used ***Please note a separate approval form should be filled out for each construction project location.** For example, if you are replacing the HVAC system at four schools, each school will be considered a separate project and will require a separate approval form. A piece of equipment that will be used at multiple schools only needs one approval form.

Expenditure Timeline: Estimate of when the capital expenditure is set to occur

Expenditure Description: Description of the capital expenditure

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District Name:	Lane ESD
Contact Name:	Brad Johnston
Email:	bjohnston@lesd.k12.or.us
Fund Source:	ESSER II
District Allocation:	\$1,373,672.61
Project Tag:	2064-7
Expenditure Name:	Technology Workspace Expansion
Expenditure Amount:	\$150,000.00
Expenditure Location:	Lane ESD Main Campus - 1200 HWY 99 N, Eugene, Oregon 97402
Expenditure Timeline:	Summer 2022
Expenditure Description:	Expand technology workspace into existing server room that is no longer needed for housing equipment. This space is needed to accommodate a technology team that has expanded since the start of the pandemic.
Expenditure Relation to COVID-19:	<p>Please provide a detailed response on how this expenditure directly addresses an impact of COVID-19 and/or why this expenditure is necessary to maintain normal operations during the pandemic.</p> <p>Lane ESD's technology team has grown to support the increase demand for tech support with the implementation of new technologies. A large portion of this technology was implemented for long term closures. Additionally, staff growth was needed for bilingual support for underserved students and increased security for student PII.</p>
Additional Question 1:	<p>What percentage of students/staff will be impacted by this expenditure?</p> <p>The technology department provides Internet access services to 56,000 student across Lane county. We also provide support and resources to neighboring ESD's that provide similar resources in their regions.</p>
Additional Question 2:	<p>Does this expenditure directly impact historically underserved students? If so, how?</p> <p>23,500 of the 56,000+ are enrolled in the free and reduced program and many of them are students that we support belong to the underserved groups. In addition to the internet services we provide bilingual technical support during and after hours for our LatinX families.</p>
Additional Question 3:	<p>Who was involved in the decision making process for this expenditure? (Superintendent, staff, school board, community, etc.)</p> <p>Superintendent - Tony Scurto, Facilities Manager - Brad Johnston, Business Manager - David Standridge, HR Director - Carol Knobbe, Chief Information Office - Brandon Webb</p>
Additional Question 4:	<p>What are the short and long-term effects of this expenditure on student outcomes?</p> <p>The internet services provided by Lane ESD is what allows teachers and students access to online curriculum and vital resources for learning. The current technology infrastructure that provides these vital student resources is in a state of disrepair and in some cases the environment is dangerous to the IT staff. Without an adequate environment and up to date equipment we will not have the ability to continue supporting the students at our current levels let alone be in a place that will help them continue to grow. The bilingual technology support that we provide is vital for the families that are struggling to log in to the internet just to keep their kids from falling behind in school.</p>
Additional Question 5:	<p>Why is it important for this expenditure to be completed now, as opposed to putting resources toward other priorities? (What makes this expenditure the best use of ESSER funds for your district?)</p> <p>Technology dept personal do not have a safe environment to work from in person due to lack of equipment and upgrades. Increase in personnel has led to the need to expand into space previously designated for servers that does not have adequate ventilation for a safe working environment.</p>
Additional Question 6:	<p>How does this expenditure impact the community as a whole?</p> <p>By providing internet access, hot spots that can go home, and after hour bilingual support we are keeping the community connected and involved. Without our services students will not have the understanding, support, and access to continue their educational career. These families of need, all of our families, community, and staff rely heavily on access to reliable internet and up to date technologies so that they can do their day to day jobs. Curriculum and instruction has become embedded with technology and is what will propel and support the students in this difficult time.</p>
School Board Engagement:	For expenditures greater than or equal to \$25,000, your district must engage their school board to review and approve the expenditure.

	<p>Please enter your initials in the box below to certify that this requirement has been met. If your district's expenditure is less than \$25,000, enter "n/a".</p>
	<p>(enter initials)</p>

<p>Certification:</p>	<p>By entering your name and title in the box below, you certify that the district is aware of and will adhere to the laws and regulations listed on the "Instructions" tab, as well as any other applicable laws and regulations regarding capital expenditures.</p>
	<p>(enter name and title)</p>

FOR ODE USE ONLY

<p>Approved?</p>

Lane Education Service District Administrative Rule

Code: **DI-AR(3)**
Adopted: 1/16/97
Revised/Readopted: 12/11/01; 2/24/04; 3/29/16,
4/1/22
Orig. Code(s): DI-AR(3)

Fiscal Procedures and Responsibilities (Travel, Meals and Lodging)

Background

The following guidelines and procedures were developed for Lane ESD employees and Board members and intended to provide guidance in the area of travel, meals and lodging expenses. Lane ESD has a responsibility to be fiscally prudent. Lane ESD is also required to be in compliance with all laws, regulations and auditing standards as established by the IRS, U.S. Office of Management and Budget and other governmental agencies.

IRS guidelines do not define a reimbursable expense. The guidelines only define which reimbursements are considered taxable or non-taxable to the employee. Lane ESD does not provide taxable reimbursements. The IRS guidelines are used to determine which expenses are non-taxable and therefore reimbursable.

Authorized Travel

Fiscal constraints require that Lane ESD limit travel as much as possible and strict adherence to fiscal procedures is necessary. Some travel is required (or mandatory) to meet program needs. Lane ESD will closely monitor travel by taking the following into consideration:

1. Travel requests to attend conferences, meetings and professional development sessions must be pre-approved. Requests and approval must be made prior to registering or committing LESD funds.
2. To be approved, the event attended must meet a required program need and employees must have a primary need to attend.
3. Consideration will be given to the number of people attending and whether a single ESD employee is sufficient to gather the information for dissemination to colleagues.
4. Employees asked to present at an event must get approval prior to making a commitment and should request a waiver of the registration fee and reimbursement for lodging if available.

Eligible Travel Expenses

1. For a travel expense to be considered reimbursable, the expense must occur while the employee or Board member is traveling away from home overnight.
2. By definition, travel "away from home overnight" is considered to be travel substantially longer than an ordinary day's work, which requires an overnight stay or substantial sleep or rest. As an example, expenses incurred during a day trip to Salem or Portland would not qualify.

3. Reimbursement for use of a personal vehicle, regardless of destination, would still qualify if it is in compliance with the Mileage Reimbursement section that follows.

Accounting for Expenses

For a reimbursement request to be approved, there must be an adequate accounting of all expenses and it must be submitted within a reasonable period of time.

1. Receipts are required in all situations where a receipt can be provided.
2. Receipts must substantiate the amount, date, location and business purpose.
3. Credit card receipts are not considered adequate documentation for identifying an expense. Hotel, restaurant, store or other itemized receipts are necessary.
4. Reimbursement will not be provided for any unsubstantiated expense.
5. Reimbursement requests must be submitted on an authorized LESD reimbursement form within 45 days of the expense or by July 15th, whichever comes first.

Meals

Lane ESD does not use a per diem system for reimbursements. The following defines the criteria for a meal expense to qualify as reimbursable and guidelines for determining a reasonable meal cost.

1. As a general guideline, the cost per person for meals should not exceed; \$10 for Breakfast, \$15 for Lunch and \$25 for Dinner.
2. Supporting documentation

An itemized receipt with the date, amount, business purpose and names of guests included in the cost is required.

3. Meals while traveling
 - a. Meal costs will be reimbursable if they qualify as Eligible Travel Expenses and are adequately substantiated.
 - b. Meals that are in-town, before leaving the area, are not reimbursable. (i.e., Eugene Airport)
4. Meals when not traveling

Meals are reimbursable when attending a meeting for the convenience of LESD and there is a clear business purpose for conducting the meeting during a meal. Business must be discussed during the entire meal process.

5. Meetings and conferences

Reimbursements are permitted for meal expenses directly related to and necessary for attending professional association meetings, conferences or conventions.

6. LESD will not provide reimbursement for the cost of alcoholic beverages.

Lodging

The following describes when LESD will pay for overnight lodging and guidelines for determining a reasonable cost for lodging.

1. Overnight lodging is permitted in the following circumstances:
 - a. The meeting or conference is more than 80 miles from LESD; and
 - b. The meeting or conference extends beyond a single day; or
 - c. The employee's attendance is required before 9:00 am on the first day.
2. Since the cost for lodging can vary greatly depending on the location, LESD has established the following guidelines for determining a reasonable cost:
 - a. The U.S. General Services Administration (GSA) has determined maximum lodging rates as part of the travel management policies utilized by federal agencies. The maximum cost is determined by geographic location and is part of their per diem rate calculation.
 - b. LESD will use the same guidelines identified by the GSA for determining a reasonable lodging cost.
 - c. The varying rates can be found at www.gsa.gov under the Per Diem Rates section.
 - d. As with all expenses, LESD employees are expected to exercise fiscal prudence when making travel plans.

Mileage Reimbursement

Employees are expected to use an LESD vehicle whenever possible. When an employee or Board member uses their personal vehicle for authorized travel, the employee or Board member may request reimbursement for the use of their vehicle.

1. Mileage will be reimbursed at the standard IRS rate per mile at the time of travel.
2. Requests must be submitted on a monthly basis and on an authorized LESD reimbursement form.
3. On each request, the employee must provide the date of travel, the number of miles driven, the destination and the purpose for each trip if it's not routine travel.
4. There will be no reimbursement for mileage from home to first place work or from last place of work to home.
5. Mileage from site to site during the day is reimbursable.

Travel Advances

Travel advances are normally discouraged. However, they may be authorized in certain situations and with the following guidelines:

1. The advance request must be approved by the service area director.
2. A detailed accounting (as previously described in Accounting for Expenses) of the actual expenses must be submitted within 15 days of returning from the business travel on an authorized LESD reimbursement form.
3. Any balance left over from the advance must be returned with the detailed accounting.
4. Any balance due to the employee will be processed as a normal reimbursement.

Lane ESD Issued Credit Cards/Purchasing Cards

As with reimbursement requests, travel expenses incurred on a Lane ESD issued credit/purchasing card must have an adequate accounting of all expenses.

1. Receipts are required in all situations where a receipt can be provided.
2. Receipts must substantiate the amount, date, location and business purpose.
3. Credit card receipts are not considered adequate documentation for identifying an expense. Hotel, restaurant, store or other itemized receipts are necessary.
4. If adequate documentation is not provided, the employee will be required to reimburse Lane ESD for the unsubstantiated expense.
5. A summary of credit/purchasing card expenditures must be provided on a monthly basis promptly after receiving the monthly statement.
6. Employees are not permitted to use a Lane ESD issued card to purchase fuel for their personal vehicle while traveling.
7. Employees are not permitted to use personal credit cards for airline travel expenses when there is a personal benefit to the employee for doing so (i.e., air-mile rewards.)



c/o Barbara (Do Mi) Stauber
444 NW Survista Ave.
Corvallis, OR 97330
541-510-6450
dmstauber@gmail.com

11/29/2021

Dear Holly,

I am writing on behalf of the board of the Drinking Gourd Elementary School to notify you of a donation in the amount of \$20,000 in support of the Lane African American/Black Student Success Program.

The Drinking Gourd Elementary School, founded in 1990 by Trisha Whitney, was a small nonprofit elementary school serving grades K-5 in Eugene for thirty years. Trisha passed away in 2018, and the nonprofit has sold its property and is ready to distribute its assets to other nonprofits with missions that resonate with the passion and mission of the Drinking Gourd School and Trisha herself.

The name of the Drinking Gourd School reflected the African-American name for the Big Dipper, which points to the North Star. The song "Follow the Drinking Gourd," sung by enslaved people who were constrained in their communication, contains clues for escape. Trisha chose the Drinking Gourd name for her school because it spoke to her of taking risks for freedom and sharing knowledge...and because it represents a powerful piece of history that many Americans do not learn in school.

Trisha believed in understanding each child's individual needs, and so the program met each child on their own level. This meant that children were at their challenge level in each area, not bored, not frustrated; that asynchronous development in different areas was accommodated without stress. True individualized education eliminated competition and jealousy, and enabled a classroom culture of mutual encouragement and support

Children with special needs thrived at the Drinking Gourd. From learning disabilities to the autism spectrum to extreme giftedness, their learning and emotional differences were celebrated and gracefully accommodated. Miracles of progress abounded, and Trisha had a special place in her heart for children with special needs.

The Drinking Gourd program was dedicated to anti-bias, culturally inclusive education: empowering children to embrace their own backgrounds, to respond to differences with joyful curiosity, and to recognize and respond to bias in all forms. Trisha integrated diversity in culture, race, family structure, physical ability, and religion into her curriculum, using books, music, art, drama, and persona dolls (her book, *Kids Like Us: Using Persona Dolls in the Classroom*, is still deservedly popular). Drinking Gourd students learned about activism in history and the present, taking away powerful messages about standing up to injustice for themselves and others.

Children at the Drinking Gourd learned peaceful conflict resolution from the earliest ages. Empathy, de-escalation skills, and steps for resolving conflict were part of daily classroom learning. On the playground and out in the community, you could hear children as young as six calling for a huddle, reminding others to listen in turns, and finding a solution that all could accept. Peace education also included helping children to find alternatives to violence in their play and imagination games, and learning about historical nonviolent justice movements.

Trisha believed that theater, music, and visual art are essential parts of life and learning. She integrated all of them into the daily program, and used them to teach academic subjects and social skills. Drinking Gourd

children put on plays written by Trisha and honoring historical Black heroes at the public library for Black History Month for many years. The "Big Show" at the end of each school year included plays with parts for children of all ages and levels, plays written by children, and music and dance from many cultures. Trisha carefully nurtured and encouraged the youngest children as they learned to be unafraid on stage.

The school, dedicated to serving children from as wide a range of class backgrounds as possible, charged comparatively low and sliding-scale tuition, and offered scholarships especially to children of color. Trisha worked as director and teacher for a low salary. The Drinking Gourd was able to operate its classes and to acquire its property and beautiful building through substantial donations from the Equinox Foundation, Ed and Jeanne Whitney, and Peg Morton, as well as many other generous donors through the years.

Our Board of Directors has spent months deciding how to donate the cash assets we have available. We have looked for local nonprofits that are vibrant, viable, and working on empowerment, education, and support for children and for communities of color.

We are excited to donate \$20,000 to the Lane ESD Lane African American/Black Student Success Program program because of Trisha's lifelong dedication to working against racism and empowering Black children, from her early successfully integrated private school in rural Virginia to her role as adoptive parent of an African-American daughter to the ways in which racial justice, African-American history and culture, and support for Black children were built into her Drinking Gourd School curriculum. Your program, with its comprehensive support for Black students and families and goals for equitable education, would be very near to her heart. We hope our donation will help to further your goals and are proud to support your program.

This donation is given in memory of Trisha Whitney, who spent her entire life educating and supporting children.

Please contact Barbara (Do Mi) Stauber at dmstauber@gmail.com or 541-510-6450 to discuss where and how you would like us deliver the donation. If a public presentation of this donation would be useful to you, we are happy to support that!

For justice and love,

The Board of Directors of the Drinking Gourd Elementary School:

Terry Kimball
Barbara Stauber
Carol Dennis
Amber Lee Dennis

CURRENT 1-800-848-2848 www.CurrentCatalog.com

Drinking Gourd Elementary School
2809 Shirley St.
Eugene, OR 97404-1885

24-22/1230 5181

Date 11/29/2021

Pay to the order of Lane Education Service District \$ 20,000.00

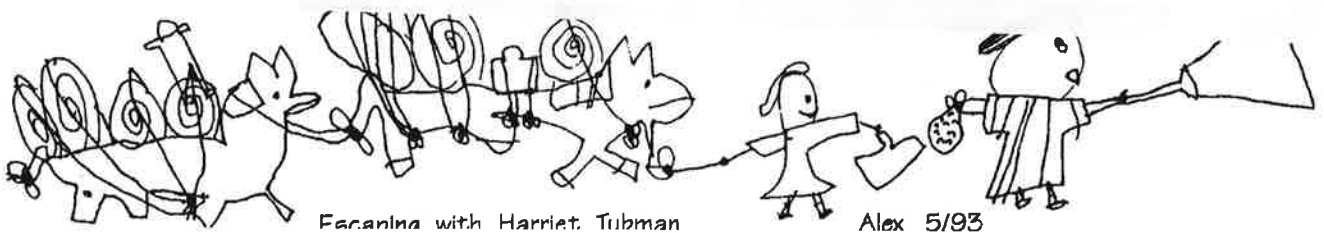
Twenty thousand and ^{no}/₁₀₀ Dollars

US BANK

Memo Lane African American/Black Student Success

[Signature]

⑆ 23000220⑆ 153690355489⑆ 5181



Lane Education Service District
Grants and Contracts Summary 2021-22

03/29/22

Program Title	Funding Entity	Award Amount	Performance Period		LES D Service Area	Frequency
			Begins	Ends		
English Language Acquisition-Title III 20-21	ODE	67,187	07/01/20	09/30/21	School Improvement	Ongoing
English Language Acquisition-Title III 21-22	ODE	62,994	07/01/21	09/30/22	School Improvement	Ongoing
Perkins Basic 21-22	ODE	477,144	07/01/21	09/30/22	School Improvement	Ongoing
Perkins Reserve 21-22	ODE	163,224	07/01/21	09/30/22	School Improvement	Ongoing
Perkins Contracts 21-22	LCC	43,000	07/01/21	06/30/22	School Improvement	Ongoing
Migrant Education Program Regular School 20-21	ODE	766,196	07/01/20	09/30/21	School Improvement	Ongoing
Migrant Education Program Regular School 21-22	ODE	849,832	07/01/21	09/30/22	School Improvement	Ongoing
Migrant Education Program Summer School 20-21	ODE	254,794	07/01/20	09/30/21	School Improvement	Ongoing
Migrant Education Program Summer School 21-22	ODE	TBD	03/14/22	09/30/22	School Improvement	Ongoing
Migrant Education Program Preschool 20-21	ODE	42,794	07/01/20	09/30/21	School Improvement	Ongoing
Migrant Education Program Preschool 21-22	ODE	53,668	07/01/21	09/30/22	School Improvement	Ongoing
Student Investment Account (SIA)	ODE	3,093,989	07/01/21	06/30/23	School Improvement	Ongoing
Lane African American/Black Student Success (LAABSS)	ODE	1,652,097	07/01/21	06/30/23	School Improvement	Ongoing
Regional Educator Network Capacity 21-23 (REN)	ODE	TBD	07/01/21	06/30/23	School Improvement	Ongoing
Regional Educator Network Formula 21-23 (REN)	ODE	4,507,907	07/01/21	06/30/23	School Improvement	Ongoing
Grow Your Own - Teacher Pathways	Meyer Memorial Trust	105,000	07/01/21	08/31/22	School Improvement	One-time
OrPACS Tech Apprenticeships	ODE	138,819	10/01/18	09/30/21	Connected Lane County	One-time
Workforce Innovation & Opportunity Act (WIOA)	Lane Workforce Partnership	890,000	07/01/21	06/30/22	Connected Lane County	Ongoing
Elevate Lane County	Oregon Comm. Found.	210,000	01/01/21	-	Connected Lane County	One-time
STEM Hub	ODE	482,205	07/01/21	06/30/23	Connected Lane County	Ongoing
STEM Innovation	ODE	276,615	07/01/21	06/30/23	Connected Lane County	Ongoing
Youth Transition Program (YTP)	OR DHS	1,294,465	07/01/21	06/30/23	Special Education	Ongoing
Youth Transition Program - Westmoreland	OR DHS	97,807	07/01/21	06/30/23	Special Education	Ongoing
Early Intervention/Early Childhood Special Ed (EI/ECSE)	ODE	35,046,038	07/01/21	06/30/23	Special Education	Ongoing
Juvenile Detention Education Program (JDEP)	ODE	582,500	07/01/21	06/30/23	Special Education	Ongoing
State Hospital	ODE	139,800	07/01/21	06/30/22	Special Education	Ongoing
Regional Inclusive Services	ODE	1,919,969	07/01/21	06/30/23	Special Education	Ongoing
ESSER I	ODE	451,994	03/13/20	09/30/22	Administration	One-time
ESSER II	ODE	2,633,276	03/13/20	11/14/23	Administration	One-time
ESSER II - State Hospital	ODE	40,000	03/13/21	09/30/23	Administration	One-time
ESSER II - Juvenile Detention Education Program	ODE	40,000	03/13/21	09/30/23	Administration	One-time
Seismic Grant - Westmoreland Campus	OR Bus. Dev. Dept	2,378,365	10/19/20	09/30/22	Admin/Facilities	One-time
Reengagement Opportunity Grant	ODE	179,248	07/01/21	06/30/21	Special Ed/CLC	One-time
Grow Your Own - Teacher Pathways	ODE	350,000	07/01/21	08/31/22	School Improvement	One-time
CTE: Lane Health Science Hub	ODE	219,568			School Improvement	One-time
CTE: Constructing a Brighter Future	ODE	245,858			School Improvement	One-time
Employee Wellness	OEA Choice Trust	10,000			Administration	One-time
Employee Wellness	Lane Education Found.	10,000			Administration	One-time

Our School Improvement Team | Board Report | 04.05.22

This Month's Spot Highlight(s)

Lane County received a **total investment of \$1,089,666** from ODE CTE Revitalization dollars for Lane County CTE Programs of Study to spend over the next 18 months! Junction City HS, Cottage Grove HS, Kalapuya HS, Creswell HS, Mohawk HS, and the (2) regional proposals at the ESD were funded that will support all 16 School Districts. One of the Lane ESD revitalization grants is focused on [Health Sciences](#) and the other [Construction Trades](#).

Curriculum Directors' Meeting | March 15, 2022

Orientation to Our Work: [Land Acknowledgement and SIA Progress Markers](#), ODE Tribal History/Shared History [lesson plans and resources](#)

Today's Conversation: How can instructional materials adoption, curriculum mapping processes, district visioning, and summer programming provide varied entry points to coherent systems of teaching and learning?

Instructional Materials Adoption

- [Update on the ELA instructional materials adoption](#) ([Leah Dunbar](#), Lane ESD)
- Materials adoption with a focus on equity ([Jeremy Smith](#), South Lane School Dist.)

DISCUSSION: What are your current areas for focus in curriculum and instruction to improve teaching and learning?

Curriculum Mapping

- K-12 course outline alignment ([Heidi Brown](#), Crow-Applegate-Lorane School Dist.)
- Portrait of a Graduate ([Adam Watkins](#), Blachly School Dist.)- contact [Sue Wilson](#) for more information

Summer Programs

- ODE's [Summer Learning 2022 Best Practices guide](#)
- Migrant Education Summer Programs ([Ana Quintero-Arias](#), Lane ESD)

DISCUSSION: In what ways do you see existing alignment and the potential for alignment in your district's instructional materials adoption, curriculum mapping, visioning, and summer programming?

Updates from Community Partners and SI Programs

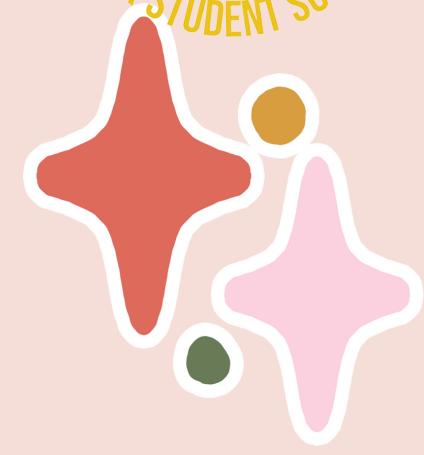
Report to the Lane ESD Board of Directors
Special Education
April 2022

Augmentative/Alternative Communication (AAC)

AAC Specialists, Rachel Moore and Sara Mansfield presented at the CSUN 37th Annual Assistive Technology Conference in March. The conference was a week long, held at the Anaheim Conference Center and filled with presenters sharing their research, pilot projects, new inventions, and methodologies for Assistive Technology.

Sara and Rachel's presentation was titled *Building Equitable Family AAC Training in your Community*. Description: *Community programs focusing on equitable access to family AAC training proved invaluable for the progression of student communication skills throughout distance learning. Attendees will leave with guidelines on creating community groups, topic ideas, agendas, bitmoji classroom templates, and questionnaires to obtain information about the cultural impact on AAC use.*

APRIL 2022



SUN **MON** **TUE** **WED** **THU** **FRI** **SAT**

1 **2**
Tiny Titans
Meet Author Mechal Roe

3 **4** **5** **6** **7** **8** **9**
Story Time Tribe
Kick-Off at 6 p.m. **STOP SLOW GO**
ART SUBMISSIONS DUE

10 **11** **12** **13** **14** **15** **16**
State of Emergency Conference
Lane Events Center 9AM- 2PM
<https://bit.ly/laneaabsssoe>

17 **18** **19** **20** **21** **22** **23**
Monthly Parent Chat
via Zoom 6- 7: 30 p.m.
<https://us02web.zoom.us/j/9732898118>
Monthly Play Group
for Age 0-6
Adventure Center (Valley River)
10 A.M. \$1 per child.
to register contact
amoriguchi@unitedwaylane.org
Family Fun Day.
Jordan Schnitzer Museum
1 p.m. & 2 p.m.
<https://bit.ly/laabssmuseum>

24 **25** **26** **27** **28** **29** **30**
Lane AABSS
Advisory Meeting
3-4 p.m.
Follow us on Facebook <https://www.facebook.com/LaneAABSS/>
Email us laneaabss@lesd.k12.or.us



Lane County Component District Board Meeting Dates 2021-22

	August	September	October	November	December	January	February
Bethel	8/30/2021	9/13/2021 9/27/2021	10/11/2021 10/25/2021	11/8/2021	12/13/2021	1/10/2022 1/24/2022	2/14/2022 2/28/2022
Blachly	8/4/2021	9/15/2021	10/20/2021	11/17/2021	12/15/2021	1/19/2022	2/16/2022
Creswell	8/11/2021	9/8/2021	10/13/2021	11/10/2021	12/8/2021	1/12/2022	2/9/2022
CAL	8/19/2021	9/16/2021	10/21/2021	11/18/2021	12/16/2021	1/20/2022	2/17/2022
Eugene	8/4/2021 8/18/2021	9/1/2021 9/22/2021	10/6/2021 10/20/2021	11/3/2021 11/17/2021	12/1/2021 12/15/2021	1/12/2022	2/2/2022 2/16/2022
Fern Ridge	8/12/2021	9/20/2021	10/18/2021	11/15/2021	12/20/2021	1/24/2022	2/28/2022
Junction City	8/23/2021	9/27/2021	10/25/2021	11/22/2021	skip	1/24/2022	2/28/2022
Lowell	8/23/2021	9/27/2021	10/25/2021	11/22/2021	12/13/2021	1/24/2022	2/14/2022
Mapleton	8/18/2021	9/15/2021	10/20/2021	11/17/2021	12/15/2021	1/19/2022	2/16/2022
Marcola	8/9/2021	9/13/2021	10/11/2021	11/8/2021	12/13/2021	1/10/2022	2/14/2022
McKenzie	8/18/2021	9/15/2021	10/20/2021	11/17/2021	12/15/2021	1/19/2022	2/16/2022
Oakridge	8/9/2021	9/13/2021	10/11/2021	11/8/2021	12/13/2021	1/10/2022	2/14/2022
Pleasant Hill	8/23/2021	9/13/2021	10/4/2021 10/18/2021	11/1/2021 11/15/2021	12/6/2021	1/3/2022	2/14/2022 2/28/2022
Siuslaw	8/11/2021	9/8/2021	10/13/2021	11/10/2021	12/8/2021	1/12/2022	2/9/2022
South Lane	8/9/2021	9/13/2021	10/4/2021	11/1/2021	12/6/2021	1/10/2022	2/7/2022
Springfield	8/9/2021 8/23/2021	9/13/2021 9/27/2021	10/11/2021 10/25/2021	11/8/2021	12/13/2021	1/10/2022 1/24/2022	2/14/2022 2/28/2022

2

March	April	May	June
3/14/2022	4/11/2022	5/9/2022	6/13/2022
	4/25/2022		6/27/2022
3/16/2022	4/20/2022	5/18/2022	6/15/2022
3/9/2022	4/13/2022	5/11/2022	6/8/2022
3/17/2022	4/21/2022	5/19/2022	6/16/2022
3/2/2022	4/20/2022	5/4/2022	6/1/2022
3/16/2022		5/18/2022	6/22/2022
3/14/2022	4/18/2022	5/16/2022	6/20/2022
3/21/2022			
3/28/2022	4/25/2022	5/23/2022	skip
3/28/2022	4/25/2022	5/23/2022	6/27/2022
3/16/2022	4/20/2022	5/18/2022	6/15/2022
3/14/2022	4/11/2022	5/9/2022	6/13/2022
3/16/2022	4/20/2022	5/18/2022	6/15/2022
3/14/2022	4/11/2022	5/9/2022	6/13/2022
3/14/2022	4/4/2022	5/2/2022	6/6/2022
	4/18/2022	5/16/2022	6/27/2022
3/9/2022	4/13/2022	5/11/2022	6/8/2022
3/7/2022	4/4/2022	5/2/2022	6/6/2022
3/14/2022	4/11/2022	5/9/2022	6/13/2022
	4/25/2022		6/27/2022

