

LANE EDUCATION SERVICE DISTRICT	BOARD MEETING
1200 Hwy 99 N	Tuesday, September 6, 2022
Eugene, Oregon 97402	Regular Meeting: 6:00 PM

5:00 p.m. Executive Session

**LANE ESD BOARD MEETING
AGENDA**

Tuesday, September 6, 2022

Executive Session to consider the dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or agent. (ORS 192.660(2)(b))

1. Call Executive Session to Order

This Executive Session is scheduled to consider the dismissal or disciplining of, or to hear complaints or charges brought against a public officer, employee, staff member or agent. (ORS 192.660(2)(b))

Board Chair

LESD Board Policy KL G1	11
LESD Board Administrative Rule KL AR 1	13
LESD Board Administrative Rule KL AR 2	17

2. Call Regular Meeting To Order

Remote audience members may join the meeting here: <https://us02web.zoom.us/j/82246099036>

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. There will also be opportunities for the audience to comment on specific agenda items as the Board addresses them.

The Board requests that a public comment add information or a perspective that has not already been mentioned previously, and that the patron refrains from repeating a similar point. An individual that has submitted a request to speak

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

Please keep in mind that reference to a specific employee or group of employees, is prohibited as follows: Board policy BDDH - Public Comment at Board Meetings: "Comments Regarding Staff Members - Speakers may offer objective criticism of ESD operations and programs. The Board will not hear comments regarding any individual ESD staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for Board consideration of a complaints involving a staff member. The association contract governing the employee's rights will be followed. A commendation involving a staff member should be sent to the superintendent, who will forward it to the staff member, his/her supervisor and the Board."

Board Policy BDDH - Public Comment

19

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 June 7, 2022
2. Lane ESD Board Meeting Minutes of July 19, 2022
2. Human Resource Report, dated September 2, 2022

Board Chair

Hrrpt 9-1-2022	22
July 19 2022 Board Minutes	24
June 7 2022 Board Minutes	28

B. Accept Financial Report

BE IT RESOLVED that the Board of Directors of Lane ESD accepts the Financial Report for August 2022.

Board Chair

Governing Body Questions	37
08-31-22 Board report - ESD	38

C. Declaration of National Hispanic Heritage Month

Each year, Americans observe National Hispanic Heritage Month from September 15 to October 15, by celebrating the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America.

The observation started in 1968 as Hispanic Heritage Week under President Lyndon Johnson and was expanded by President Ronald Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15. It was enacted into law on August 17, 1988, on the approval of Public Law 100-402.

The day of September 15 is significant because it is the anniversary of independence for Latin American countries Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16 and September 18, respectively. Also, Columbus Day or Día de la Raza, which is October 12, falls within this 30 day period.

WHEREAS, each year, the United States observes National Hispanic Heritage Month by celebrating the culture, heritage and countless

contributions of those whose ancestors were indigenous to North America as well as those who came from Spain, Mexico, the Caribbean, Central America and South America; and

WHEREAS, what began in 1968 as Hispanic Heritage Week under President Johnson and was expanded by President Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15; and

WHEREAS, although too numerous to recognize individually by name, Hispanics and Latinos serve as civil rights leaders and community organizers, politicians, soldiers, educators, journalists, first responders, pioneers in art and science, healthcare professionals, athletes, inventors, entertainers and so much more; and

WHEREAS, Hispanics and Latinos continue their rich history of significant and diverse contributions to the cultural, educational, economic and political vitality of our communities;

NOW, THEREFORE, BE IT RESOLVED, that the Lane Education Service District hereby proclaims September 15th – October 15th, 2022 as Hispanic & Latino Heritage Month and encourage all residents to honor the rich diversity of the Hispanic and Latino communities and celebrate the many ways they contribute to our nation and society.

Board Chair

D. Board and Superintendent Working Agreements

The Board and Superintendent Scurto will review their working agreements and renew the agreements for the 2022-23 school year.

Board Chair, Superintendent Scurto

Bd-Supt Working Agreements 2022-23 39

E. Approve Lane ESD Board Member District and Committee Assignments

The Board of Directors of Lane ESD will review the 2021-22 Lane ESD Board Committee and District Assignments, discuss, and affirm assignments for the 2022-23 school year. This item was first discussed at the August 2022 meeting. The proposed 2022-23 Lane ESD Board Member District and Committee assignments is attached.

The Equity Design Team representative is the Board Chair.

Board Chair, Superintendent Scurto

LESD Board Committees and Assignments 2022-23 42

F. Approve Memorandum of Understanding

Effective August 19, 2021 employees will be provided paid time off staff to obtain COVID 19 vaccination.

- a. Time off for obtaining COVID 19 vaccination must be scheduled at a time that does not interrupt classroom instruction and subject to supervisor approval.
- b. When necessary to avoid program disruption, supervisors may authorize additional work time for the purpose of obtaining vaccination.

The ESD COVID19 leave pool established in the 2021-22 year with 2,500 hours has not been exhausted. Remaining COVID leave pool hours will be available to use in the 2022-23 fiscal year. Such hours can be used for the following purposes: an employee's adverse reaction to first or second COVID 19 vaccination; illness due to COVID19, the requirement to quarantine due to COVID19 exposure; awaiting test results due to COVID19 symptoms; the need to care for a family member in the immediate household with COVID19, in quarantine or awaiting test results and who is unable to care for themselves.

- a. To access the pool the employee must have first used 5 days of from their own sick leave for COVID related absences or have exhausted their sick leave; access to the pool will be coordinated with Worker's Compensation benefits, PERS disability benefits and short or long term disability benefits.
- b. Except as provided in 4.f., the maximum that an individual employee may draw from the pool is 10 days.
- c. Employees are not required to repay the COVID19 leave pool.
- d. Employees must provide a written request to access the COVID19 leave pool along with associated documentation (e.g. vaccination dates, instruction to quarantine, confirmation of COVID19 illness). The request may be made at any time during the year that the employee has used 5 days of from their own sick leave for COVID related absences or has exhausted their sick leave resulting in unpaid leave status.
- e. Employees may submit a request access to the pool for COVID related absences not specifically anticipated above for consideration.
- f. To minimize employee leave without pay, hours remaining in the pool will be allocated to employees who have applied to the pool and continue to have unpaid leave even after accessing the pool.
- g. All requests to access the pool must be made by within 30 days of the employees last working day of the 2021-22 fiscal year.

Employees with vaccine exceptions who are assigned remote work as a method to mitigate risk and maintain safety in the workplace, will be provided 30 day notice of placement on unpaid leave in the event that the District no longer has a remote

work assignment and safety considerations continue to prevent an in person assignment.

Superintendent Scurto, Board Chair

7. Discussion/Reports

A. Legislative Update

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

Superintendent Tony Scurto

B. Superintendent Report

Superintendent Tony Scurto

C. 2021-22 Superintendent Evaluation Process

The Board of Directors of Lane ESD will discuss the method of evaluation of the superintendent for the 2022-23 school year. In previous years, the Board has used the OSBA Superintendent Evaluation Tool, revised in 2017.

The Board will discuss what groups they would like to gather input from for the purposes of evaluating Superintendent Scurto. The Board will also confirm the timeline for collecting data and completing the evaluation.

Board Chair, Superintendent Scurto

OSBA Superintendent Evaluation Workbook

44

D. OSBA Fall Regional: OSBA Legislative Roadshow At Lane ESD

OSBA is inviting Board Members to learn about OSBA's legislative agenda and to provide input on how OSBA can best meet districts' needs.

OSBA has revitalized the traditional Fall Regional Meetings to continue conversations and engage with OSBA members from across the state.

At the OSBA Legislative Roadshow, individual Board Members will have the chance to:

- c. Meet the region's Legislative Policy Committee representative
- d. Ask questions and share how OSBA can better serve districts
- e. Hear the latest update from the Capitol
- f. Find out about OSBA's legislative priorities and principles and OSBA's legislative agenda

Superintendent Scurto

E. Land Acknowledgement Subcommittee

The Board of Directors will receive an update from the Land Acknowledgement subcommittee on the development of a Land Acknowledgement.

Assistant Superintendent Carlos Sequeira, Director Kent, Director Kent

F. Board Advisor and Liaison Administrative Rule

Superintendent Scurto will discuss a proposed change to BBB-AR Board Advisor and Liaison Administrative Rule.

Board Administrative Rule BBB-AR - Advisors and Liaisons 84

G. Staffing

Superintendent Scurto, Ze Anderson-Brown

September Board Report - HR 86

H. Facilities/Construction Update

Superintendent Scurto will provide an update on construction projects at the Main Campus and the Westmoreland Campus.

Superintendent Scurto

I. United Way Community Breakfast

United Way's annual Community Breakfast is a chance to hear about inspiring work happening locally to help kids succeed while connecting with fellow advocates and volunteers! This year, participants will hear from Angela Williams, United Way Worldwide's President and CEO and learn about new programs and investments helping kids across Lane County thrive.

The event is scheduled for October 5, 7:30 a.m. A virtual option is available. A table seats 8, and is \$160.

Superintendent Scurto

8. Information from Administrative Staff

The directors of Human Resources, Business Services, and School Improvement may provide oral reports to the Board on matters of interest concerning his/her area of responsibility.

Administrative Staff

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 Zygaitsis, Community Advisor

Board, Advisors, Liaisons

Lane ESD Mail - board member report, rose wilde	89
September Report for Nora Kent	90
Lane ESD Mail - Board Report - Vanessa Truett	91

10. Announcements/Correspondence

Board Chair

A. Acknowledgements and Recognition

Superintendent Tony Scurto

B. Kudos

Kudos to: Max

Reported by: Annie

Reason: In addition to being just an exceptional human, Max goes above and beyond to bring it with little details. Every time I walk past the lunch room and see that he's folded the napkins into little triangles it makes my day so much more sunshiney. Thank you, Max. Sometimes the little things aren't so little!

Kudos to: Camrin North

Reported by: Annie

Reason: You might be too young to remember M*A*S*H, but there was this character named Radar who was 1 step ahead of everyone at all times. You are the Special Education Department's very own Radar O'Reilly. Thank you for joining us. We are so fortunate to have you!!!

Kudos to: David Lanza

Reported by: Dave Standridge

Reason: Kudos to David for providing excellent payroll service to one of our component districts. He quickly took care of a last minute district request that benefited all of their employees. Well done!

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

Lane School Parent Night, September 14, 2022

Board Chair

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

09/14/2022 - Lane School Parent Night/Open House

10/10-14/2022 - National School Lunch Week

10/27/2022 - OSBA Fall Regional: Legislative Roadshow at Lane ESD

11/11-14/2022 - OSBA Fall Convention

11/14-18/2022 - American Education Week

Lane ESD Workshops and Training

2. **Component District Board Meeting Dates**

Bethel - third Wednesday of each month.

Blachly

Creswell - second Wednesday of each month at 7:00 PM

Crow-Applegate-Lorane

Eugene

Fern Ridge

Junction City - 4th Monday of the month

Lowell

Mapleton - meets on the third Wednesday of each month, except for December.

Marcola

McKenzie

Oakridge - 2nd Monday at 6:00 p.m.

Pleasant Hill

Siuslaw - meet the second Wednesday of each month

South Lane

Springfield - 2nd and 4th Mondays of each month

11. Adjournment

- The next regular meeting is scheduled to be held Tuesday, October 4, 2022, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

Lane Education Service District

Code: KL
Adopted: 12/07/93
Revised/Readopted: 2/26/02; 2/24/15; 3/29/16;
12/06/17; 12/03/19
Orig. Code: KL/KLC/KLD

Public Complaints **

A parent or guardian of a student attending a school operated by the ESD or is receiving services from the ESD, or a person who resides in the ESD, a staff member, or a student may petition the ESD with a complaint. A complainant will be referred through the proper administrative process for resolution of a complaint before investigation or action by the Board. An exception will be a complaint against the superintendent or one that involves Board actions or Board operations.

The complaint procedure is available at the ESD's administrative office and on the home page of the ESD's website.

The Board advises that there is a process available for resolving complaints, including but not limited to complaints in one or more of the following areas:

1. Instruction;
2. Discipline;
3. Learning materials or programs or services;
4. Compliance with State Standards;
5. Restraint and/or seclusion;
6. With a staff member; or
7. Retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation.

The complainant must follow the complaint procedure as outlined in administrative regulation KL-AR(1)-Public Complaint Procedure.

The ESD may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

Any complaint about ESD personnel will be investigated by the superintendent or designee, consistent with applicable provisions of the ESD's collective bargaining agreement, before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.

Complaints against a program administrator or supervisor should be filed with the superintendent. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the Board chair should be referred directly to the Board vice-chair on behalf of the Board. (See KL-AR(1)– Public Complaint Procedure)

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the ESD.

The superintendent will administer the complaint process, as appropriate.

If a complainant, who is a parent or guardian of a student attending a school operated by the ESD, a student or is a person who resides in the ESD, alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), Oregon Revised Statute (ORS) 339.285 - 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant may appeal¹ the ESD's final decision to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 – 581-002-0023 (See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction).

END OF POLICY

Legal Reference(s):

[ORS 192.660](#)

[ORS 659.852](#)

[OAR 581-002-0001 – 002-0005](#)

[ORS 334.125\(7\)](#)

[OAR 581-022-2370](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).

Connick v. Myers, 461 U.S. 138 (1983).

Cross Reference(s):

GBNAA/JFCFA - Cyberbullying

JFCFA/GBNAA - Cyberbullying

IIA - Instructional Resources/Instructional Materials

¹ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Lane Education Service District

Code: KL-AR(1)
Revised/Reviewed: 1/12/94; 2/26/02; 2/24/15;
2/23/16; 11/05/19
Orig. Code: KL/KLC/KLD

Public Complaint Procedure

A parent or guardian of a student attending a school operated by the ESD or is receiving services from the ESD, or a person who resides in the ESD, staff member, or a student who wishes to express a concern should discuss the matter with the school employee involved.

The Supervisor: Step One

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the supervising administrator within five working days of the employee's response. The supervising administrator shall evaluate the complaint and render a decision within five working days after receiving the complaint. (A form is available, but is not required.)

The Superintendent: Step Two

If Step One does not resolve the complaint, within 10 working days of the written response from the supervising administrator, the complainant may file a written, signed complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy.

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved, prepare a report of their findings and conclusion, and provide the report in writing or in an electronic form to the complainant within 10 working days after receiving the written complaint.

The Board: Step Three

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision. The Board will review the findings and conclusion of the superintendent in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision as the ESD's final decision. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues.

If the Board chooses not to hear the complaint, the superintendent's decision in Step Two is final.

The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.

The complainant shall be informed in writing or in electronic form of the Board's decision within 20 days from the hearing of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain the reasons for the ESD's decision. The Board's decision will be final.

The timelines may be extended upon written agreement between the ESD and the complainant.

Complaints against administrator or supervisor should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, within 20 days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 days. The written decision of the Board will address each allegation in the complaint and reasons for the ESD's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, within 20 days, in open session what action, if any, is warranted. The Board may use executive session if the subject matter qualifies under Oregon law. A final written decision regarding the complaint shall be issued by the Board within 10 days. The written decision of the Board will address each allegation in the complaint and reasons for the ESD's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, within 20 days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 days. The written decision of the Board will address each allegation in the complaint and reasons for the ESD's decision.

Complaints against the Board chair may be referred directly to the ESD counsel or Board vice chair on behalf of the Board. The ESD counsel or Board vice chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, within 20 days, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 10 days. The written decision of the Board will address each allegation in the complaint and reasons for the ESD's decision.

The ESD's final decision for a complaint processed under this administrative regulation that alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the ESD's decision. If the complainant, who is a parent or guardian of a student attending school in the ESD or is receiving services from the ESD, a student or a person that resides in the ESD, and this complaint is not resolved through the complaint process, the complainant may

appeal¹ with the ESD's final decision to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 – 581-002-0023.

¹ An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Lane Education Service District

COMPLAINT FORM

TO: Employee* Administrator/Supervisor* Superintendent Board chair Board vice chair * Form available, but is not required.

Person Making Complaint _____

Phone Number _____ Email _____

Nature of Complaint _____

Who should we talk to and what evidence should we consider? _____

Suggested solution/resolution/outcome: _____

Signature of Complainant: _____ Date: _____

.....

Office Use

Disposition of Complaint: _____

Signature: _____ Date: _____

cc: ESD Office

Lane Education Service District

Code: KL-AR(2)
Revised/Reviewed: 11/07/17; 11/05/19

Appeal to the Deputy Superintendent of Public Instruction

An appeal process has been established by the Oregon Department of Education (ODE) by Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023¹ for complaints that allege violation of OAR Chapter 581, Division 22 (Division 22 Standards), Oregon Revised Statute (ORS) 339.285 – 339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint and Seclusion), or ORS) 659.852 (Retaliation).

The complainant may appeal the ESD's final decision for a complaint to the Deputy Superintendent of Public Instruction if:

1. The complainant has exhausted the ESD's complaint procedures except as otherwise allowed by Oregon Revised Statute;
2. The ESD failed to render a written decision within 30 days of the submission of the complaint at any step unless the ESD and complainant have agreed in writing to a longer time period for that step; or
3. The ESD failed to resolve the complaint within 90 days of the initial filing of the complaint, regardless of the number of steps in the ESD complaint process, unless the ESD and the complainant have agreed in writing to a longer time period.

The appeal may include a complaint alleging a violation of ORS 659.852 if the complainant alleges that retaliation occurred in response to a complaint for which the complainant received the ESD's final decision for a complaint.

The appeal must be received by ODE no later than:

1. One year after the date of the final decision by the ESD; or
2. If the ESD fails to resolve the complaint, no later than two years after the date on which the complainant first filed the complaint with the ESD.

The complaint upon which the appeal is based must have been initially filed with the ESD by the later of the following two dates:

1. The date occurring two years after the date on which the alleged violation or unlawful incident occurred or on which the complainant discovered the alleged violation or unlawful incident²; or
2. The date occurring one year after the date on which the affected student graduated from, moved away from or otherwise left the ESD.

¹ The following is not a representation of the complete rules. See complete rules available on the Oregon Administrative Rules.

² If the alleged violation or unlawful incident is of a continuing nature, the date on which the alleged violation or unlawful incident occurred is the most recent date on which the alleged violation or unlawful incident occurred.

The appeal shall:

1. Be in writing;
2. Submitted in person, by mail, or electronically.

The appeal must contain:

1. The name of the person filing the appeal;
2. The phone number, address, or email address, if available, of the person filing the appeal;
3. The name of the student if the person filing the appeal is filing on behalf of the student;
4. A statement of the facts on which the appeal is based; and
5. Other information requested by ODE.

Upon receipt of an appeal, ODE will determine whether the appeal satisfies the requirements of OAR 581-002-0003 and OAR 581-002-0005.

After these determinations, ODE will give notice to the complainant and the ESD whether the appeal has been accepted.

If ODE has accepted an appeal and gave notice to the complainant and the ESD involved, the ESD shall submit a written response and all correspondence, documents, and other information ODE requested within 30 days of receipt of the notice.

The ESD's written response shall include:

1. A statement of facts;
2. A description of ESD action taken in response to the complaint; or if none was taken, an explanation of the reason(s) why no action was taken;
3. Any stipulation reached concerning settlement of the complaint; and
4. A list of any complaints filed with another agency by the complainant concerning the subject of the appeal to the extent that the ESD is aware of such complaints.

The Director of ODE may for good cause extend the time by which an ESD must make a submission described above.

Upon receipt of the ESD's written response, ODE will conduct an investigation to determine whether the ESD violated a rule or law described in OAR 581-002-0003.

ODE shall issue a final order pursuant to OAR 581-002-0017.

Lane Education Service District Policy

Code: **BDDH**
Adopted: 7/27/93
Readopted: 10/23/01; 12/06/17
Orig. Code(s): BDDH

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be 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. Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate.

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

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

Audience

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

Request for an Item on the Agenda

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

Procedures for Public Comment at Meetings

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

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

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

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

Petitions

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

Comments Regarding Staff Members

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

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)

[ORS 165.540](#)

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

[ORS 334.100](#)

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

Americans with Disabilities Act Amendments Act of 2008.

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

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

Cross Reference(s):

BDDA - Notification of Board Meetings

KC - Community Involvement in Decision Making

HUMAN RESOURCES REPORT TO LANE ESD BOARD

September 1, 2022

CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Bloomer, Thunder	Instructional Assistant, Life Skills	9/7/2022	
	Favret, Andrea	Instructional Assistant, Life Skills	9/7/2022	
	Harrison, Emily	Instructional Assistant, Life Skills	8/30/2022	
	Hingley, Lisa	Instructional Assistant, Life Skills	8/30/2022	
	Mitchell, Thomas	Instructional Assistant, Life Skills	8/30/2022	
	Rinkle, Lillian	Instructional Assistant, Life Skills	8/30/2022	
	Ritchey, Cameron	Instructional Assistant, Life Skills	8/30/2022	
	Saraceno, Kylie	Instructional Assistant, Life Skills	8/30/2022	
	Saylo, Kimberli	Instructional Assistant, Life Skills	8/30/2022	
	Sterkenburg, Brittany	Instructional Assistant, Life Skills	8/30/2022	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Eason, Kathleen	Instructional Assistant, Life Skills	8/25/2022	
	LaClair, Kaylin	Sign Language Interpreter	8/22/2022	
	Lindberg, Annika	Instructional Assistant, Life Skills	8/10/2022	
	Sparano, Joanna	Instructional Assistant, Life Skills	8/2/2022	
	Tate, Angie	Sign Language Interpreter	8/10/2022	
	Ziegler, Cameron	Instructional Assistant, Life Skills	8/22/2022	
<i>Change of Status</i>				

LICENSED STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Bronson, Kaleigh	Specialist, School Safety & Prevention	8/29/2022	
	Harrington, Cortney	Teacher, Life Skills	8/29/2022	
	Howard, Stacy	Teacher Consultant	8/29/2022	temporary
	Kounovsky, Lee	Specialist, CTE - Construction	8/1/2022	
	Wilson, Wayne	Teacher, Life Skills	8/29/2022	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>	Burkholder, Alia	Teacher, Life Skills	8/29/2022	was classified

MANAGEMENT STAFF (Action)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>				
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>				
<i>Change of Status</i>	Ross, Cassadie	Director, Student Success Act	7/1/2022	was licensed

VACANCY NOTICES (Information)

Posting #	Position	Closing Date	Notes
300	Instructional Assistant, Life Skills	Open Pool	Position filled
352	Community Engagement, MEP (Douglas County)	8/2/2022	In process

VACANCY NOTICES (Information continued)

Posting #	Position	Closing Date	Notes
473	Instructional Assistant, Life Skills	Open Pool	Position filled
516	Instructional Assistant, At Large	Open Pool	Position filled
524	Teacher, Life Skills - Secondary	9/6/2022	In process
560	Teacher, Life Skills (all levels)	Open Pool	Position filled
561	Teacher, Life Skills (all levels)	Open pool	Position filled
563	Teacher, Life Skills (all levels)	Open pool	Position filled
574	Teacher, Life Skills (all levels)	Open pool	In process
590	Sign Language Interpreter	12/31/2022	In process
611	Speech Language Pathologist	5/31/2022	In process
612	Student Success Act Director	5/6/2022	Position filled
613	Teacher, Life Skills (all levels)	Until filled	In process
621	Student Success Navigator, LAABSS	8/29/2022	In process
633	Instructional Assistant, Life Skills	Open pool	Position filled
634	Instructional Assistant, Life Skills	Open pool	Position filled
635	Instructional Assistant, Life Skills	9/6/2022	In process
637	Instructional Assistant, Life Skills	Open pool	Position filled
638	Instructional Assistant, Life Skills	Open pool	Position filled
639	Instructional Assistant, Life Skills	Open pool	Position filled
641	Instructional Assistant, Life Skills	Open pool	Position filled
642	Instructional Assistant, Life Skills	Open pool	In process
643	Instructional Assistant, Life Skills	Open pool	In process
644	Instructional Assistant, Life Skills	Open pool	Position filled
653	School Safety & Prevention Specialist	6/1/2022	Position filled
657	Administrator, Integrated Guidance, Student Success Act	9/21/2022	In process
662	Specialist, CTE - Construction	6/9/2022	Position filled
678	Program Assistant, Lane AABSS	8/26/2022	In process
699	Instructional Assistant, Lane School	9/6/2022	In process
701	Specialist, Youth Voice and Engagement	9/9/2022	In process
702	Specialist, Community Resource Liason	9/2/2022	In process
703	Teacher Consultant	8/1/2022	Position filled
706	School Nurse	8/29/2022	In process
711	Specialist, Continuous Improvement and Implement	8/15/2022	In process
712	Project Coordinator (WREN)	8/11/2022	In process



LANE EDUCATION SERVICE DISTRICT

1200 Highway 99 North
Eugene, OR 97402

541.461.8200
541.461.8298 [Fax]

www.lesd.k12.or.us

EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

Regular Meeting
Tuesday, July 19, 2022
4:00 Executive Session
4:30 Regular Meeting

District Office
1200 Hwy 99 N
Eugene, Oregon 97402

1. Call Executive Session to Order

Board Chair Linda Hamilton called the Executive Session to Order at 4:00 p.m.

Board Members Present: Linda Hamilton, Leslie Harris, Sydney Kissinger, Nora Kent, Vanessa Truett, and Rose Wilde (remote). Director Sherry Duerst-Higgins arrived after item 6B.

Administrators Present: Superintendent Tony Scurto, Assistant Superintendent Carlos Sequeira, Business Services Director Dave Standridge, Recording Secretary Julie Simmonds.

2. Call Regular Meeting To Order

Board Chair Linda Hamilton called the Special Meeting of the Board to order at 4:30 p.m.

3. Welcome

Board Members Present: Linda Hamilton, Leslie Harris, Sydney Kissinger, Nora Kent, Vanessa Truett, and Rose Wilde (remote). Director Sherry Duerst-Higgins arrived after item 6B.

Advisors/Liaisons Present: None

Administrators Present: Superintendent Tony Scurto, Assistant Superintendent Carlos Sequeira, Business Services Director Dave Standridge, Recording Secretary Julie Simmonds.

There were no guests present.

4. Public Participation

There was no public participation

5. Agenda Review

The agenda was reviewed.

6. Action Items

6.A. Approve Memorandum of Understanding with Lane County Education Association

The LANE EDUCATION SERVICE DISTRICT Board of Directors (hereinafter referred to as "District") and LANE COUNTY EDUCATION ASSOCIATION (hereinafter referred to as "Association") hereby agree to the following in related to employee salaries for the fiscal year 2022-2023:

1. All employees will receive a COLA increase of 5% instead of 2.5% as previously agreed.
2. Implement an adjustment to the Instructional Assistant salary schedule that brings the schedule to the median of comparison districts (+2.59% average).
3. Employees will continue to receive salary schedule steps, if eligible.

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

Director Harris asked how the budget can support changes in salaries and benefits. Business Services Director Dave Standridge discussed how the adjustments will be supported with grant funding, savings in PERS and benefit selections, and other revenue streams.

DIRECTOR HARRIS MOVED: BE IT RESOLVED that the Board of Directors for Lane Education

Service District hereby approves the Memorandum of Understanding with Lane County Education Association, as presented. Director Kent seconded and **the MOTION CARRIED WITH DIRECTORS HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES** (ESD Resolution #22-001).

6.B. Approve Management Team Salary and Benefits for 2022-23

The Board of Directors of Lane ESD discussed the proposed COLA aligning with LCEA, salary schedule, and benefits cap for the Lane ESD non-represented group for the year of 2022-23. Director Wilde commented on the action recognizing the strategic planning work that the agency has been engaged in. Superintendent Scurto discussed the salary study comparables, and a COLA to align with LCEA at 5%.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors for Lane Education Service District hereby approves the Management Team salary and benefits for 2022-23, as presented. Director Harris seconded and **the MOTION CARRIED WITH DIRECTORS HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES** (ESD Resolution #22-002).

6.C. Approve Superintendent Contract for 2022-23.

The Board of Directors of Lane ESD discussed the approval of the 2022-23 contract for Superintendent Tony Scurto. The 2022-23 contract addendum includes a salary of \$168,618, TSA of \$8500, cell phone allowance of \$480, auto allowance valued at \$2,500 and 30 days annual vacation award with option to cash out. The agreement will be attached to the minutes presented for approval at a future meeting.

DIRECTOR DUERST-HIGGINS MOVED: BE IT RESOLVED that the Board of Directors for Lane Education Service District hereby approves the 2022-23 contract for Superintendent Tony Scurto, as presented. Director Truett seconded and **the MOTION CARRIED WITH DIRECTORS HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES** (ESD Resolution #22-003). Note: Director Duerst-Higgins remote connection failed prior to the vote, and she was unable to cast her vote.

6.D. Approve Use of Professional Development Hours in Calculation of Instructional Hours for 2021-22 Lane ESD Programs.

Due to the damage that occurred with flooding and a sewage leak at the Lane School program at the end of the school year, Lane School students did not meet the minimum standards for the number of instructional hours during the 2021-22 school year. The Lane School students were nine hours shy of the 900 hour requirement. In order to reach the 900 hours, Lane ESD and Lane School could have extended school to make up the time. This was not possible, however, as districts were not able to provide students with transportation while summer school programs were beginning. Lane School staff received 84 hours of professional development in the 2021-22 year.

If the hours are not approved to be applied towards instructional time, under Division 22 Standards, the students' home districts will be required to report substandard instruction received by the program.

OAR 581-022-2320 provides guidance on Required Instructional Time:

(1)(a) Except as allowed under subsections (2) and (4), each school district shall ensure that at least 92% of all students in the district and at least 80% of all students at each school operated by the district are scheduled to receive annually the following minimum hours of instructional time:

- (A) Grade 12 — 966 hours;
- (B) Grades 9-11 — 990 hours; and
- (C) Grades K-8 — 900 hours.

Per Lane ESD Board Policy IC/ICA/ID, the Board shall establish annually the number of days and

number of hours when classrooms shall be in session for instructional purposes. The specific calendar in each case shall be that of the school and district in which the classroom is located or shall be the calendar established by the ESD generally. The calendar will meet state requirements.

The superintendent shall prepare a calendar each year which accommodates the calendars of the host schools as well as the needs of the ESD. The calendar shall be prepared in consultation with appropriate staff members and shall be presented to the Board for adoption. The Board reserves the right to alter the school calendar when advisable in the best interests of the students involved, but shall not in so doing disturb coordination with calendars for host schools nor exceed the total number of instructional and duty days originally adopted.

According to OAR 581-022-2320 (6) (d):

Upon approval by the local school board, a district may include in its calculation of instructional time...up to 30 hours for staff professional development.

The Board expressed discomfort with the approval of 30 hours of professional development being included in the calculation of instructional time. Director Harris expressed concern about the instructional hours both for Lane School and Life Skills students. Superintendent Scurto explained that even with 30 hours of professional development hours applied to the Life Skills program, students would still not meet the minimum requirement for instructional time. If the districts reported substandard instruction from the program, they would need to announce the report publicly, and have a plan in place for the subsequent year in order to place students in the program.

Every year Lane ESD works towards exceeding the minimum hours of instruction. If Lane ESD were to commit to making up hours for students that were shy of the minimum hours of instruction in 2021-22, the agency could not serve students who have moved or, for any reason, are no longer attending our programs or classrooms.

The Board expressed a philosophical belief that the agency should not use professional development hours to be included in the calculation of instructional hours simply because the law allows for it. Although the vote was unanimously in favor, it was with hesitation from the Board. The Board noted that the students served by Lane ESD are the most vulnerable students.

DIRECTOR KENT MOVED: BE IT RESOLVED that the Board of Directors for Lane Education Service District hereby approves up to 30 hours of staff professional development hours to be included in the calculation of instructional hours for Lane ESD programs in 2021-22. Director Turett seconded and **the MOTION CARRIED WITH DIRECTORS HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES** (ESD Resolution #22-004).

7. Discussion/Reports

7.A. Superintendent Report

ODE Audit

Superintendent Scurto discussed an ODE audit regarding the four-day school week and the IEP hours for Life Skills students. Administrators and staff are gathering data and documentation in response to the ODE audit. ODE will provide findings and potential corrections once they have completed reviewing the data provided. Superintendent Scurto will communicate with the Board as the audit progresses.

Lane ESD is heavily recruiting Instructional Assistants and has engaged with a hiring agency to recruit staff. According to the agreement with the agency, after six months we can hire the assigned staff without penalty.

Upcoming Program Events/Activities

The LAABS Team will host a booth at the Riverfront Festival this evening. The Migrant Education Summer School program will host Family Night on July 28th. The Thurston LifeSkills is presenting a student talent show on July 26th.

8. Adjournment

The meeting was adjourned at 5:07 p.m.

- The next regular meeting is scheduled to be held Tuesday, August 2, 2022, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

Minutes Approved:

jrs

Linda Hamilton, Chairperson

Tony Scurto, Superintendent



LANE EDUCATION SERVICE DISTRICT

1200 Highway 99 North
Eugene, OR 97402

541.461.8200
541.461.8298 [Fax]

www.lesd.k12.or.us

EQUITY COMMITMENT LEADERSHIP COLLABORATION INTEGRITY

Regular Meeting
Tuesday, June 7, 2022
5:00 Executive Session
6:00 Regular Meeting

District Office
1200 Hwy 99 N
Eugene, Oregon 97402

1. Call Executive Session to Order

Chair Linda Hamilton called the Executive Session to Order at 5:00 p.m. to conduct deliberations with persons designated to carry on labor negotiations. (ORS 192.660(2)(d).

Board Members Present: Sherry Duerst-Higgins, Linda Hamilton, Leslie Harris, Sydney Kissinger, Nora Kent, Vanessa Truett, and Rose Wilde (remote)

Administrators Present: Superintendent Tony Scurto, Assistant Superintendent Carlos Sequeira, Human Resources Director Carol Knobbe, Business Services Director Dave Standridge, Recording Secretary Julie Simmonds.

2. Call Regular Meeting To Order

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

3. Welcome

Board Members Present: Sherry Duerst-Higgins, Linda Hamilton, Leslie Harris, Sydney Kissinger, Nora Kent, Vanessa Truett, and Rose Wilde (remote)

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

Administrators Present: Superintendent Tony Scurto, Assistant Superintendent Carlos Sequeira, Human Resources Director Carol Knobbe, Business Services Director Dave Standridge, Recording Secretary Julie Simmonds.

4. Public Participation

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

There was no public input.

5. Agenda Review

Action item 10H has been added to the agenda.

6. 2022-23 Budget Hearing

6.A. Declaration of Public Meeting

The Board Chair declared the public Budget Hearing for 2022-23 open.

6.B. Invitation for Comments from the Public

The Board Chair asked any comments from the public. There were no public comments.

6.C. Action, if any, on Public Comments

The Board determined no action to take based upon any public comment.

6.D. Closing of Hearing

The Board Chair closed the Budget Hearing.

7. 2021-22 Supplemental Budget Hearing

7.A. Declaration of Public Meeting

The Board Chair declared the opening of the Supplemental Budget Hearing.

7.B. Invitation for Comments from the Public

The Board Chair invited comments from the public on the 2021-22 Supplemental Budget. There was no public comment.

7.C. Action, if any, on Public Comments

The Board determined no action would be required, as there was no public comment.

7.D. Closing of Hearing

The Board Chair closed the Supplemental Budget Hearing.

8. Presentation: Lane African American Black Student Success Program

Shanae' Joyce-Stringer presented on the year's activities with the Lane African American Black Student Success Program (AABSS). Ms. Joyce-Stringer shared highlights of the relationships and partnerships cultivated over the last seven months, with special attention to events that brought the local Black and African American youth together along with their families. Details were shared about upcoming events and ways the board can support through volunteering or decision making.

9. Presentation: Grow Your Own Teacher Pathways Program

Ms. Chemika Bolden presented on the efforts of the Lane Regional Teacher Pathways Program. The Lane Regional Teacher Pathways Program supports diverse scholars in recruitment, preparation and retention through financial scholarships, advocacy, collaboration, community and connection. Because of increased state funding and the implementation of legislation that has a shared vision and mission of diversifying the educator workforce, the program has been able to triple its impact by supporting more scholars. Lane Regional Teacher Pathways Program has expanded its outreach and currently has 47 scholars supported in the program through partnerships with our school districts Bethel, Springfield, Eugene School District 4J and our institutions of higher education, including Bushnell, University of Oregon, Pacific and Lane Community College.

10. Action Items

10.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 April 5, 2022
2. Lane ESD Board Meeting Minutes of May 10, 2022
2. Human Resource Report, dated June 1, 2022

DIRECTOR DUERST-HIGGINS MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD implements the consent agenda as presented. Director Kent seconded and **the MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES** (ESD Resolution #061).

10.B. Accept Financial Report

Business Services Executive Director Dave Standridge indicated the report is in line with what was budgeted. Director Harris inquired about "other" category for income. The "other" category figure includes eRate revenue, refunds on technology costs, and also includes dividends, rebates, and any other random revenue that was unexpected.

DIRECTOR WILDE MOVED: BE IT RESOLVED that the Board of Directors of Lane ESD accepts the Financial Report for May 2022 as presented. Director Harris seconded and **the MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES** (ESD Resolution #062).

10.C. Adopt Supplemental Budget and Make Appropriations

The Board of Directors of Lane ESD approved the supplemental budget for the fiscal year 2021-22 which increases the total budget by \$1,640,000 to the sum of \$65,834,333. In addition, the Board approved the amounts for fiscal year 2021-22 increase the total appropriation of all funds by \$1,640,000 to the sum of \$65,234,333.

DIRECTOR DUERST-HIGGINS MOVED: BE IT RESOLVED that the Board of Directors for Lane Education Service District hereby adopts the following supplemental budget for the fiscal year 2021-22 which increases the total budget by \$1,640,000 to the sum of \$65,834,333. **BE IT FURTHER RESOLVED** that the amounts for fiscal year 2021-22 and for the purposes shown below are hereby appropriated and increase the total appropriation of all funds by \$1,640,000 to the sum of \$65,234,333. Director Harris seconded and **the MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES** (ESD Resolution #063).

10.D. Adopt 2022-23 Budget and Make Appropriations

The Board of Directors of Lane ESD approved and adopted the budget as presented for the year 2022-23. There are three motions to be made together.

DIRECTOR WILDE MOVED:

1. **BE IT RESOLVED** that the Board of Directors for Lane Education Service District hereby adopts the budget for the 2022-23 fiscal year in the total sum of \$69,499,937 now on file at the Office of the Superintendent.
2. **BE IT RESOLVED** that for the fiscal year beginning July 1, 2022, the amounts shown below are hereby appropriated for the purposes indicated within the funds listed.
3. **BE IT RESOLVED** that the following ad valorem property taxes are hereby imposed and categorized for tax year 2022-23 upon the assessed value of all taxable property within the district.

Director Duerst-Higgins seconded and **the MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES** (ESD Resolution #064).

10.E. Adopt Meeting Calendar for 2022-23

The Board of Directors reviewed the proposed calendar for 2022-23, discussed and approved holding meetings on the first Tuesday of each month.

The proposed meeting dates for the Lane ESD Board of Directors are as follows:

- August 2
- September 6 (Labor Day September 5)
- October 11 (Yom Kippur October 5)
- November 1
- December 6
- January 3
- February 7
- March 7 (Purim)
- April 4
- May 2
- June 6

DIRECTOR DUERST-HIGGINS MOVED: BE IT RESOLVED that the Board of Directors for Lane Education Service District hereby adopts the proposed meeting dates for 2022-23. Director Harris seconded and **the MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES** (ESD Resolution #065).

10.F. Grant Approval

House Bill 4030 provides \$78 million in grants to support retention and recruitment of education personnel across Oregon. The legislative and executive intent for the funds is to use them for strategies identified and prioritized through involvement of school personnel to:

- Address high need specialties and workforce shortage areas for both classified and licensed staff, including non-instructional staff;
- Build on existing efforts which address root causes of workforce attrition while responding to urgent needs; and
- Diversify the workforce, as well as ensure every educator and staff member can meet the academic and well-being needs of students, particularly students from historically and persistently underserved groups.

Local needs vary considerably across the state, and districts have flexibility to allocate funds to address their specific challenges. Grantees may choose to implement evidence based suggestions provided in this Guide or identify their own strategies aligned to at least one of the seven focus areas described in the Grant Parameters:

1. School-level structural conditions
2. Data collection and root cause analysis
3. Reducing persistent local workforce shortages
4. Supportive working conditions
5. Local or regional career pathways
6. Education pre-service and in-service training
7. New staff support

Historic and persistent inequities in Oregon's education system are exacerbated by the impacts of the pandemic. HB 4030 grant funds provide an opportunity for districts and education partners to address inequities through intentional, strategic investments in retaining and recruiting personnel in high-need specialties. While the grant period is short and there is urgency to act quickly, the current crisis is a result of complex and deeply embedded systems which continue to lead to staff burnout and disparities in student outcomes. In order to shift the conditions that are holding the problem in place, we must commit to uncovering and addressing root causes of recruitment challenges, workforce attrition, and job dissatisfaction.

The state seeks to help districts and education partners tackle the deep and complex challenges of educator workforce shortages. The goal is to harness innovation and equity with focused areas of support to accomplish strategic aims related to state goals for the educator workforce and student outcomes.

The grant application and reporting process, co-developed by the EAC and ODE, uses an approach which emphasizes inclusive, evidence-based decision-making to support districts in identifying root causes and designing equitable and innovative strategies that can address their challenges.

DIRECTOR KENT MOVED: BE IT RESOLVED that the Board of Directors for Lane Education Service District hereby approves the Recruitment and Retention Grant as discussed. Director Truett seconded and **the MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES** (ESD Resolution #066).

10.G. Second Read: Adopt Policy Rule 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.

Policies shall be adopted, amended or repealed by the affirmative vote of four or more Board members.

Policies and amendments adopted by the Board will be attached to, and made a part of, the minutes of the meeting at which they are adopted and also will be included in the ESD's policy manual. The Board shall communicate its position on matters of public policy and shall interact with the community, other governmental bodies and agencies and the media through the spokesperson designated by the Board.

The Board of Directors will adopt policy updates related to Sexual Harassment and Remote Work that were first read at the May 2022 meeting.

For sexual harassment complaints or concerns, the primary point of contact will be Special Education Director Sue Mathisen and Human Resources Director Susan Anderson-Brown.

DIRECTOR HARRIS MOVED: BE IT RESOLVED that the Board of Directors for Lane Education Service District hereby approves the policy updates as presented. Director Kent seconded and **the MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES** (ESD Resolution #067).

10.H. Implement Board Policy GCPA: Layoff/Recall, Licensed Staff
Layoff- Licensed Staff

When the Lane ESD Board determines that a layoff of staff is necessary, it will discuss the matter at a regular or special Board meeting and will consider such factors and alternatives it deems necessary to arrive at a decision. Layoff may take place under the following conditions:

1. The ESD's lack of funds to continue its educational program at its anticipated level;
2. Elimination or adjustment of classes due to an administrative decision;
3. Other reasons as determined by the Board.

Nothing in this policy, however, is intended to interfere with the right of the ESD to discharge, remove or nonrenew the contract of a probationary teacher or to not extend the contract of or dismiss a contract teacher pursuant to the provisions of the Accountability for Schools for the 21st Century Law.

Grant funded positions which are posted and hired as having a specific, limited term of employment, shall have no reduction-in-force rights. Staff positions of Coordinator, Consultant and Specialist, who perform services for which a TSPC license is not required or for which a TSPC license could be required, in the discretion of the Board, shall be considered 'Licensed Staff' for the purpose of this policy and any administrative regulation adopted to implement this policy.

This reduction is due to a reduction in service orders for the Lane School program:

- Teacher, one position, Lane School

DIRECTOR DUERST-HIGGINS MOVED: BE IT RESOLVED that the Board of Directors for Lane Education Service District hereby implements Board Policy GCOA: Layoff/Recall Licensed Staff. Director Wilde seconded and **the MOTION CARRIED WITH DIRECTORS DUERST-HIGGINS, HAMILTON, HARRIS, KENT, KISSINGER, TRUETT AND WILDE VOTING YES** (ESD Resolution #068).

11. Discussion/Reports

11.A. Legislative Update

Legislative Update

Superintendent Scurto discussed the importance of engaging with Lane County legislators. There will be new legislators following the election. Board members are encouraged to engage with local legislators, promote the ESD, and form relationships prior to the next legislative session (Spring of 2023).

The next session may see a re-introduction of a bill designed to hold any school district/administrator accountable if there is anything less than a full education for students with disabilities. Lobbyists indicate items in the upcoming legislation will allow parents of students to more easily access the complaint process, bypassing local authority and reaching ODE directly. Legislation will also include licensure penalties for administrators responsible for making decisions related to reduced instruction. Inadequate funding and staffing are drivers in limiting instruction for students.

Districts and ESDs will rely on OSBA and COSA to support and advocate for additional funding for the instruction of students with special needs, as well as recruitment and retention of staff.

11.B. Superintendent Report

Superintendent's Report

Westmoreland Plumbing Crisis

A sewage back-up at the Westmoreland Campus has flooded the building and caused damage to buildings. School has been canceled while crews work to clean and repair affected areas on the campus.

OAESD Summer Programs

There is no current solution to the high cost of insurance to provide summer programming. The community-based organizations that have the largest amount of funding are able to afford the insurance to provide services. The smaller organizations do not have the funds to cover the expense of required insurance. The grant could reimburse organizations for the cost of insurance, but the organizations must be able to front the funding to secure the insurance first. The Board discussed how the Lane Education Foundation might be able to support community-based organizations in the future.

Ballmer Institute

The University of Oregon is looking to create a pathway for Lane County educators to participate in the Ballmer Institute's cohort for Student Behavioral Health professional development. Randy Kamphaus, Dean at UO, is offering ten slots for Eugene, ten slots for Bethel, ten slots for Springfield and ten slots for Lane ESD for current educators to enroll in this programming.

11.C. Board Self-Evaluation

The Board and Superintendent Scurto discussed forming a subcommittee to review methods for conducting a Board self-evaluation. Directors Duerst-Higgins and Wilde volunteered to meet with Superintendent Scurto to review different methods of self-evaluation and report back to the full board in September.

11.D. Land Acknowledgement

The Board discussed Land Acknowledgement. A subcommittee will meet to develop a proposal for the Board to conduct a land acknowledgement. The subcommittee will report back to the Board at a later meeting. Directors Wilde and Kent volunteered to participate on the Land Acknowledgement subcommittee with Assistant Superintendent Carlos Sequeira.

11.E. OSBA Fall Convention 2022

The OSBA Convention for 2022 is returning to Portland. The Board, advisors and liaisons discussed attendance at the event. The dates are November 11-13, 2022.

12. Information from Administrative Staff

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

This is Carol Knobbe's last Board meeting. Director Duerst-Higgins thanked Ms. Knobbe for serving an additional year beyond retirement to support the agency, and expressed appreciation for her work. Ms. Knobbe's career with Lane ESD began as a teacher in Lane ESD's Life Skills program.

13. Board Member Reports and Comments/Agenda Planning

13.A. Agenda Planning

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

13.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 - The Lane Education Foundation moved to approve a grant to the Augmentative Communication program.

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 - No report

Erin Zygaitis, Community Advisor - Attended Eugene 4J Pride at North Eugene High School. The event was well attended, students of all ages, with booths and programs represented from within and outside of the schools.

14. Announcements/Correspondence

14.A. Acknowledgements and Recognition

14.B. Kudos

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

14.C. Announcements

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

- OSBA Summer Board Conference, July 8-10, 2022
- OSBA Annual Convention, November 11-13, 2022

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

15. Adjournment

Chair Linda Hamilton adjourned the meeting at 7:51 p.m.

- The next regular meeting is scheduled to be held Tuesday, August 2, 2022 at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

Minutes Approved:

Linda Hamilton, Chairperson

jrs

Tony Scurto, Superintendent

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?

Lane Education Service District
2022-23 General Fund Financial Summary
 August 31, 2022

	Budget	Actual: Jul-Aug	Projected: Sep-Jun	Projected Total	Projected vs Budget	
					\$	%

Resources

State School Fund	15,395,800	3,848,433	11,545,021	15,393,454	(2,346)	0.0%
Property Tax & Timber	8,370,200	-	8,370,200	8,370,200	-	0.0%
Services to Districts	873,800	-	1,334,168	1,334,168	460,368	52.7% (1)
Other Local Revenue	350,000	10,656	402,771	413,427	63,427	18.1% (2)
Indirect from Grants	490,000	-	490,000	490,000	-	0.0%
Total Revenues	25,479,800	3,859,089	22,142,160	26,001,249	521,449	2.0%
Beginning Fund Balance: Unreserved	3,401,000	3,401,000	-	3,401,000	-	0.0%
Beginning Fund Balance: District Reserves	1,129,000	1,147,856	-	1,147,856	18,856	1.7%
Total Resources	30,009,800	8,407,945	22,142,160	30,550,105	540,305	1.8%

Requirements

Salaries	9,259,434	526,765	8,746,347	9,273,112	13,678	0.1%
Benefits	6,409,374	290,461	6,176,784	6,467,245	57,871	0.9%
Services	3,592,088	606,044	4,155,986	4,762,030	1,169,942	32.6% (3)
Supplies	339,400	71,928	268,645	340,573	1,173	0.3%
Other	215,700	179,654	35,100	214,754	(946)	-0.4%
Interfund Transfers	459,000	459,000	-	459,000	-	0.0%
Transit Cash to Districts	5,726,153	-	5,398,345	5,398,345	(327,808)	-5.7%
Total Expenditures	26,001,149	2,133,852	24,781,207	26,915,059	913,910	3.5%
Ending Fund Balance: Unreserved	2,581,113	-	-	2,535,046	(46,067)	-1.8%
Ending Fund Balance: District Reserves	1,427,538	-	-	1,100,000	(327,538)	-22.9%
Total Requirements	30,009,800	2,133,852	24,781,207	30,550,105	540,305	1.8%

Change in Unreserved Fund Balance	(819,887)	(865,954)
Unreserved Ending Fund Balance	10.1%	9.7%

(1) Increase in the investment rate received on the LGIP Investment Pool.

(2) Increase in Life Skills enrollment.

(3) Includes contracted services for Instructional Assistants provided by outside staffing agency.

BOARD AND SUPERINTENDENT WORKING AGREEMENTS

September 6, 2022

Purpose:

The Board of Directors is the educational policy making body for Lane ESD. To fulfill the District's mission the Board and Superintendent must function together as a leadership team. To ensure unity among team members, effective group agreements must be in place. The following are the group agreements for the Board and Superintendent.

Governance Principles:

1. Working with members of the Board and the Superintendent in a cooperative and collaborative partnership aligned toward a common mission.
2. Focus on policy making, planning and evaluation, rather than day-to-day operations.
3. Recognize and respect the Superintendent's responsibility to manage the district and to direct employees in district matters.
4. Make decisions as a whole Board only at properly called meetings. Board members recognize that individual members have no authority to take individual action in policy or district and administrative matters.
5. Support decisions of the majority after honoring the right of individual members to express opposing viewpoints and vote their convictions.
6. Actively solicit input, listen to all perspectives and give careful consideration to all issues. We will operate as representatives and make decisions in the best interest of the whole district.
7. Value the role we play in the community and represent the district, when possible, by attending community functions.

Meeting Operational Agreements:

1. Board members may request the board chair place an item on the meeting agenda in a timely manner (at least seven days prior to a meeting).
2. Uphold the legal requirement for confidentiality on all matters arising from the Board meeting Executive Session.
3. Start our meetings on time.
4. Attend regularly scheduled Board meetings unless a situation occurs that makes attendance impossible.
5. Cooperate in scheduling special meetings and/or work sessions for planning and training purposes.
6. Cast a vote on all matters except when a conflict of interest arises.

7. In general practice, items are first placed on a meeting agenda for discussion and action is taken at the subsequent meeting, except in cases of emergency or critical time considerations.

Communication Agreements:

1. Communicate directly with the Superintendent when a question arises, or a concern is voiced by a staff member, student, parent, or community member.
2. Whenever possible, communicate directly with the Superintendent or Board Chair prior to meetings of the Board to identify questions and /or concerns about agenda items so that the Board Chair and superintendent can prepare for the meeting discussion.
3. Communicate directly with the Superintendent or Board Chair prior to raising new issues or concerns at Board meetings or in other arenas (e.g. inservices, meetings).
4. When an individual concern arises with the Superintendent or other Board member communicate directly with that person, as appropriate. Communicate with the Chair or Superintendent about concerns with Board process.
5. A Board member with a routine question should first consider going to the Chair or the Superintendent. A Board member who desires staff assistance beyond routine inquiry should first raise the issue/question with the Superintendent. The Superintendent should decide whether to proceed before staff time is allocated.
6. No individual Board member, other than the Board Chair or designee, has the authority to speak for the entire Board. Individual Board members may always share their individual viewpoint but must clarify that they are speaking for themselves, rather than the entire Board.

Annual Planning and Evaluation:

1. Set priorities as a Board for Board professional development.
2. Participate in establishing annual expectations of the board and self-assessment of the Board's performance.
3. Participate in establishing annual expectations and goals for the Superintendent.
4. Objectively evaluate the Superintendent's performance and provide appropriate feedback.

Orientation of New Board Members:

1. Assure timely orientation of new Board members.

Role of the Board Chair:

1. Recognize the role of the Chair to speak for, and about, the Board to describe the Board's process, decisions and positions. Recognize the role of the Chair to convene meetings and execute documents, as appropriate.

2. Recognize the role of the Chair and Vice Chair to meet regularly with the Superintendent to develop the agenda and determine whether an item should be scheduled for action or future action, to provide input on information needed by the Board for decision-making, to plan meeting processes, and to distribute assignments.
3. Ensure that information exchanged with the Superintendent is shared with all Board members via Board meeting agenda materials.

Expectations of the Superintendent:

1. Function together as a team with Board members.
2. Respect and acknowledge the Board's role in setting policy and overseeing the performance of the Superintendent.
3. Work with the Board to establish a clear vision for the district.
4. Prepare preliminary goals annually for the Board's consideration.
5. Provide data to the Board members so that data driven decisions can be made.
6. Possess a working knowledge of all legal and local policies.
7. Inform the Board of all critical information including relevant trends, anticipated adverse media coverage, or critical external or internal change.
8. Work with the Chair and/or Vice Chair to effectively bring issues and information to the Board.
9. Communicate with Board members promptly and effectively.
10. Electronically distribute the Board agenda in a timely manner (at least 5 calendar days prior to the board meeting).
11. Respect the confidentiality requirement of Board meeting Executive Sessions.
12. Treat all Board members professionally and respectfully.
13. Represent the district by being visible in the community.
14. Provide follow-up information to Board members on concerns and issues they have referred to the Superintendent--close the loop.



2022-23 Lane ESD Board Member District and Agency/Committee Assignments

Committee or Activity	Member
Superintendent Evaluation Committee	Board Chair and Vice Chair
Superintendent Salary and Contract Review Committee	Board Chair and Vice Chair
Lane ESD Audit Committee	Vanessa Truett & Leslie Harris
Lane Council of Governments Board	Sherry Duerst-Higgins
Oregon Association of Education Service Districts Board Representative	Rose Wilde
Oregon School Activities Association Board	Sherry Duerst-Higgins
Oregon School Boards Association Representative	Linda Hamilton
Oregon School Boards Association Board Members of Color Caucus	Linda Hamilton
Lane Education Foundation Board	Vanessa Truett & Nora Kent
Equity Design Team Liaison	Linda Hamilton

District Assignments for Board Engagement			
Bethel:	Sydney Kissinger	Mapleton:	Nora Kent
Blachly:	Nora Kent	Marcola:	Vanessa Truett
Creswell:	Sherry Duerst-Higgins	McKenzie:	Leslie Harris
Crow-Applegate-Lorane:	Leslie Harris	Oakridge:	Linda Hamilton
Eugene 4J:	Linda Hamilton	Pleasant Hill:	Rose Wilde
Fern Ridge:	Sydney Kissinger	Siuslaw:	Nora Kent
Junction City:	Linda Hamilton	South Lane:	Sherry Duerst-Higgins
Lowell:	Rose Wilde	Springfield:	Vanessa Truett



2022-23 Lane ESD Board Member District and Agency/Committee Assignments

Lane ESD Program Assignments

- Business Services: Linda Hamilton
- CTE and Non-Traditional Careers: Nora Kent
- Lane School: Vanessa Truett, Rose Wilde
- Life Skills & Transition Program: Vanessa Truett
- Serbu Campus Programs: Leslie Harris
- School Improvement: Sherry Duerst-Higgins, Linda Hamilton
- Technology: Linda Hamilton
- Title Programs: Sydney Kissinger
- Regional Low Incidence Programs: Rose Wilde



ESD
SUPERINTENDENT
EVALUATION
WORKBOOK

Revised June 2017

OREGON SCHOOL BOARDS ASSOCIATION
1201 Court St. NE, Suite 400, Salem, OR 97301
800-578-6722 / 503-588-2800
FAX 503-588-2813
www.osba.org

ESD Superintendent Evaluation Workbook

A Guide for Education Service District Boards

Oregon School Boards Association

Dear ESD board member:

Congratulations! Opening this workbook shows you're taking a most important job very seriously – evaluating your superintendent.

The information, research, tips and worksheets you'll find here represent a wealth of experience compiled by our Leadership Services experts that not only makes your job *easier*, but also ensures your education service district has the qualified, progressive leadership it *deserves*.

This guide will also help you establish and clarify the roles and responsibilities within the superintendent-board team.

OSBA's ESD Superintendent Evaluation program and workbook give you the tools to create and maintain a solid leadership team that focuses on ESD services to component districts and ultimately on student achievement. Because the public demands increased accountability for student achievement and community involvement, this job is more important than ever. OSBA's approach to evaluation is designed to enhance the mission of Oregon's education service districts.

We are here whenever you need assistance.

A handwritten signature in black ink, appearing to read 'Jim Green', with a long horizontal flourish extending to the right.

Jim Green, OSBA Executive Director

Mission Purpose Accountability of ESDs

“The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level.”

ORS 334.005

Contents

5	ESD Superintendent Evaluation Overview
11	Timeline and Action

EVALUATION FORMS:

12	Part 1: <ul style="list-style-type: none">• Performance Standards• Individual Forms• Performance Standards Summary Rating Forms
20	Part 2: <ul style="list-style-type: none">• Goals• Individual Forms• Board Ratings Summary Forms - Part 1 & 2
26	Part 3: <ul style="list-style-type: none">• 360-Degree Evaluation

SAMPLES:

31	Sample Evaluation Summary
32	Goal-Setting Worksheet
33	Pertinent Oregon Revised Statutes
37	Sample Board Policy

OSBA ESD Superintendent Evaluation Overview

Selecting and evaluating the superintendent is one of the ESD board's most important jobs. A high-quality superintendent evaluation process helps develop good board/superintendent relationships, provides clarity of roles, creates mutual understanding of the leadership being provided and provides a mechanism for public accountability.

The evaluation process involves the four-core board governing roles:

VISION: What does success look like?

STRUCTURE: Developing a clear written evaluation plan and timeline.

ACCOUNTABILITY: Measuring the superintendent's performance.

ADVOCACY: Communicating progress among the board, superintendent and community.

Performance evaluations are most effective when they are designed and used for communicating future expectations, not simply for reviewing past performance. As many superintendents know, if you don't know what the board expects, it is difficult, if not impossible, to meet those expectations. On the other hand, if the board fails to monitor progress towards its goals, it will not know when they have been successfully completed.

Most boards find themselves asking questions such as these:

- What should we evaluate?
- How can we do it objectively and fairly?
- When should the superintendent's evaluation take place?

OSBA has developed an evaluation process and three-part evaluation tool that can help answer these questions and serve as the foundation upon which ESD boards can build their own evaluation process and documents.

WHAT SHOULD WE EVALUATE?

The superintendency is a professional position equivalent to the chief executive officer in the private sector. As such, the superintendent is charged with leading and administering the organization according to the policies adopted by the ESD board. The purpose of evaluating the superintendent is not to micromanage the organization, but to provide oversight and public assurance that the policies are being effectively implemented.

Another critical purpose is to provide input and feedback to the superintendent to help him or her continually improve.

The evaluation process is also used to make critical decisions about contract extensions, non-extensions or terminations. The evaluation process keeps ESD boards informed about organizational activities and progress being made toward goals. The superintendent can use the feedback to engage in personal professional development. A quality superintendent evaluation process is a win/win for the board, the superintendent and the community. So where do we begin?

THREE-PART EVALUATION TOOL

OSBA has developed a three-part evaluation tool. Part 1 is based on Performance Standards established jointly by the American Association of School Administrators (AASA) and the National School Boards Association (NSBA). A group of Oregon ESD administrators met in August 2006, to modify those standards for ESD superintendents. Part 2 evaluates progress toward the goals established by the board and superintendent at the beginning of the evaluation cycle. Parts 1 and 2 are designed to be filled out by individual board members; their responses are compiled into a summary at an executive session meeting and a consensus report is prepared by the board for discussion with the superintendent. The superintendent may also fill out these parts as a self-evaluation and a basis for discussion with the board.

Part 3 consists of a 360-degree evaluation of the superintendent by members of the community, component districts and staff. It is designed to be used by the superintendent to receive feedback leading to professional development and an understanding of concerns that might not otherwise surface in Parts 1 or 2. Parts 1 and 2 are administered, compiled and reported by the board. Part 3, as it is presented here, is administered, compiled and reported by the superintendent. (Other options for the 360-degree evaluation include having a board designee or outside third-party administer and compile the information.)

Part 1: Performance Standards

Professional standards for the superintendency have been established by the AASA with NSBA. Eight standards describe the fundamental job requirements that superintendents must address. A group of ESD administrators and board members modified these standards to reflect the unique role of ESD superintendents. The result is seven standards which serve as the foundation of the performance standards section of the OSBA ESD Superintendent Evaluation Form.

For each professional standard, AASA has identified performance indicators that can help you discern whether the standard has been attained. OSBA has included many of the AASA indicators, in addition to others, in the evaluation form so that boards will have some basis from which to make judgments about the superintendent's performance. These performance indicators focus primarily on personal characteristics and management style of the superintendent.

Part 2: ESD Superintendent's Goals

Each year, the ESD board and superintendent team should meet to develop a clear set of goals for the organization for the coming year. The board's role is to set these end results that clarify the boards expectations of "what" the board expects to be achieved. The superintendent then prepares an action plan defining the means to be used to achieve the goals. These goals, and the action plans, serve as a basis for Part 2 of the evaluation process.

Part 3: 360-Degree Evaluation (*optional*)

A 360-degree evaluation allows the board and superintendent to request more subjective information from direct reports, union leadership, component districts and/or community stakeholders. Participants should be selected by the superintendent or by the superintendent and board together. The superintendent compiles that information received in the 360-degree evaluation to share with the board at the performance review, or the board may receive the information directly.

It is important that everyone understands the 360-degree evaluation provides additional information to the board but it is not “the” evaluation. The board is responsible for determining the final evaluation.

Superintendent Self-Evaluation

The superintendent responds to Parts 1 and 2 as a self-assessment to be presented to the board as part of the evaluation process. The results of the 360-degree evaluation (if used) and superintendent self-evaluation should be presented to the board before the board members fill out their individual worksheets.

This process, or any variation on it, needs to be agreed to by all parties at the beginning of the year.

COMPILING RESULTS

The board meets in executive session to discuss the results and agree on a consensus evaluation that will be presented in the meeting with the superintendent. The individual responses in Parts 1 and 2 are worksheets only. Compiling results is best done by discussion among all board members sitting together in executive session. It is important that the members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The superintendent works for the board as a whole, not individual board members. Evaluation responses from individual board members can be confusing, particularly when they are in opposition to one another. The board must make every effort to speak with a single voice in setting expectations and assessing success.

HOW CAN WE DO IT OBJECTIVELY AND FAIRLY?

It is the responsibility of the ESD board to evaluate the performance of the superintendent. No process or form is completely objective. There will always be some subjectivity and judgment on the board's part. Remember that board members are elected to make those judgments. The OSBA ESD Superintendent Evaluation Forms for Performance Standards (Part 1) and Goals (Part 2) are designed to reduce subjectivity and increase objectivity. Fair application of the evaluation process is best determined through collaboration and agreement by the board and superintendent about what, how and when the superintendent evaluation will be conducted. The 360-degree evaluation (Part 3) allows the superintendent or board to receive additional input from select individuals at the superintendent's or board's discretion, in what may be a more subjective manner.

Documentation

The OSBA ESD Superintendent Evaluation Form is more than a checklist. It requires the objective consideration of evidence or documentation of the degree to which each standard has been met. This can be provided orally, as written lists, or as specific documents. Some boards and superintendents may select a portfolio approach. Part 1 of the form includes a list of performance indicators for each standard. Board members should not rate indicators; instead they should consider indicators in determining the overall rating for that performance standard.

Written Comments

Written comments always help clarify the evaluation. This provides the board with the opportunity to deliver specific constructive criticism and/or accolades and provides the superintendent with useful information for continuous performance improvement. Again, the board should speak with one voice in making written comments on the final summary evaluation form.

Public Meetings Law

A governing body such as a school board, ESD board or community college board may hold an *executive session* to evaluate the job performance of its chief executive officer, so long as the person being reviewed does not request an *open session*. ORS 192.660(2)(i). However, the executive session for evaluation does not allow the board to discuss the superintendent's salary, conduct a general evaluation of an agency goal or give directives to personnel about agency goals. ORS 192.660(8). The governing body must give advance warning of the performance evaluation to allow the person whose performance will be evaluated to choose whether to conduct the evaluation in open session or executive session.

The requirement that the "standards, criteria and policy directives to be used in evaluating chief executive officers" must be adopted in a public meeting in which there was an opportunity for public comment was eliminated by the 2003 Legislature. (HB 2425, 2003)

The Attorney General's Public Records and Meetings Manual states that disclosure of the performance evaluation for the chief executive officer generally is not an unreasonable invasion of privacy and, therefore, disclosable to the public even though the actual evaluation was held in executive session. This disclosure is in contrast to the disclosure of a record of discipline about a public officer, which is conditionally exempt from disclosure. OSBA recommends that a narrative summary of the performance evaluation be released to the public with the consent of the superintendent after the evaluation is complete.

Evaluation Conferences

Face-to-face conversations between the board and superintendent are essential to an effective process. Meetings should occur to establish the superintendent's goals, the evaluation document and process to be used, the documentation of the superintendent's performance and a summative evaluation conference. It is recommended that the superintendent fill out a self-evaluation of Parts 1 and 2. When the board meets to discuss the results of its evaluation, it should hear the superintendent's report of his or her self-evaluation, as well as the 360-degree evaluation report.

WHEN SHOULD THE SUPERINTENDENT'S EVALUATION TAKE PLACE?

Pre-Evaluation

Prior to the beginning of the new school year, goals and expectations for the superintendent should be mutually established with the board. These goals are often established during a planning retreat or work session during the spring or summer. If possible, set goals before the budget process begins. The previous spring is ideal because it allows the incorporation of ESD goals into budget planning, staffing and professional development for the coming year. Agreement on the form, process and timeline for evaluation should also be in place.

Contract Extension Review

By March 15, superintendents must be notified about extension or non-extension of their current contract (ORS 342.513). Other timelines may also exist within the superintendent's contract itself. To make these decisions, a performance review should take place prior to these deadlines so that the board can make informed judgments about continuation of employment.

Review Results

The result of the review should be steps for professional development for the superintendent and a plan for informing the community about the results of the evaluation and status of the ESD's goals.

At Conclusion of the Evaluation

Before the beginning of the next school year, the board and administration should meet to begin the next cycle of goal setting and evaluation. This timeline allows the superintendent time to plan for the ensuing year. The goals should be publicized to keep the organization informed.

Communication with the Community

The superintendent evaluation process provides the board an opportunity to share the ESD's progress with the community. A summary of the board's conclusions should be prepared by the board from the worksheet data after the evaluation.

TIMELINE AND ACTION

March/April (prior to completion of the budget)

1. Superintendent and board set/review ESD goals for the upcoming year.
2. Superintendent and board update long-range plans for the district.
3. Board/superintendent review superintendent job description/standards/goals and the evaluation process, forms and timelines to be used next year.

Adoption should be done in a public meeting. *(If the board desires staff and community input to come directly to the board (i.e., 360-degree survey), it should be discussed and approved in the beginning of the evaluation cycle.)*

July/October/January

4. Superintendent reports interim progress on ESD and evaluation goals to the board. The July update deals with the previous school year while the October/January updates provide progress on the current school year.
(While the updates will be done in an open meeting, any conversation about the superintendent's performance should be done in executive session.)

January

5. *(Optional, if discussed in the beginning of the evaluation cycle.)* Depending on who will receive the feedback from the 360-degree survey, the board or the superintendent prepares questions, selects individuals to participate, distributes the forms, collects and collates the results.
6. Superintendent completes a self-assessment of the evaluation forms Parts 1 and 2.
7. Board members complete Parts 1 and 2 of the superintendent evaluation form.

February

8. Board members meet to discuss their individual evaluations and develop the board's official document that will be shared with the superintendent.

By March 15 (or date specified in contract)

9. Board and superintendent meet to discuss and clarify the results of the evaluation documents. *(Changes to the evaluation may be made as a result of the discussions.)* Evaluation meetings may be held in executive session (ORS 192.660(2)(i)) unless the superintendent requests an open meeting. **The final approval of the finished evaluation must be done in open session.**
10. A copy of the final written evaluation form is placed in the personnel folder.

As soon as evaluation is complete

11. The results of the evaluation are shared with the community.
12. Return to the beginning of the cycle.

ESD SUPERINTENDENT EVALUATION FORMS

Part 1: Performance Standards

Instructions

1. Attached are the forms to be completed by each board member rating each of the seven performance standards. A separate page is provided for each performance standard. Each board member should rate all seven of the performance standards.
2. Each performance standard has performance indicators listed below it. These performance indicators suggest objective measures to consider; do not rate each performance indicator separately. Only rate the overall performance standard.
3. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Each board member's forms should be used as his or her own notes for the board's executive session discussion.
5. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with the final summary report from the full board, not the individual board members' evaluation forms. **It is important that the board speak with one voice in evaluating the superintendent.**

Standard 1: VISIONARY LEADERSHIP

The superintendent is an educational leader who integrates principles of cultural competency and equitable practice and promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by all.

Performance Indicators:

(Do not rate individual indicators. These are only listed to help you think about the standard.)

The superintendent:

- 1.1 Collaboratively develops and implements a shared vision and mission;
- 1.2 Collects and uses data to identify goals, assess organizational effectiveness | and promote organizational learning;
- 1.3 Creates and implements plans to achieve goals;
- 1.4 Promotes continuous and sustainable improvement;
- 1.5 Monitors and evaluates progress and revises plans.

Ineffective	Developing	Effective	Accomplished
<p>Little or no evidence exists of an organizational vision implemented in the work of the ESD programs.</p> <p>Actions, staffing and resources have little connection to a vision.</p> <p>It is difficult to know what the organization stands for.</p>	<p>References the organizational vision and is beginning to develop a plan for aligning resources, actions and staffing to that vision.</p> <p>Is engaged in learning and occasionally incorporates innovative ideas to support the vision.</p>	<p>Articulates the vision of the organization in writing and speech.</p> <p>Works to create alignment within actions, staffing and resources designed to enroll all stakeholders in the vision.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the organization.</p> <p>The organizational vision is focused on student learning and service to component districts.</p>	<p>Articulates a clear and coherent vision for the organization through words and actions.</p> <p>Exhibits the disposition of a learner, practices and applies new learning to further the mission of the organization.</p> <p>Leadership actions, staffing and resources are clearly aligned to invest in the accomplishment of the vision.</p> <p>The vision is lively and evident in the culture, focused on student learning and articulates the excellence that distinguishes student performances throughout the organization.</p>

Summary Rating — Standard 1:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 2: POLICY AND GOVERNANCE

The superintendent works with the board to identify, prioritize and follow policies and governance procedures that maximize the goal of ensuring a high-quality education for every student. The superintendent follows and enforces policies with fidelity and equity, promoting transparency, trust and organizational fairness. The superintendent values the importance of a healthy working relationship with the board and enlists the board's support for organizational goals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 2.1 Understands and articulates the system of public school governance and differentiates between policy-making and administrative roles;
- 2.2 Establishes procedures for superintendent/board interpersonal and working relationships;
- 2.3 Understands and interprets the role of federal, state and regional governments, policies and politics and their relationships to local districts and schools;
- 2.4 Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.

Ineffective	Developing	Effective	Accomplished
Not engaged in work related to policies.	Engages minimally in policy work.	Fully engaged in policy work.	Develops an exemplary system of policy consideration and revision.
Does not enforce organization policies.	Unevenly or inequitably enforces policies.	Appropriately and equitably enforces policies.	The organization takes pride in the equitable enforcement of organization policies.
Behavior indicates a lack of value in a healthy working relationship with the board.	Occasionally demonstrates behavior indicating a value of a healthy working relationship with the board.	Demonstrates reasonable value of a healthy working relationship with the board.	Proactively and effectively engages the board in the work of advancing organizational goals.
Does not engage the board in the work of advancing organizational goals.	Unevenly engages the board in the work of advancing organizational goals.	Effectively engages the board in the work of advancing organizational goals.	

Summary Rating — Standard 2:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 3: COMMUNICATIONS AND COMMUNITY RELATIONS

This standard emphasizes the skills necessary to establish effective two-way communications with districts, staff, other stakeholders and the community including, beneficial relationships with the media and legislators. It also stresses responding to community feedback and building community support for the agency among the constituent districts.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 3.1 Develops formal and informal techniques to gain external perceptions of the ESD;
- 3.2 Demonstrates effective communication skills (written, verbal and non-verbal contexts, formal and informal settings, large and small group and one-on-one environments);
- 3.3 Promotes involvement of all stakeholders to fully participate in the process of service provision;
- 3.4 Establishes effective relations with our component districts, business partners and stakeholders;
- 3.5 Understands the role of media in shaping and forming opinions as well as how to work with the media;
- 3.6 Effectively communicates the role of the ESD as a business serving component school districts.

Ineffective	Developing	Effective	Accomplished
<p>Ineffective in communication with component school districts, staff, parents and students.</p> <p>Component districts, staff and students feel undermined by the lack of leadership in the school.</p> <p>Not aware of the undercurrents with staff or the organizational environment.</p>	<p>Advocates for some component districts, staff, students and families.</p> <p>Stakeholders frequently feel out of the loop.</p> <p>Many staff members do not feel positive about organizational leadership.</p> <p>Staff and students do not feel stimulated to do their best work.</p>	<p>Keeps component districts, staff, students and parents informed on a regular basis.</p> <p>Communication with individuals and groups is clear and effective.</p> <p>Most staff and students identify positively with organizational leadership.</p>	<p>Communicates key information to all stakeholders in an appropriate and timely manner.</p> <p>Alert to potential issues; predicts and shares possibilities with ESD board in advance.</p> <p>Constituent groups report a positive relationship with organizational leadership.</p>

Summary Rating – Standard 3:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 4: EFFECTIVE MANAGEMENT

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by ensuring management of the organization, operation and resources for a safe, efficient and effective learning environment.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 4.1 Monitors and evaluates the management of operational systems;
- 4.2 Obtains, allocates, aligns and efficiently uses human, fiscal and technological resources;
- 4.3 Promotes and protects the welfare and safety of students and staff;
- 4.4 Develops the capacity for adaptive leadership;
- 4.5 Ensures teacher and organizational time is focused to support quality instruction/student learning.

Ineffective	Developing	Effective	Accomplished
<p>Management of the organization's operations is poor or non-existent.</p> <p>The organization is disorderly, disorganized and there is a feeling that the agency is "out of control."</p> <p>Budget guidelines are not adhered to and/or the budget is not related to a vision for the organization.</p>	<p>Expectations for staff and students are inconsistent and not well known.</p> <p>The daily operating procedures are occasionally followed but are frequently changed.</p> <p>The budget does not support the organization's priorities and budget category limits are not always followed.</p>	<p>Establishes a clear set of operating procedures for effective operation of the organization.</p> <p>Students and staff are held accountable for their performance and conduct.</p> <p>The annual budget is adhered to with only approved variances.</p>	<p>Establishes a clear set of standard operating procedures and routines that exemplify the organization's vision and values and maximize the opportunity for each student's learning.</p> <p>Students and staff can articulate expectations and are inspired to strive for excellence in conduct and performance.</p> <p>Students and staff hold each other accountable for high-quality performance.</p> <p>Develops and manages a budget that maximizes the learning goals of the ESD.</p>

Summary Rating — Standard 4:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 5: RESOURCE MANAGEMENT

The superintendent effectively organizes and manages operational aspects of the organization including finance, human resources, food services, transportation, maintenance and facilities so that students can attend and learn in quality environments staffed by quality professionals.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 5.1 Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development;
- 5.2 Identifies and applies appropriate polices, criteria and processes for the recruitment, selection, induction, compensation and separation of personnel with attention to issues of equity and diversity;
- 5.3 Makes sound fiscal decisions, in line with the organization’s strategic goals, and establishes clear and transparent systems of fiscal control and accountability.

Ineffective	Developing	Effective	Accomplished
Does not effectively manage or appropriately staff operational aspects of the organization, resulting in inferior quality and/or unsafe services for staff and students. Irresponsibly and imprudently manages the fiscal aspects of the organization.	Unevenly manages and staffs the operational aspects of the organization, resulting in situations where inferior quality learning environments and/or unsafe situations arise for staff and students. Makes avoidable errors in fiscally managing the organization and the organization has inconsistent fiscal lines of control and accountability.	Puts in place systems and staff so that environments are conducive to learning and are consistently safe. Makes sound fiscal decisions in line with the organization’s strategic goals and establishes clear and transparent systems of fiscal control and accountability.	Puts in place systems that create environments that inspire learning and that are highly reliably safe. Makes quality fiscal decisions in line with the organization’s strategic goals that are innovative and forward thinking. Clear and transparent systems of financial control and accountability are universally followed.

Summary Rating — Standard 5:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 6: LABOR RELATIONS

This performance standard requires the superintendent to provide technical advice to the board during labor negotiations, and/or to keep the board apprised of negotiation status, to understand and effectively administer negotiated labor contracts and to keep abreast of legislative changes affecting the collective bargaining process.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 6.1 Develops bargaining strategies based upon collective bargaining laws and processes;
- 6.2 Identifies contract language issues and proposes modifications;
- 6.3 Participates in the collective bargaining processes as appropriate;
- 6.4 Establishes productive relationships with bargaining groups while managing contracts effectively.

Ineffective	Developing	Effective	Accomplished
Is antagonistic toward union leadership; doesn't work to improve relations.	Accepts that collective bargaining is a necessary and difficult process. Works to make the best of it.	Is proactive in sharing information and purposely avoids conflict.	Actively seeks to improve the bargaining experience through mutual training, trust and sharing of information.

Summary Rating – Standard 6:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Standard 7: ETHICAL LEADERSHIP

The superintendent integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness and in an ethical manner.

Performance Indicators:

(Do not rate individual indicators. These are listed only to help you think about the standard.)

The superintendent:

- 7.1 Ensures a system of accountability for every student’s academic and social success;
- 7.2 Models principles of self-awareness, reflective practice, transparency and ethical behavior;
- 7.3 Safeguards the values of democracy, equity and diversity;
- 7.4 Promotes social justice and ensures that individual student needs inform all aspects of schooling.

Ineffective	Developing	Effective	Accomplished
<p>Actions and intention are not always grounded in shared organizational values.</p> <p>Has demonstrated inconsistent or unethical behavior and does not always stand by his/her word.</p> <p>Is not self-aware and does not reflect on his/her practice.</p>	<p>Actions and intentions are not always clear and transparent.</p> <p>Fairness to stakeholders is frequently raised as an issue.</p> <p>Reflects on practice but does not always implement changes from that learning.</p>	<p>Treats all stakeholders fairly and shows respect at all times.</p> <p>Is grounded in shared organizational values for how to do the work of leadership and learning.</p> <p>Acts to support all stakeholders to raise academic rigor while simultaneously closing opportunity gaps.</p> <p>Demonstrates self-awareness and uses reflection to improve practice.</p>	<p>Operates with an ethic of excellence and is grounded in shared organizational values for how to do the work of leadership and learning.</p> <p>Values are demonstrated each day as all stakeholders experience deep respect, as complex decisions are made with integrity, kindness, compassion and courage.</p> <p>Works for equity and social justice by raising rigor for all and simultaneously closing opportunity gaps.</p> <p>Demonstrates a high level of self-awareness and regularly reflects on practice to improve.</p>

Summary Rating — Standard 7:

(check one)

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

ESD SUPERINTENDENT EVALUATION FORMS

Part 2: Goals

Instructions

Part of the superintendent's job is to guide the ESD toward successful completion of goals as adopted by the board of directors and to report progress toward goal attainment on a regular, prescribed periodic basis.

1. Attached are forms to be completed by each board member rating the superintendent's performance in meeting the goals agreed to by the superintendent and the board at the beginning of the year. Each goal statement needs to be inserted into a separate form before the forms are distributed.
2. Each board member should rate the performance level for each goal.
3. Comments supporting the rating will be helpful during the board discussion for preparation of a summary evaluation form.
4. Board members should bring their forms to the executive session to use as their notes for discussion.
5. The board will meet in executive session to discuss the results and prepare a summary evaluation form representing the consensus of the board.
6. The superintendent will be presented with one final summary report from the full board, not the individual evaluations. **It is important that the board speak with one voice in evaluating the superintendent.**

Goal Statement 1:

The superintendent's performance:

Summary Rating — Goal 1: *(check one)*

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Goal Statement 2:

The superintendent's performance:

Summary Rating — Goal 2: *(check one)*

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

Goal Statement 3:

The superintendent's performance:

Summary Rating — Goal 3: *(check one)*

- 1 INEFFECTIVE _____
- 2 DEVELOPING _____
- 3 EFFECTIVE _____
- 4 ACCOMPLISHED _____

Comments:

BOARD RATINGS SUMMARY FORMS

Part 1 & 2: Performance Standards and Goals

Instructions

This summary section is to be used to compile individual board member responses. The board members should meet in executive session to discuss their individual input and prepare composite results. Once board members have met and agreed on the ratings and comments to be presented to the superintendent, the same forms can be used as the final evaluation document for Part 1. It is important that board members reach consensus and speak with one voice for the final evaluation of the superintendent.

Sample Computation

	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Average Rating
Part 1 Standards						
Visionary Leadership	3	4	4	3	4	3.6
Policy and Governance	3	4	3	3	4	3.4
Communications and Community Relations	4	4	4	4	4	4.0
Effective Management	4	3	4	3	4	3.6
Resource Management	4	4	4	4	4	4.0
Labor Relations	2	3	3	3	3	2.8
Ethical Leadership	3	3	4	3	4	3.4

Part 2 Goals

Goal 1	3	3	3	4	4	3.4
Goal 2	3	4	4	3	4	3.6
Goal 3	4	4	4	4	4	4.0

Recommended grading:

SCORES BETWEEN:	GRADE
3.5 - 4.0	Accomplished
2.5 - 3.4	Effective
1.5 - 2.4	Developing
0.0 - 1.4	Ineffective

EVALUATION FORMS

Part 3: 360-Degree Evaluation

Instructions for Board and Superintendent

The 360-degree evaluation is a superintendent- or board-led part of the evaluation process that asks constituents for input leading to appropriate professional development and changes in interpersonal and administrative methods. The superintendent and/or board should design the questions and collate and summarize responses. The purpose of the 360-degree evaluation is to give the superintendent/board additional information to be considered in the evaluation process.

Suggested evaluators are: teachers, administrators, component district staff/administrators, parents, support staff and other community members with whom the superintendent regularly interacts. Multiple evaluators reflect the collective wisdom of groups who work for or with the superintendent. The evaluation provides a variety of stakeholders an opportunity to voice their understanding of how the top educational leader is performing.

Use appropriate Standards and Goals for component districts, administration and staff.

STEPS FOR THE SUPERINTENDENT AND/OR BOARD:

Step 1:

Identify the questions to be asked of evaluators or the goals/competencies to be evaluated.

Suggested questions:

1. Goal #__ for the superintendent and agency is (fill in goal). How has the superintendent done in leading the organization toward reaching this goal?
2. What is working well with regard to the superintendent's role in our organization? Please list specific examples.
3. What areas offer room for improvement? Please list specific examples.
4. Has the superintendent effectively communicated with members of the organization and/or component districts this year?
5. Are stakeholder expectations of the superintendent being met?

Step 2:

Select the evaluation respondents. The evaluators should represent all constituent groups: Administrators, teachers, staff members, component school districts, parents and community members. The number of respondents should be high enough to give fair representation to all groups. Responses should be anonymous.

Step 3:

Distribute the 360-degree survey to the respondents with instructions and a date for return of the materials.

Step 4:

Analyze the data from the respondents and create the final report to be shared by the superintendent with the school board or from the board to the superintendent.

Step 5:

Develop an action plan to improve on successes and address concerns raised from the 360-degree survey responses.

EVALUATION FORMS

Part 3: 360-Degree Evaluation

You have been selected to participate in a “360-degree evaluation” of the superintendent of schools. This evaluation will be read and tabulated by the superintendent. It is intended to help the superintendent assess his or her own performance, strengths and weakness, and topics for professional development. The questions and participants in the evaluation were selected by the superintendent.

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 1:

The superintendent's performance:

- 1 INEFFECTIVE
 - 2 DEVELOPING
 - 3 EFFECTIVE
 - 4 ACCOMPLISHED
-

Explanation of your rating, examples:

EVALUATION FORMS

Part 3: 360-Degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 2:

The superintendent's performance:

- 1 INEFFECTIVE
 - 2 DEVELOPING
 - 3 EFFECTIVE
 - 4 ACCOMPLISHED
-

Explanation of your rating, examples:

EVALUATION FORMS

Part 3: 360-Degree Evaluation

Please provide a rating AND an explanation of your rating, citing specific examples.

Question 3:

The superintendent's performance:

- 1 INEFFECTIVE
 - 2 DEVELOPING
 - 3 EFFECTIVE
 - 4 ACCOMPLISHED
-

Explanation of your rating, examples:

SAMPLE: EVALUATION SUMMARY

Below is a sample Summary of Superintendent's Annual Evaluation by the Education Service District Board summary of a board's evaluation of its superintendent.

The board of directors of the ESD has completed the annual evaluation of Superintendent Sample for 200_. The past year has been a positive one (or a challenging one) for education in our ESD. All five school board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on: 1) professional standards 2) the goals for the organization set by the board and superintendent last year and 3) a 360-degree review of the superintendent's performance by a representative group of the component districts and community.

In the areas of the professional standards, we have determined that Superintendent Sample's performance was excellent in the areas of leadership, communications and community relations, and organizational management. The board felt his performance was outstanding in the areas of policy and governance and labor relations. Human resources management and values and ethics of leadership all received a rating of good.

The board determined that Superintendent Sample has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the agency's policies. His success at achieving the goal of improving staff morale and retaining professional staff was rated good. The achievement of success in meeting the third goal, to improve staff and community communications, was also rated good.

Superintendent Sample chose to distribute a 360-degree evaluation to members of the component district's administration, staff and community for feedback on his performance. He has shared with us the results of that feedback, which reflects that staff morale has improved and that significant policy updates have been well received. He also shared with us his desire to further improve staff morale and focus on bringing the community together in support of the schools and ESD.

We will be working with Superintendent Sample over the next several weeks to develop goals for our organization and look forward to working together to make our ESD successful.

GOAL-SETTING WORKSHEET

Goal Statement:

Action Steps	Timeline	Estimated Resources	Who is responsible?
1.			

2.

3

4.

Evaluation Plan: Communication Plan:

PERTINENT OREGON REVISED STATUTES (ORS)

ORS 192.660 Executive sessions permitted on certain matters

ORS 192.610 (Definitions for ORS 192.610 to 192.690) to 192.690 (Exceptions to ORS 192.610 to 192.690) do not prevent the governing body of a public body from holding executive session during a regular, special or emergency meeting, after the presiding officer has identified the authorization under ORS 192.610 (Definitions for ORS 192.610 to 192.690) to 192.690 (Exceptions to ORS 192.610 to 192.690) for holding the executive session.

(2) The governing body of a public body may hold an executive session: ...

(i) To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. ...

(8) A governing body may not use an executive session for purposes of evaluating a chief executive officer or other officer, employee or staff member to conduct a general evaluation of an agency goal, objective or operation or any directive to personnel concerning agency goals, objectives, operations or programs. ...

ORS 334.175 Core Services

(1) An education service district shall provide regionalized core services to component school districts. The goals of these services are to:

(a) Assist component school districts in meeting the requirements of state and federal law;

(b) Improve student learning;

(c) Enhance the quality of instruction provided to students;

(d) Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and

(e) Maximize operational and fiscal efficiencies for component school districts.

(2) The services provided by an education service district shall be provided according to a local service plan developed by the education service district and component school districts. The education service district and component school districts shall develop the local service plan to meet the goals specified in subsection (1) of this section. The local service plan must include services in at least the following areas:

(a) Programs for children with special needs, including but not limited to special education services and services for at-risk students.

(b) Technology support for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services and distance learning.

(c) School improvement services for component school districts, including but not limited to:

(A) Services designed to support component school districts in meeting the requirements of state and federal law;

(B) Services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts;

(C) Services designed to support and facilitate continuous school improvement planning;

(D) Services designed to address schoolwide behavior and climate issues; and

(E) Services designed to support career and technical education.

(d) Administrative and support services for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents or legal guardians pursuant to [ORS 339.035 \(Teaching by private teacher, parent or guardian\)](#).

(e) Other services that an education service district is required to provide by state or federal law, including but not limited to services required under [ORS 339.005 \(Definition for ORS 339.040 and 339.125\)](#) to [339.090 \(Determination of compliance\)](#).

(3) In addition to the services specified in subsection (2) of this section, a local service plan may include other services that are designed to meet regional needs.

(4) A local service plan shall also contain annual performance measures for the education service district.

(5) A local service plan must:

(a) Be adopted by the board of the education service district.

(b) After being adopted by the board of the education service district, be approved on or before March 1 by resolution of two-thirds of the component school districts that are a part of the education service district and that have at least a majority of the pupils included in the average daily membership of the education service district, as determined by the reports of such school districts for the preceding year, enrolled in the schools of the school districts.

(6) Notwithstanding the process for approval and adoption required by subsection (5) of this section, if the component school districts approve an amendment to a local service

plan pursuant to subsection (5)(b) of this section, the board of an education service district may amend a local service plan that has been previously adopted by the board and approved by the component school districts. An amendment to a local service plan may be done at any time.

(7) If a component school district determines that a local service plan, or the provision of services under a local service plan, does not meet the service needs of the component school district, the component school district may contract with a public entity for the provision of services.

(8) An education service district may provide the services required by the local service plan directly through the staff of the district. In addition, an education service district may provide services required by the local service plan through the operation of a public school, a public charter school pursuant to [ORS chapter 338](#), an alternative school or a preschool.

(9) An education service district may provide the services required by the local service plan in cooperation with another education service district or with a school district. In addition, an education service district may contract with a public or private entity for the provision of services.

ORS 334.005 Mission

The mission of education service districts is to assist school districts and the Department of Education in achieving Oregon's educational goals by providing equitable, high-quality, cost-effective and locally responsive educational services at a regional level.

(2) An education service district plays a key role in:

- (a) Ensuring an equitable and excellent education for all children in the state;
- (b) Implementing the Oregon Educational Act for the 21st Century;
- (c) Fostering the attainment of high standards of performance by all students in Oregon's public schools; and
- (d) Facilitating interorganizational coordination and cooperation among educational, social service, health care and employment training agencies.

(3) An education service district's role is one of leadership and service. Education service districts shall maintain the distinction between their role as service organizations and the regulatory role of the Department of Education and other state agencies.

(4) To ensure that an education service district is locally responsive, an education service district shall provide:

- (a) Opportunities for component school districts to participate in decisions about the services that are offered by the education service district; and
- (b) A variety of flexible service delivery models.

(5) An education service district shall remain accountable to:

- (a) The public at large;
- (b) The component school districts; and
- (c) The State Board of Education.

ORS 342.513 Renewal or nonrenewal of contracts for following year

(1) Each district school board shall give written notice of the renewal or nonrenewal of the contract for the following school year by March 15 of each year to all teachers and administrators in its employ who are not contract teachers as defined in [ORS 342.815 \(Definitions for ORS 342.805 to 342.937\)](#). In case the district school board does not renew the contract, the material reason therefor shall, at the request of the teacher or administrator, be included in the records of the school district, and the board shall furnish a statement of the reason for nonrenewal to the teacher or administrator. If any district school board fails to give such notice by March 15, the contract shall be considered renewed for the following school year at a salary not less than that being received at the time of renewal. The teacher or administrator may bring an action of mandamus to compel the district school board to issue such a contract for the following school year.

(2) This section is not effective unless teachers or administrators notify the board in writing on or before April 15 of acceptance or rejection of the position for the following school year.

ORS 342.120(1)

"Administrator" includes but is not limited to all superintendents, assistant superintendents, principals and academic program directors in public schools or education service districts who have direct responsibility for supervision or evaluation of licensed teachers and who are compensated for their services from public funds.

Oregon School Boards Association Selected ESD Sample Policy

Code: **CBG**

Adopted:

Evaluation of the Superintendent

The Board will formally evaluate the superintendent's job performance at least once each year. The evaluation will be based on the administrative job description, any applicable standards of performance, Board policy and progress in attaining any goals for the year established by the superintendent and/or the Board.

Additional criteria for the evaluation, if any, will be developed at a public Board meeting prior to conducting the evaluation. The superintendent will be notified of the additional criteria prior to the evaluation.

The Board's discussion and conferences with and about the superintendent and his/her performance will be conducted in executive session, unless the superintendent requests a session open to the public. Such an executive session will not include a general evaluation of any ESD goal, objective or operation. Results of the superintendent's evaluation will be written and placed in the superintendent's personnel file.

At the Board's discretion, it may notify the superintendent in writing of specific areas to be remedied, and the superintendent may be given an opportunity to correct the problem(s). Where the Board provided written notice pursuant to the prior sentence, if the Board determines the superintendent's performance remains unsatisfactory, the Board may dismiss or non-renew the superintendent pursuant to Board policy, the superintendent's employment contract and state law and rules. In those situations where the superintendent's employment contract includes an evaluation, dismissal or non-renewal provision, it shall take precedent over this policy.

END OF POLICY

Legal Reference(s):

[ORS 192.660\(2\), \(8\)](#)

[ORS 332.107](#)

[ORS 332.505](#)

[ORS 342.513](#)

[ORS 342.815](#)

[OAR 581-022-1720](#)

Hanson v. Culver Sch. Dist. (FDAB 1975).

CONTACT

OREGON SCHOOL BOARDS ASSOCIATION

1201 Court Street NE, Suite 400 | Salem, OR 97301

503-588-2800 | 1-800-578-OSBA

FAX 503-588-2813

OSBA.ORG



Lane Education Service District Administrative Rule

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

Board Advisor and Liaison

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

Community Advisor

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

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

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

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

Superintendents' Council Advisor

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

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

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

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

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

Board Member Liaisons From Component School Districts

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

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

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

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

September 6, 2022 Board Report

Human Resources:

~ Number 1 Priority: *Hiring Campaign!*

In August, the Board Report focused on talent acquisition with twenty-five (25) IA vacancies forecasted in the pipeline based on known vacancies and historic resignation patterns before the start of school. Success depended mainly on our ability to recruit from all corners of Lane County. Currently, Sue Mathisen, Executive Director of Special Education, reports 8 IA vacancies. These vacancies also included staff vacancies from approved FMLA and other approved leaves. They Vacancies will be covered by EDUStaff daily subs and newly onboarded Maxum Subs until regular staff can be hired.

~ Television Advertising/Social Media (Hr Vendor Funded)

LESD started an aggressive and targeted television and digital media campaign to reach over ninety percent of the county. This Campaign included investing in purchasing air time to directly contact households watching traditional broadcasted, satellite, or cable tv.

Two separate commercials are running. One is specific to KEZI.com's "We're Hiring" Virtual Job Fair. This Campaign features photos of students and staff celebrating our vibrant and inclusive programs. The other was produced on our main campus and featured fifteen staff members and one staff member's voiceover.

The second part of our recruitment campaign included digital targeting for viewers who stream their tv services, such as participating on a paid service like ROKU, Apple TV, or a platform like Samsung. The digital platform also provides exposure to visitors to KVAL 13, KPIC 41, and KCBY11, websites that average 1.6 million pageviews a month and over 400,00 users visiting the website for their news and 390,000 screen views from their News App users.

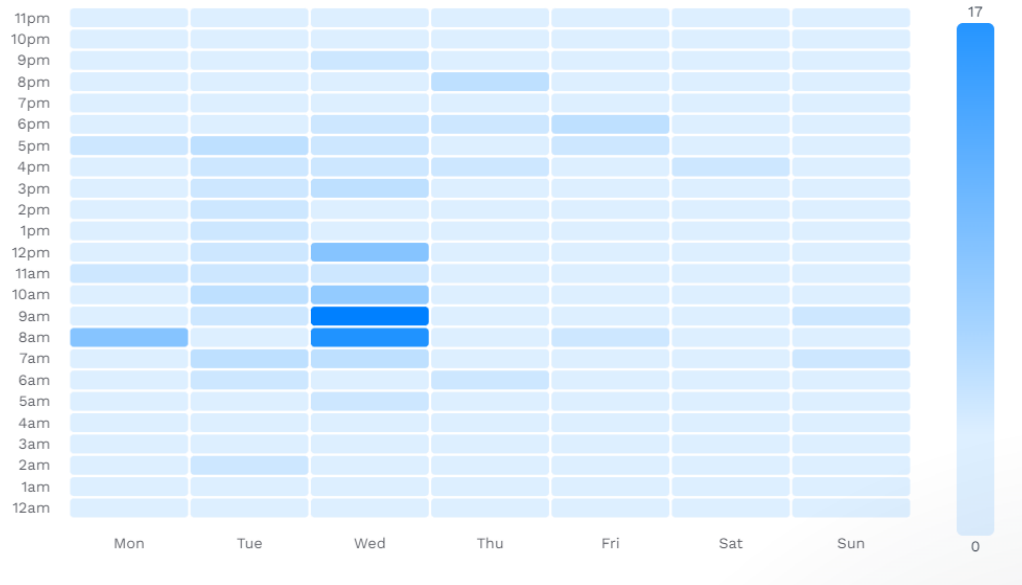
~ Development of branded QRCode



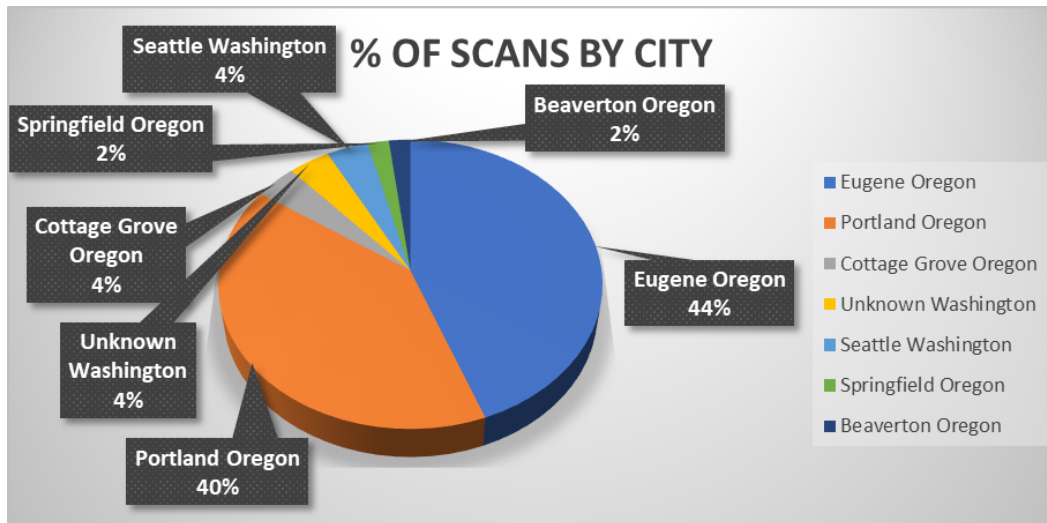
The QR code was added to the two commercials. The QR code brings the viewer directly to the www.LESDJOBS.com webpage when scanned. Since August 2, 2022, we have received 108 scans from 89 separate users who were all driven to the lesdjobs.com webpage.

The darker the shade of blue to higher the number of QR scans per day. The most increased scanning activity by times and days were: 1st - Wednesdays at 9:00 am, 2nd - Wednesdays at 8:00 am, and 3rd - Tuesdays at 3:00 pm. This information is essential to consider any advertisement dollars' future return on investments.

Scans by Time of Day



The QR code also provides us with analytics regarding scans of the QR code by city. The top cities in descending order: are Eugene, 54.6%, Portland 22.2%, Springfield, 5.6%, Cottage Grove, 2.8%, Seattle 2.8%, Florence, 1.9%, Creswell, 1.9%, and Beaverton, 0.9%.



~ Revitalization of the Employee Referral Program

On Wednesday, August 31, LESD officially kicked off the refreshed Employee Referral Program. This program is part of the recruitment/referral bonus program implemented in October 2021 through an MOU. The referral bonus program is scheduled to be reevaluated in April 2023 to determine its effectiveness and to see if the program will sunset in June 2023 with the MOU.



~ Direct Mail to known K households

This project has been tabled.

~ New Hire Orientation/Retention Efforts

New Staff Orientation was held at LESD's main campus on Monday, August 22, 2022, with 90 new and new staff being welcomed back. The superintendent, leadership, managers, and current staff made the event a team effort to welcome staff as they came onto the property and remained throughout the day.





Julie Simmonds <jsimmonds@lesd.k12.or.us>

board member report, rose wilde

1 message

Rose Wilde <rwilde@lesd.k12.or.us>

Sun, Sep 4, 2022 at 8:36 AM

To: Julie Simmonds <jsimmonds@lesd.k12.or.us>, Tony Scurto <tscurto@lesd.k12.or.us>, Linda Hamilton <lhamilton@lesd.k12.or.us>

Good morning,

This month I attended 2 LESD events:

1) Constructing a Brighter Future Celebration - A wonderful event celebrating the collaboration of all 16 school districts, LESD, two housing organizations - Square One and Everyone Village, LCC, UO, Workforce Lane, ODE and others to build small/tiny houses while teaching students professional construction skills. Great turnout and positive feedback!

2) Lane ESD all staff kickoff - afternoon session. I enjoyed connecting with the IAs (Kylie, Tyler, and Jeffery) who joined our table during the equity session with special education department and all the great goodies! Kudos to Annie especially for her high energy and inclusive leadership.

Training:

I completed the required training for child abuse reporting.

I facilitated two Community Conversations about equity and envisioning a different future with staff and volunteers from 90by30 (UO program).

Board work:

I met with Carlos Sequeira and Nora Kent to draft a proposal for a board resolution including a Land Acknowledgement (and followed up with Nora Kent to draft the statement and action plan).

CTE Kickoff

I attended the Constructing a Brighter Future kickoff event on Wednesday, September 24th at Lane Community College. Shareen Vogel, CTE Regional Coordinator from Lane ESD facilitated the event.

The Constructing a Brighter Future project has partnerships between Lane ESD, Lane Community College, Lane Workforce and a private construction firm. CTE construction classes throughout Lane county will build transitional housing to be used in Square One Villages. Recently Superintendent Sue Wilson (and Student Success director) partnered with Siuslaw High School to bring their classes to the Mapleton High School .

Shareen facilitated a very exciting, successful event, complete with speakers– LCC President Stephanie Bulger, Lane ESD CTE Construction Trades Specialist Lee Kounovsky, and Superintendent Tony Scurto to name a few.



Julie Simmonds <jsimmonds@lesd.k12.or.us>

Board Report

1 message

Vanessa Truett <vtruett@lesd.k12.or.us>
To: Julie Simmonds <jsimmonds@lesd.k12.or.us>

Tue, Sep 6, 2022 at 9:07 AM

I write this letter as someone who cares deeply for the Lane ESD community, its work, its people. It is coming from a sincere place, with kind intentions.

For the first time in my adult life, after over 8 years of service, I've begun to feel like I belong. The work of drafting an equity plan has filled me with hope and excitement. I know most people felt the same way. The process has been filled with a great deal of community support and we've started building trust as an organization as it aligns to equity work within the community at large. I look forward to more work.

I was able to attend the Welcoming Event last week at Venue 242. I was so excited to attend and see all the new staff and hear the speakers. Walking across the parking lot the venue looked amazing, people were greeted with smiles and given goody bags and ushered in. The energy in the room was palpable.

I typically have hard times in crowds but I was motivated to see our organization in action. To be there and be part of it. A lot of thought and care was put into this by so many people. It was beautiful..

As time went on that morning, I could feel the energy changing.

I openly gasped during one of the presentations, and saw the look of shock and hurt on some of the crowd. I looked for our new and veteran Beloved staff, because I was concerned. My heart dropped. I could see the harm. Within 20 minutes we let people know there was no belonging.

I read the concerns of the Affinity group and I saw the same things as described in their letter. Actually, that's not quite true. *I saw things that made me concerned for our staff, the staff saw things that made them concerned for their safety.* I also missed the Bingo challenge, because well, I am a white board member. It didn't even enter my mind. That's how microaggressions happen. It doesn't affect us, it's not on our radar.

As everyone knows, recruitment is nothing without retention. Unfortunately, making it to recruitment depends on the community's perception of an organization. The work that our organization does externally is directly connected to our internal culture. It can either build credibility and trust or undermine our stated values. We must do more to investigate the effects of our actions on BIPOC, disabled, economically disadvantaged, and LGBTQA staff.

At the most basic level, this generation has told us, they don't actually need our jobs. They believe fiercely in justice and they structure their lives to live this out authentically. Times have changed, in every industry, and we must adapt. The future of this organization depends on this.

If we can believe that everyone has the best intentions, then we can address the problematic issues directly and openly discuss the harm. Looking at our goals and the missteps, I see an immediate need for restorative justice. It's time sensitive and we are very close to losing even more staff. We all make mistakes, it's how we correct them that speaks to our integrity.

I want to be part of a Beloved community. That is done through relationships. Relationships that work through things when it's difficult. When it's new. When it's scary. Even when we do everything else right, when harm is done, we face it. I would like to face it. I would like to repair harm. An event that was designed to bring us together, is one we must recover from. Harm is part of life, how we respond will let people know if they are truly part of our Beloved community.