

<b>LANE EDUCATION SERVICE DISTRICT</b>	<b>BOARD MEETING</b>
1200 Hwy 99 N	Tuesday, February 7, 2023
Eugene, Oregon 97402	Regular Meeting: 6:00 PM

**LANE ESD BOARD MEETING  
AGENDA**

Tuesday, February 7, 2023

1. Call Work Session to Order

Board Chair

A. Board Development: Managing Meeting Disruptions

At the November OSBA Convention, one session focused on Public Comment and Meeting Disruptions. The Board will discuss strategies to ensure Board member safety while dealing with meeting disruptions.

Lane ESD Board of Directors

ManagingMeetingDisruptions-rev-Aug-2021 17

B. Land Acknowledgement

The Board will discuss progress on developing a land acknowledgement. The subcommittee assigned to developing a draft has worked with key staff and recommends the board to write individual statements first, then compare and identify common themes to align into one board statement and an action plan for the board's ongoing decolonization processes.

Director Wilde discovered a group that consults with educational, arts, and cultural organizations on this topic - <http://liveoaknative.com/>

Lane ESD Board of Directors

2. Call Regular Meeting To Order

Board Chair

Equity\_Lens\_FNL (1) (8)\_Page\_1 19

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 will acknowledge receipt of public comment from staff person, Lake, related to policy or agency guidance.

Note regarding public comment:

Beginning with the COVID19 pandemic, Lane ESD Board of Directors meetings are streamed electronically. All members of the public are allowed an opportunity to address the Board on topics either on, or not on, the agenda. Emails from community members who would like to comment on non-agenda items will be read into record at the designated time during the meeting. Emails must contain the community member's name, address, and material that can be read within the three minute time limit. Public Comment ***received by 9:00 a.m.*** on the day of the meeting will be entered into the agenda. Emails should be addressed to [supt-office@lesd.k12.or.us](mailto:supt-office@lesd.k12.or.us).

Board Policy BDDH - Public Comment	20
5. Agenda Review	
Board Chair	
6. Presentation: Career Technical Education Month	
Shareen Vogel	
CTE-map-22.23	23
CTE_Board Presentation_2023	30
7. 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. Human Resource Report, dated February 1, 2023

Board Chair

Hrrpt 2-1-2023 43

B. Accept Financial Report

The Board of Directors will review and approve the January 2023 Financial Report.

Board Chair

01-31-23 Board report - ESD 45

C. Career Technical Education Month Declaration

**WHEREAS:** February 1-28, 2023, has been designated Career and Technical Education Month<sup>®</sup> by the Association for Career and Technical Education; and  
**WHEREAS:** career and technical education offers students the opportunity to gain the academic, technical and employability skills necessary for true career readiness

**WHEREAS:** students in career and technical education programs participate in authentic, meaningful experiences that improve the quality of their education and increase their engagement and achievement; and

**WHEREAS:** career and technical education provides students with career exploration opportunities earlier in their educational experience, which enables them to make informed and beneficial decisions about their academic coursework and pursue established programs of study and career pathways; and

**WHEREAS:** leaders from business and industry nationwide report increasing challenges related to addressing the skills gap and connecting qualified professionals with available careers in critical and growing CTE-related fields, including healthcare, energy, advanced manufacturing, cybersecurity and information technology; and

**WHEREAS:** career and technical education prepares students for these and other fulfilling careers by offering integrated programs of study that link secondary and postsecondary education and lead to the attainment of industry-recognized credentials; and

**WHEREAS:** career and technical education programs ensure that employers have access to a qualified and thriving workforce, ensuring America is a strong and competitive economy;

**NOW THEREFORE, BE IT RESOLVED** that the Board of Directors of Lane ESD do hereby proclaim February 1-28, 2023, as

**Career and Technical Education Month**

and urge all citizens to become familiar with the services and benefits offered by the career and technical education programs in this community and to support and participate in these programs to enhance their individual skills and productivity.

Superintendent Scurto, Board Chair

D. Black History Month Declaration

Resolution Declaring February As Black History Month.

**WHEREAS,** in 1915, Dr. Carter Godwin Woodson, noted Black scholar and son of former slaves, founded the Association for the Study of African American Life and History and initiated Black History Week on February 12, 1926; and

**WHEREAS,** in 1976 President Gerald Ford made Black History Month a national observance; and the second week of February coincides with the birthdays of Abraham Lincoln and Frederick Douglass; and the event inspired schools and communities nationwide to organize local celebrations, establish history clubs, and host performances and lectures; and

**WHEREAS,** during Black History Month we celebrate the many achievements and contributions made by Black Americans to Oregon and the United States' economic, cultural, spiritual, and political development and honor the memory of the millions of enslaved Africans who died during the Transatlantic Slave Trade; and

**WHEREAS,** while the observance of Black History Month calls for our community's attention to the continued need to battle racism and to build a society that lives up to its democratic ideals; and

**WHEREAS,** all students need an opportunity to understand the common humanity underlying all people, to develop pride in their own cultural identity and heritage, and to respect the identity and heritage of others; and

**NOW, THEREFORE,** we, the members of the Board of Directors for the Lane Education Service District, hereby declare February 2023 to be: **Black History Month**

and we strongly encourage our staff and community to observe, recognize, and celebrate the culture, heritage and contributions of Black Americans to our country, our state, our cities, and our schools,  
By resolution of the Board of Directors this 7th day of February 2023.

Superintendent Scurto, Board Chair

E. Approve Grants

Superintendent Scurto will discuss any new grants. The Board of Directors of Lane ESD will be asked to approve the following recently awarded or submitted grants: Per Board Policy DD:

Lane ESD shall pursue federal, state or private grants or other such funds that will assist the ESD in meeting adopted Board and ESD goals.

Proposals for external funds will be submitted to the Board for evaluation and approval.

In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the Board, the superintendent is authorized to use his/her judgment in approving it for submission. The superintendent will review the proposal with the Board at its next regular meeting. The Board reserves the right to reject funds associated with any grant which has been approved.

The Board shall, before an acceptance of such funds, consider the district's obligations, expectations or encumbrances when the grant ceases.

BOLI Grant

The BOLI Future Ready Grant will support all (10) Manufacturing Programs of Study across Lane County that are at various stages of development. The BOLI Pre-Apprenticeship Certificate will enhance all these Programs of Study, creating a clear pathway with additional education, training, and work place (work-based learning) experiences for students that are directly aligned to Lane CC and our industry needs in the Manufacturing sector. The HOPE Factory project will be an 'anchor' job site for this project.

Perkins Grant for Juvenile Justice Center Programs

This Subgrant Award Notification constitutes a legal agreement between the State of Oregon, acting through its Oregon Department of Education ("Agency"), and the identified Award Recipient. The recipient of grant funds, pursuant to this agreement with the State of Oregon, shall assume sole liability for recipient's breach of the conditions of the grant, and shall, upon

recipient's breach of grant conditions that causes or requires the State of Oregon to return funds to the grantor, hold harmless and indemnify the State of Oregon for an amount equal to the funds which the State of Oregon is required to pay to grantor.

Superintendent Scurto

BOLI Grant - Career Technical Education 46

YCEP-JDEP Perkins award 49

#### F. Policy Updates: Approve Policy Updates

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

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

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

The following policies are submitted for second read:

Superintendent Tony Scurto

#### 1. BBBA: Board Member Qualifications

##### Summary

The revisions to BBBA are made to better align with the criteria stated in statute and in the Oregon Constitution to be an elector for a member of a school board.

##### Collective Bargaining Impact

None

Local ESD Responsibility

Revise and readopt optional policy BBBA - Board Member Qualifications if present in the Board's policy manual.

Superintendent Scurto

BBBA G1. Ready

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2. CPA - Layoff/Recall for Administrators

Summary

HB 2001 (2021) changed the laws regarding reductions in staff for teachers (including a change to the definition of teacher used by the law). Layoffs conducted by ESDs may be required to follow the new requirements.

Collective Bargaining Impact

HB 2001 applies to "contracts entered into, renewed or extended on or after" September 2021. Review any collective bargaining agreements for licensed staff to ensure compliance.

Local ESD Responsibility

Revise and readopt highly recommended policy CPA - Layoff and Recall for Administrators and amend accompanying administrative regulation.

Superintendent Scurto

CPA G1. ready

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3. GBEA - Workplace Harassment

Summary

The legal references for policy GBEA - Workplace Harassment have been updated to reflect an assigned statute number to what is House Bill 3041 (2021), which modified Oregon's definition of sexual orientation and added a definition for gender identity; these definitions apply to a host of Oregon statutes including its use in ORS 659A.370. HB 3041 is now numbered ORS 659A.370, and ORS 174.100 is the home for definitions of sexual orientation and gender identity - both used in this referenced policy.

Collective Bargaining Impact

None

Local ESD Responsibility

ESDs should update the legal references in this policy and republish.

Superintendent Scurto

GBEA G1. Ready 56

4. GCBDB/GDBDB – Early Return to Work,

Summary

The change to policy GCBDB/GDBDB - Early Return to Work is to align with Equal Employment Opportunity Commission guidance.

Collective Bargaining Impact

Review any collective bargaining agreements for consistency.

Local ESD Responsibility

If the ESD has previously adopted this highly recommended policy GCBDB/GDBDB - Early Return to Work, submit to the Board for review and readoption.

Superintendent Scurto

GCBDB\_GDBDB G1. Ready 58

5. GCQB - Research

Summary

This recommended update is just a revision of policy language and an addition to, and updates of the legal references (see policy for recommendations).

Collective Bargaining Impact

None

Local ESD Responsibility

If the ESD has this optional policy in its board policy manual, consider review, update and readoption of current policy with recommended changes. Since this policy is optional, the ESD may also decide to rescind policy if present in its policy manual.

Superintendent Scurto

GCQB Ready 59

6. IGBAF - Special Education - Individualized Education Program (IEP)

Summary

At its December 2021 meeting, the State Board of Education updated Temporary Rule OAR 581-015-2229 Individualized COVID-19 Recovery Services. The OAR required IEP teams for eligible student to make

decisions about Individualized COVID-19 Recovery Services which support the district's requirement to ensure a free appropriate public education (FAPE) to eligible students. A new section, Individualized COVID-19 Recovery Services, is added to IGBAF-AR describing the district's responsibilities and outlining notification requirements.

Collective Bargaining Impact  
None

Local ESD Responsibility  
The ESD should review required administrative regulation IGBAF-AR Special Education, Individualized Education Program and submit to the Board to adopt the recommended changes. It is further recommended that the ESD update the legal references in this policy and republish.

Superintendent Scurto

IGBAF G1. Ready 60

7. IK - Academic Achievement

Summary  
Policy IK - Academic Achievement language is revised to align with Oregon Administrative Rule 581-022-2270.

Collective Bargaining Impact  
None

Local ESD Responsibility  
Review and revise required policy IK - Academic Achievement with recommended updates and submit to the Board for readoption.

Superintendent Scurto

IK G1 Ready 61

8. JHC: Student Health Services and Requirements

Summary  
A new Oregon Administrative Rule, 581-021-0593, requires public education providers, which includes school districts, public charter schools, and education service districts, to provide information on menstrual health and must include this information in their health and sexuality education. As a result, new language has been added to board policy IGAI - Human Sexuality, AIDS/HIV, Sexually Transmitted Diseases, Health Education. Oregon Department of Education's (ODE) website provides a variety of related resources. In addition, new

proposed language has been added to board policy JHC - Student Health Services, which refers to existing rules related to school nursing services and responsibilities.

Collective Bargaining Impact

None

Local ESD Responsibility

Both policies in this recommended update are highly recommended; submit to the Board to consider revising and readopting.

Superintendent Scurto

JHC G1. Ready

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9. KBA: Public Records Request

Summary

Updated to better align policy and administrative regulation language with statute and revise language to reflect current terms and practices. To help with public record responses, access Oregon Attorney General's available information and consult counsel. Additionally, to provide support for records retention requirements, a table of contents and links to Oregon Archives Division retention requirements for ESDs has been added to EH-AR - Records and Data Management.

Collective Bargaining Impact

None

Local ESD Responsibility

If the Board's policy manual includes the policies and administrative regulations (AR) included in this update, consider reviewing and revising as suggested and submit to Board for readoption. The administrative regulation for either policy may be submitted to the Board as an information item for review. Board policy EH and its AR are optional. Optional policy EH and its accompanying administrative regulation have been rewritten so consider adopting the newer versions presented herein to replace current policy, if present.

Superintendent Scurto

KBA G1. Ready

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8. Discussion/Reports

A. Legislative Update

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

Superintendent Tony Scurto

Ratified Priorities for 2023 Legislative Session 69

Governor Kotek's Budget 70

Proposed Key Bills 73

B. Superintendent Report

Superintendent Tony Scurto

Lane OAESD Insert 2 74

C. Upcoming Event Participation

The LCOG Member Appreciation Dinner is back. The Board will discuss participation at this event on Saturday, March 4 at 5:00 p.m. at the Cottage Grove Armory, 628 E Washington Ave., Cottage Grove, OR 97424.

Superintendent Scurto, Board Chair

D. Elections 2023

The Board will discuss May 2023 elections. The following positions are on the ballot. Zone 2: Eugene South, Zone 4: West and North County, Zone 5: East and South County, Position 7: At-Large

Timeline: February 4, 2023 First day for district candidate to file declaration of candidacy or nominating petition,

March 16, 2023 Last day for district candidate to file declaration of candidacy, nominating petition or to withdraw.

E. Teacher of the Year and Education Support Professional of the Year

**Nominations are open now through February 28, 2023** to recognize the outstanding contributions of Oregon's Education Support Professionals!

The winner is named the 2023 Oregon Education Support Professional of the Year and will be surprised with a special announcement later in the spring.

Educators nominated for Education Support Professional (ESP) of the Year must be currently employed by an Oregon public K-12 school or school district and meet the definition of an ESP in Oregon.

Nominees should embody the following core values of:

- **Accountability:** The ESP owns and takes responsibility for student outcomes and success within their scope of influence.
- **Equity:** The ESP creates and fosters an environment where every student has access and opportunity to thrive.
- **Excellence:** The ESP collaboratively manages the resources they are entrusted with to achieve the best possible outcomes for every student.
- **Integrity:** The ESP is honest and transparent regardless of the situation they are facing.

"The well-being and success of students in Oregon is dependent on a wide variety of unsung heroes whose tireless contributions go above and beyond in their care and support of students and teachers every day," said Oregon Department of Education Director Colt Gill. "This kind of heart and dedication has a deep and lasting impact in our educational system and should not be overlooked. Education Support Professionals across the state deserve to be recognized for both the broad scope and significance of their work. This award is just one way to demonstrate our appreciation for all they do."

**Thanks to the Oregon Department of Education's partnership with the Oregon Lottery, the Oregon Education Support Professional of the Year will receive an award of \$5,000.** They will also receive a plaque and banner to commemorate this significant achievement.

In May of 2019, the Oregon Legislature passed House Bill 2964 which directed the Oregon Department of Education and Oregon State Lottery to collaborate in creating a program to honor an education support professional serving students in any grade from pre-kindergarten through grade 12. ESP's work together with teachers and administrators in Oregon public schools to perform a variety of jobs promoting quality education, fostering positive learning environments, offering nutritious meals, providing reliable transportation, maintaining safe and clean schools for all students and much more.

Additional information can be found on the Oregon Education Support Professional of the Year webpage.

**Nominate an outstanding ESP today!**

Superintendent Scurto

9. Information from Administrative Staff

The directors of Human Resources, Special Education, Technology and School Improvement (Curriculum Leaders) have submitted written reports to the Board on matters of interest concerning his/her area of responsibility.

Administrative Staff

IT Board Meeting Updates 2\_7\_2023- LANE ESD.docx 76

SI Board Update\_02\_07\_23 77

10. 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  
**Erin Zygaitis**, Community Advisor  
**Emilio Hernandez**, Liaison, Springfield Public Schools  
**Tim Rogers**, Liaison, Creswell School District  
**Mark Boren**, Liaison, Fern Ridge School District

Board, Advisors, Liaisons

Rose Wilde Lane ESD Board Member Report Feb 2023 78

Nora Kent report -February 79

## 11. Announcements/Correspondence

Board Chair

### A. Acknowledgements and Recognition

Superintendent Tony Scurto

### B. Kudos

Kudos to: Tracey Ward

Reported by: Brittney Spencer

Reason: Tracey works so hard every day to support the special education team. She starts her day very early with us to help make sure classrooms are staffed. We LITERALLY could not do our job without her!  
THANK YOU TRACEY!

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](http://www.lesd.k12.or.us/forms/kudos.html)

Administrators

C. Announcements: Workshops and Activities

**Lane African American Black Student Success Program February Calendar of Events**

**Conversations About Autism:** Third Thursday of the month Feb. 16th, March 16th, April 20th, May 18th, NO JUNE, July 20th, August 17th, September 21st, October 19th, November 16th (flyer attached)

**February 9:** Extended Assessment

**February 9:** Connect Postvention Training

**February 10:** Coupling OSAS Summative Data & Interim Assessments to Inform Teaching and Learning

**February 22:** American Sign Language (Level 2)

**February 27:** American Sign Language (Level 1)

**March 7:** VIRTUAL High Expertise Teaching: Module 1 - The Knowledge Base of Teaching

**April 5:** Sustaining Ambitious Math Teaching

Board Chair

Join us for Conversations about Autism (3) 80

Lane African American Black Student Success Program Calendar February 81

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

- National School Counseling Week  
Feb. 6-10, 2023
- Public Schools Week  
Feb. 27 - March 3, 2023
- Classified School Employees Week  
March 6-10, 2023
- 2023 Summer Board Conference  
Aug. 11-13, 2023  
Salem - Salem Convention Center and The Grand Hotel

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

BrdMtgSched\_2223

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12. Adjournment

- The next regular meeting is scheduled to be held Tuesday, March 7, 2023, at the Lane ESD Main Campus, 1200 Highway 99 N, Eugene.

# MANAGING MEETING DISRUPTIONS

When issues around education turn controversial emotions can run high. At these times, members of the public and even board members themselves can behave in ways that can disrupt the smooth conduct of board business. It is important that boards have well established meeting processes and a strong board culture that clearly communicates behavioral expectations. But when a disruption happens boards should have a plan for addressing the situation.

## WHAT IS DISRUPTIVE FOR A BOARD MEMBER? WHAT IS NOT?

Board members are held to a higher standard than the public, and for many boards anything other than a civil tone may be out of order. The listed remarks are always out of order:

- Interruptions (*except points raised to maintain order*)
- Criticizing past actions of the board
- Personal remarks
- Criticizing another member's motives
- Discourteous remarks
- Insulting language
- Personal attacks
- Inflammatory language...or worse

## MEETING MANAGEMENT: FOLLOW YOUR RULES OF ORDER!

- If a board member makes a remark that is out of order, the chair should interrupt and bring the member back to order: "The member will kindly refrain from..."
- If the board chair does not notice or interrupt remarks that are out of order, other members of the board can call "Point of order..." The chair should inquire to the point and if well taken, should implement corrective action.
- If a member will not come to order, don't attempt to gavel them down. This conveys weakness and the chair's lack of authority. Give a few raps of the gavel. If this does not stop the offending behavior, put the board in recess and speak with the offending member privately.
- If repeated attempts to bring the board to order fail, the board does have the authority to remove a member. However, this is a protracted process and it is very likely better to simply adjourn the meeting. In this event, call OSBA!

## OTHER CONSIDERATIONS

- The vast majority of disruptive behaviors can be addressed by a single corrective action in the board meeting.
- If disruptive or insensitive remarks are habitual it is advisable for the chair to meet with the offending member outside of the board meeting.
- As with our complaint process, try to resolve issues at the lowest level possible:
  - In the moment during the meeting
  - In private outside the meeting
  - If private conversation isn't effective, it becomes board work to set expectations and the issue needs to be discussed in a public meeting. It is very useful if the board has an operating agreement to reference. (If your board does not have an operating agreement, reach out to OSBA Board Development).
  - If a member's behavior creates a liability risk then a censure by the board may be indicated. Consult legal counsel and/or OSBA before proceeding with censuring a member.

## WHAT IS DISRUPTIVE FOR MEMBERS OF THE PUBLIC? WHAT IS NOT?

- The public has the right to make critical and harsh remarks. Legal decisions have concluded that public bodies may not require members of the public to follow the rules of decorum that apply to board members themselves.
- Members of the public may not disrupt a school board meeting. However, mere words in public comment likely do not constitute disruption.
- The board may prohibit demonstrations (booing, hissing, clapping). These can be chilling to discourse and inhibit free speech, both on the part of the elected officials and of the public.

## MEETING MANAGEMENT: FOLLOW YOUR RULES OF ORDER

- If a member of the audience speaks out of order, either while giving comment with the chair's permission, or interrupting the meeting, the chair should immediately interrupt and bring the audience member back to order.
- If the board chair does not notice or interrupt remarks that are out of order, other members of the board can call "Point of order..." The chair should inquire to the point and if well taken, should implement corrective action.
- If the audience or a member of the public giving comment will not come to order, do not attempt to gavel them down. This conveys weakness and the chair's lack of authority. Give a few raps of the gavel. If this does not stop the offending behavior, put the board in recess and the chair or their designee should speak with the offending member of the public. Such conversations should be direct but done with care.

## REMOVAL OF AUDIENCE MEMBER

- The board chair has the authority to order a disruptive member of the meeting audience from the chamber. However...
- **BE VERY CAUTIOUS ABOUT ORDERING A DISRUPTIVE MEMBER OF THE PUBLIC TO LEAVE A MEETING!** Call district counsel or OSBA/PACE legal first! Consider simply adjourning the meeting.
- If you are in the moment and cannot consult counsel, give three warnings before issuing the order for removal.
- If you give the order to remove, put the board in recess until the ordered member of the audience leaves the meeting.
- If order cannot be restored or if an unsafe condition arises adjourn the meeting.



### OREGON SCHOOL BOARDS ASSOCIATION

1201 Court St NE, Ste 400 | Salem, OR 97301 | 503-588-2800 or 800-578-6722

**PACE LEGAL** 503-485-4800 or [pacelegal@osba.org](mailto:pacelegal@osba.org)

[www.osba.org](http://www.osba.org) | [info@osba.org](mailto:info@osba.org) | *rev 8/2021*

## Lane ESD Equity Questions

Equity lens questions are used to ensure that we dismantle systems of oppression and rebuild equitable systems. **We ask ourselves these questions throughout the decision-making process.** The lens interrupts bias and the impact of unintended consequences by understanding the lived experiences and perspectives of the diverse communities we serve. The Equity Lens is a tool to help us analyze our actions and processes to ensure equitable outcomes for Lane County students.

1. Do we have a shared vision and ownership of the equity lens? Have we ensured that everyone clearly understands the importance of the equity lens and how it is used?
2. How does the decision we are making change historical and current inequitable practices and outcomes?
3. What is the organization's goal with this decision? How does it align with our vision, mission, and values?
4. Are the voices of diverse members of the community part of the decision-making process? Who is being included and who are we leaving out?
5. In what ways are we creating a sense of belonging and community. Do students feel beloved, connected, valued, and confident being their authentic selves and how do we know?
6. What systems of racism and oppression might exist within this situation and how will we change them?
7. What equitable outcomes do we want to achieve? What are the barriers to achieving these equitable outcomes and how do we remove them?
8. Who might this decision impact positively and who does it impact negatively? How do we change the conditions so that we don't have any negative impacts?
9. What data are we collecting to ensure that we are on track with our intended goals and outcomes?
10. What does the collected data tell us? What questions do we need to ask ourselves? And are there adjustments we need to make based on the information collected?

## Guiding Principles

1. We will use the Equity Lens to guide all the work at the Lane ESD and with our community partners.
2. To be equity leaders and ensure equitable outcomes for students in Lane County, all ESD staff will receive professional development around the historical oppression, racism, and current marginalization of people of color, people with unique and diverse abilities and other underserved populations in Oregon and our country as well as training to use the Equity Lens.
3. We will collaborate and support each other in achieving the vision and mission. Our success is measured by our overall impact on equitable outcomes for students in Lane County.
4. We will create a structure to hear student voices and use these students' input to guide the work of the strategic plan and decisions made by Lane ESD.
5. Our strategic plan will utilize accessible and inclusive language. It will be translated into multiple languages and use multimedia to reach all our students, parents, guardians, caregivers, and community members.
6. We are accountable for the vision, mission, achieving our goals, and for reporting our progress toward defined outcomes to our community.

# 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 aids<sup>1</sup> 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.

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<sup>1</sup>Auxiliary 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

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**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):**

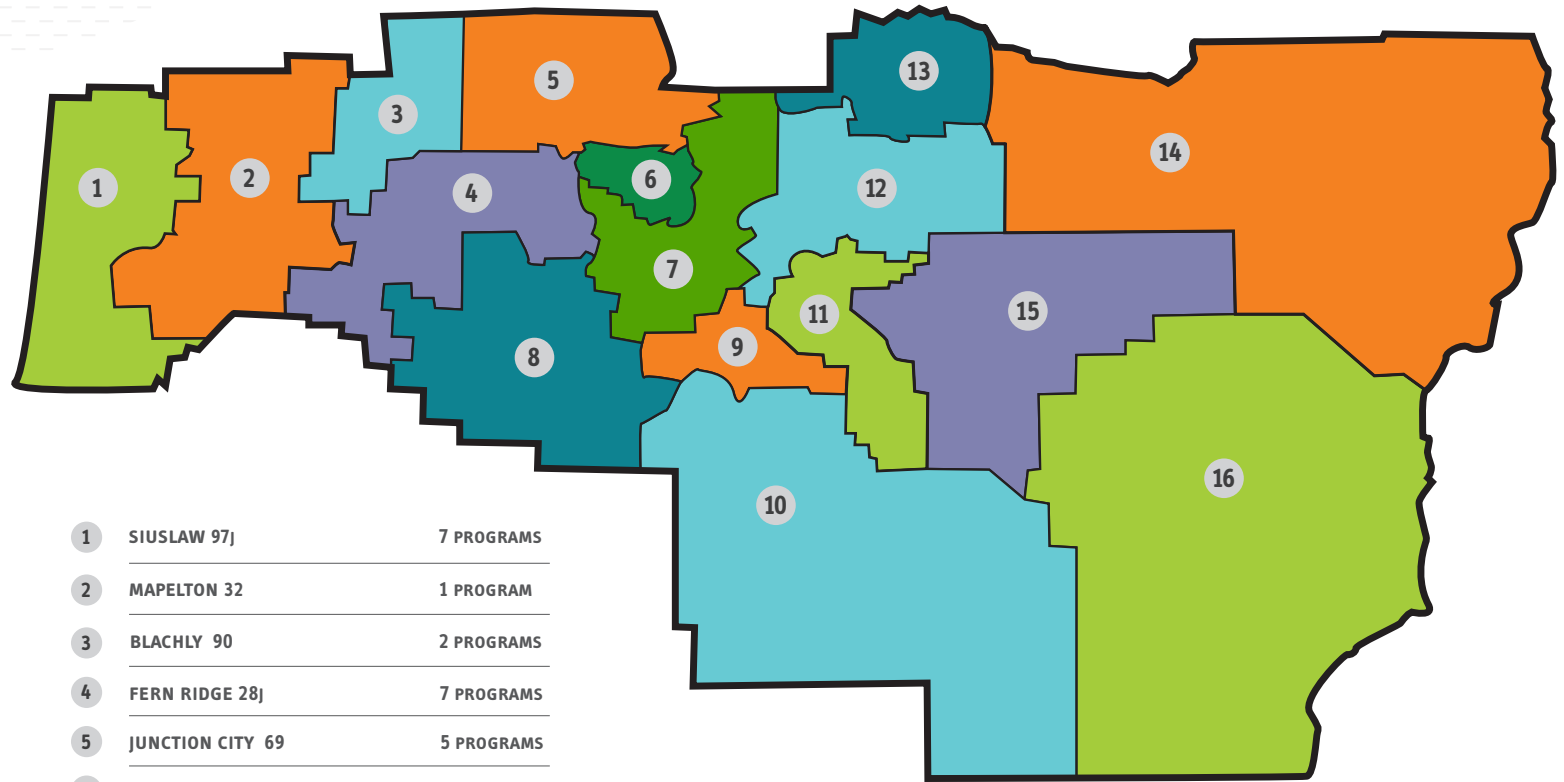
BDDA - Notification of Board Meetings

KC - Community Involvement in Decision Making



# 2022-2023 LANE COUNTY CAREER TECHNICAL EDUCATION PROGRAMS OF STUDY

166 LANE COUNTY CTE TEACHERS



115

TOTAL APPROVED  
PROGRAMS IN  
LANE COUNTY  
HIGH SCHOOLS

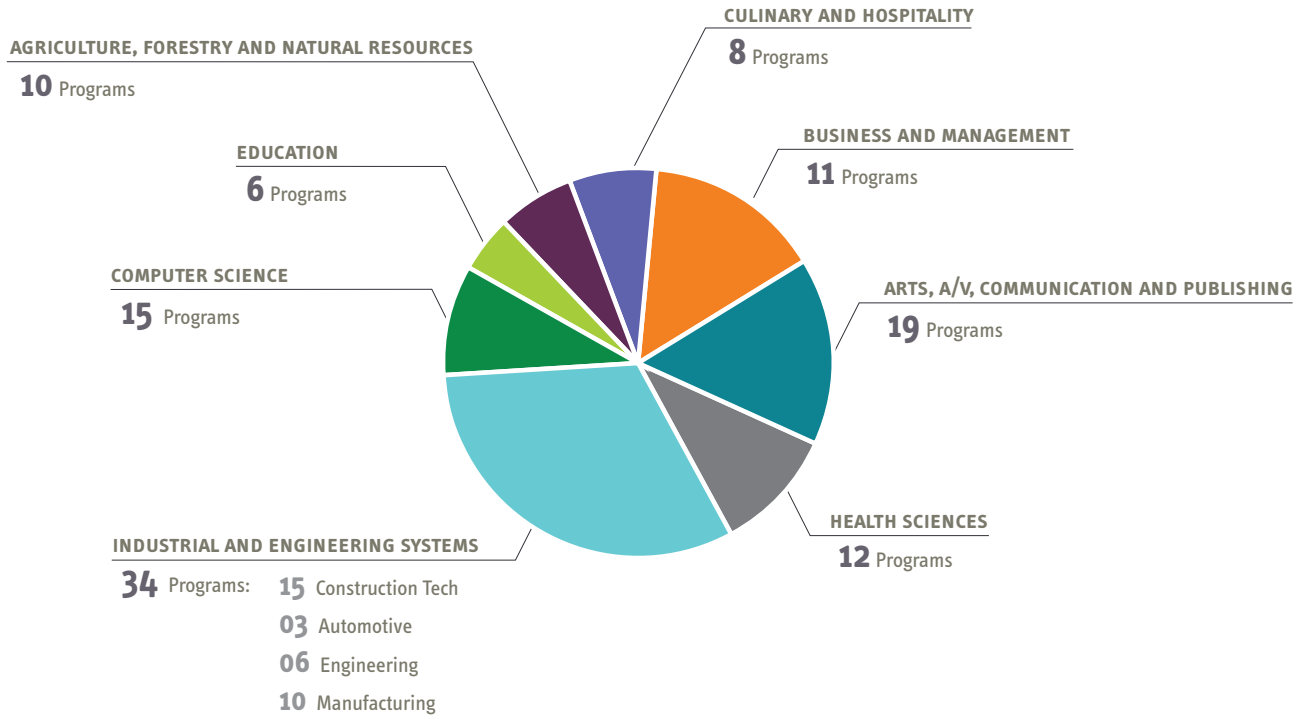
1	SIUSLAW 97j	7 PROGRAMS
2	MAPELTON 32	1 PROGRAM
3	BLACHLY 90	2 PROGRAMS
4	FERN RIDGE 28j	7 PROGRAMS
5	JUNCTION CITY 69	5 PROGRAMS
6	BETHEL 52	7 PROGRAMS
7	EUGENE 4j	28 PROGRAMS
8	CROW APPLGATE LORANE 66	1 PROGRAM
9	CRESWELL 40	4 PROGRAMS
10	SOUTH LANE 45j	11 PROGRAMS
11	PLEASANT HILL	3 PROGRAMS
12	SPRINGFIELD 19	20 PROGRAMS
13	MARCOLA 79j	5 PROGRAMS
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15	LOWELL 71	2 PROGRAMS
16	OAKRIDGE 76	5 PROGRAMS





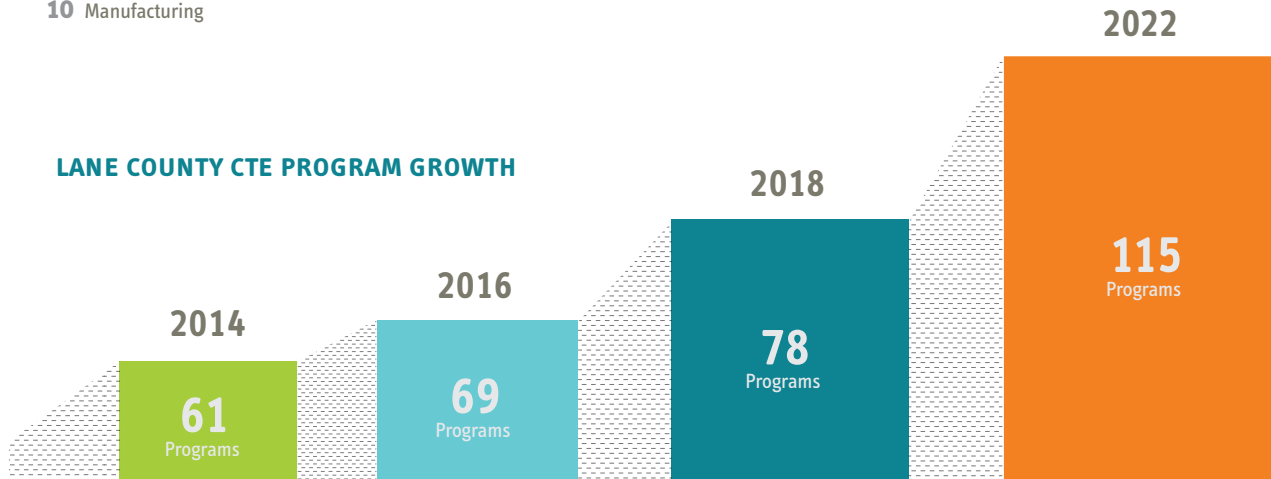
# 2022-2023 LANE COUNTY CAREER TECHNICAL EDUCATION

## PROGRAMS OF STUDY BREAKDOWN 2022-23



**28** PARTICIPATING HIGH SCHOOLS IN LANE COUNTY

## LANE COUNTY CTE PROGRAM GROWTH





**2022-2023**  
**LANE COUNTY CAREER TECHNICAL EDUCATION**  
**LISTING**



DISTRICT	HIGH SCHOOL	PROGRAM TITLE	CAREER AREA
<b>BETHEL 52</b>	<b>WILLAMETTE HIGH SCHOOL</b>		
		Advanced Engineering Technology	Industrial & Engineering Systems
		Automotive Technology	Industrial & Engineering Systems
		Business & Management	Business & Management
		Computer Science	Arts, A/V, Communications & Publishing
		Culinary Arts	Business & Management
		Early Childhood Education	Education
		Graphic Design	Arts, A/V, Communications & Publishing
		Health Sciences	Health Sciences
		Multimedia	Arts, A/V, Communications & Publishing
<b>BETHEL 52</b>	<b>KALAPUYA HIGH SCHOOL</b>		
		Construction Technology	Industrial & Engineering Systems
<b>BLACHLY 90</b>	<b>TRIANGLE LAKE CHARTER SCHOOL</b>		
		Construction Technology	Industrial & Engineering Systems
		Manufacturing Technology	Industrial & Engineering Systems
<b>CRESWELL 40</b>	<b>CRESWELL HIGH SCHOOL</b>		
		Business Management & Administration	Business & Management
		Construction Technology	Industrial & Engineering Systems
		Graphic Design	Arts, A/V, Communications & Publishing
		Health Occupations	Health Sciences
		Manufacturing	Industrial & Engineering Systems
<b>CROW APPLGATE LORANE 66</b>	<b>CROW HIGH SCHOOL</b>		
		Agriculture Science & Technology	Agriculture, Forestry & Natural Resources
		Construction Technology	Industrial & Engineering Systems
<b>EUGENE 4J</b>	<b>CHURCHILL HIGH SCHOOL</b>		
		Construction Technology	Industrial & Engineering Systems
		Digital Media Arts	Arts, A/V, Communications & Publishing
		Engineering Design	Industrial & Engineering Systems
		Environmental Sciences	Agriculture, Forestry & Natural Resources
		Graphic Design	Arts, A/V, Communications & Publishing
		Health Services	Health Sciences
		Music Performing Arts & Technology	Arts, A/V, Communications & Publishing

CONTINUED



**2022-2023**  
**LANE COUNTY CAREER TECHNICAL EDUCATION**  
 LISTING



DISTRICT	HIGH SCHOOL	PROGRAM TITLE	CAREER AREA
<b>EUGENE 4J</b>	<b>ECCO HIGH SCHOOL</b>	Computer Science	Arts, A/V, Communications & Publishing
<b>EUGENE 4J</b>	<b>NETWORK CHARTER SCHOOL</b>	Culinary Arts	Business & Management
<b>EUGENE 4J</b>	<b>NORTH EUGENE HIGH SCHOOL</b>	Child Development & Education	Education
		Computer Science	Arts, A/V, Communications & Publishing
		Construction Technology	Industrial & Engineering Systems
		Culinary Arts	Business & Management
		Digital Arts & Media	Arts, A/V, Communications & Publishing
		Health Sciences	Health Sciences
		Manufacturing Technology	Industrial & Engineering Systems
<b>EUGENE 4J</b>	<b>SHELDON HIGH SCHOOL</b>	Business Management & Administration	Business & Management
		Computer Science Technology	Arts, A/V, Communications & Publishing
		Forestry	Agriculture, Forestry and Natural Resources
		Graphic Design	Arts, A/V, Communications & Publishing
<b>EUGENE 4J</b>	<b>SOUTH EUGENE HIGH SCHOOL</b>	Computer Science	Arts, A/V, Communications & Publishing
		Culinary Arts	Business & Management
		Engineering Technology - UAS	Industrial & Engineering Systems
		Graphic Design	Arts, A/V, Communications & Publishing
		Media Arts & Communication	Arts, A/V, Communications & Publishing

CONTINUED



**2022-2023**  
**LANE COUNTY CAREER TECHNICAL EDUCATION**  
**LISTING**



DISTRICT	HIGH SCHOOL	PROGRAM TITLE	CAREER AREA
<b>EUGENE 4J</b>	<b>TWIN RIVERS CHARTER SCHOOL</b>	Natural Resources & Outdoor Recreation	Agriculture, Forestry & Natural Resources
<b>FERN RIDGE 28J</b>	<b>ELMIRA HIGH SCHOOL</b>	Construction Technology	Industrial & Engineering Systems
		Manufacturing Technology	Industrial & Engineering Systems
		Media & Film Production	Arts, A/V, Communications & Publishing
<b>FERN RIDGE 28J</b>	<b>WEST LANE CHARTER SCHOOL</b>	Computer Science	Arts, A/V, Communications & Publishing
		Culinary Arts	Business & Management
		Health Professions	Health Sciences
<b>JUNCTION CITY 69</b>	<b>JUNCTION CITY HIGH SCHOOL</b>	Agriculture Science & Technology	Agriculture, Forestry & Natural Resources
		Business & Management	Business & Management
		Computer Science	Arts, A/V, Communications & Publishing
		Culinary Arts	Business & Management
		Digital Arts	Arts, A/V, Communications & Publishing
		Engineering Technology	Industrial & Engineering Systems
<b>LOWELL 77</b>	<b>LOWELL HIGH SCHOOL</b>	Health Science	Health Sciences
		Woodshop/Drafting	Industrial & Engineering Systems
<b>MAPLETON 32</b>	<b>MAPLETON HIGH SCHOOL</b>	Business Management & Entrepreneurship	Business & Management
<b>MARCOLA 79J</b>	<b>MOHAWK HIGH SCHOOL</b>	Agriculture Science & Technology	Agriculture, Forestry & Natural Resources
		Computer Science	Arts, A/V, Communications & Publishing
		Construction	Industrial & Engineering Systems
		Engineering/Drafting	Industrial & Engineering Systems
		Health Services	Health Sciences
<b>MARCOLA 79J</b>	<b>TEACH NORTHWEST</b>	Computer Science	Arts, A/V, Communications & Publishing

CONTINUED



**2022-2023**  
**LANE COUNTY CAREER TECHNICAL EDUCATION**  
**LISTING**



DISTRICT	HIGH SCHOOL	PROGRAM TITLE	CAREER AREA
<b>MCKENZIE 68</b>	<b>MCKENZIE RIVER COMMUNITY SCHOOL</b>		
		Computer Science	Arts, A/V, Communications & Publishing
		Construction Technology	Industrial & Engineering Systems
		Graphic Design	Arts, A/V, Communications & Publishing
<b>OAKRIDGE 76</b>	<b>OAKRIDGE HIGH SCHOOL</b>		
		Business & Management	Business & Management
		Construction Technology	Industrial & Engineering Systems
		Early Childhood Education	Education
		Forestry	Agriculture, Forestry and Natural Resources
		Health Occupations Pathway	Health Sciences
		Oakridge Fabrication Welding	Industrial & Engineering Systems
<b>PLEASANT HILL 1</b>	<b>PLEASANT HILL HIGH SCHOOL</b>		
		Agriculture Science & Technology	Agriculture & Natural Resource
		Computer Science	Business & Management
		Medical Science	Health Sciences
<b>SIUSLAW 97J</b>	<b>SIUSLAW HIGH SCHOOL</b>		
		Automotive Technology	Industrial & Engineering Systems
		Computer Information Sciences	Arts, A/V, Communications & Publishing
		Construction Trades	Industrial & Engineering Systems
		Culinary Arts	Business & Management
		Health Services	Health Sciences
		Siuslaw Entrepreneurial & Small Business Operations	Business & Management
		Siuslaw Manufacturing Technology - Metal Working	Industrial & Engineering Systems
<b>SOUTHLANE 45J</b>	<b>AL KENNEDY HIGH SCHOOL</b>		
		Early Childhood Education	Education
		Natural Resources Management	Agriculture & Natural Resource

CONTINUED



**2022-2023**  
**LANE COUNTY CAREER TECHNICAL EDUCATION**  
**LISTING**



DISTRICT	HIGH SCHOOL	PROGRAM TITLE	CAREER AREA
<b>SOUTHLANE 45J</b>	<b>COTTAGE GROVE HIGH SCHOOL</b>	Business & Management	Business & Management
		Computer Science	Arts, A/V, Communications & Publishing
		Construction Technology	Industrial & Engineering Systems
		Culinary Arts	Business & Management
		Dental Assisting	Health Sciences
		Early Childhood Education	Education
		Electronic Media	Arts, A/V, Communications & Publishing
		Engineering Technology	Industrial & Engineering Systems
		Fine and Digital Arts	Arts, A/V, Communications & Publishing
<b>SPRINGFIELD 19</b>	<b>ACADEMY OF ARTS &amp; ACADEMICS</b>	Design Visual and Media Arts	Arts, A/V, Communications & Publishing
		Performing Arts Music	Arts, A/V, Communications & Publishing
<b>SPRINGFIELD 19</b>	<b>SPRINGFIELD HIGH SCHOOL</b>	Automotive Technology	Industrial & Engineering Systems
		Business & Management	Business & Management
		Computer and Information Technology	Arts, A/V, Communications & Publishing
		Construction Technology	Industrial & Engineering Systems
		Health Science	Health Sciences
		Industrial Engineering	Industrial & Engineering Systems
		Journalism	Arts, A/V, Communications & Publishing
		Manufacturing Technology	Industrial & Engineering Systems
		Media Arts	Arts, A/V, Communications & Publishing
<b>SPRINGFIELD 19</b>	<b>THURSTON HIGH SCHOOL</b>	Early Childhood Education	Education
		Business & Management	Business & Management
		Computer Science Applications	Arts, A/V, Communications & Publishing
		Construction Technology	Industrial & Engineering Systems
		Industry & Engineering	Industrial & Engineering Systems
		Manufacturing Technology	Industrial & Engineering Systems
		Marketing Management	Business & Management
		Natural Resources / Forestry	Agriculture, Forestry & Natural Resources

A sunset over a body of water. The sky is filled with vibrant orange, red, and yellow clouds, transitioning to a deep blue at the top. The water is calm, reflecting the colors of the sky. On the left side, a pier or dock extends into the water, with some lights visible. The overall scene is peaceful and scenic.

Shareen Vogel, CTE  
Regional Coordinator

Looking back at 2022 and  
ahead at 2023...

**In Oregon, CTE Concentrators have a 93% Graduation Rate, as compared to 81.3% of all students.....**

**Let's Celebrate CTE!**

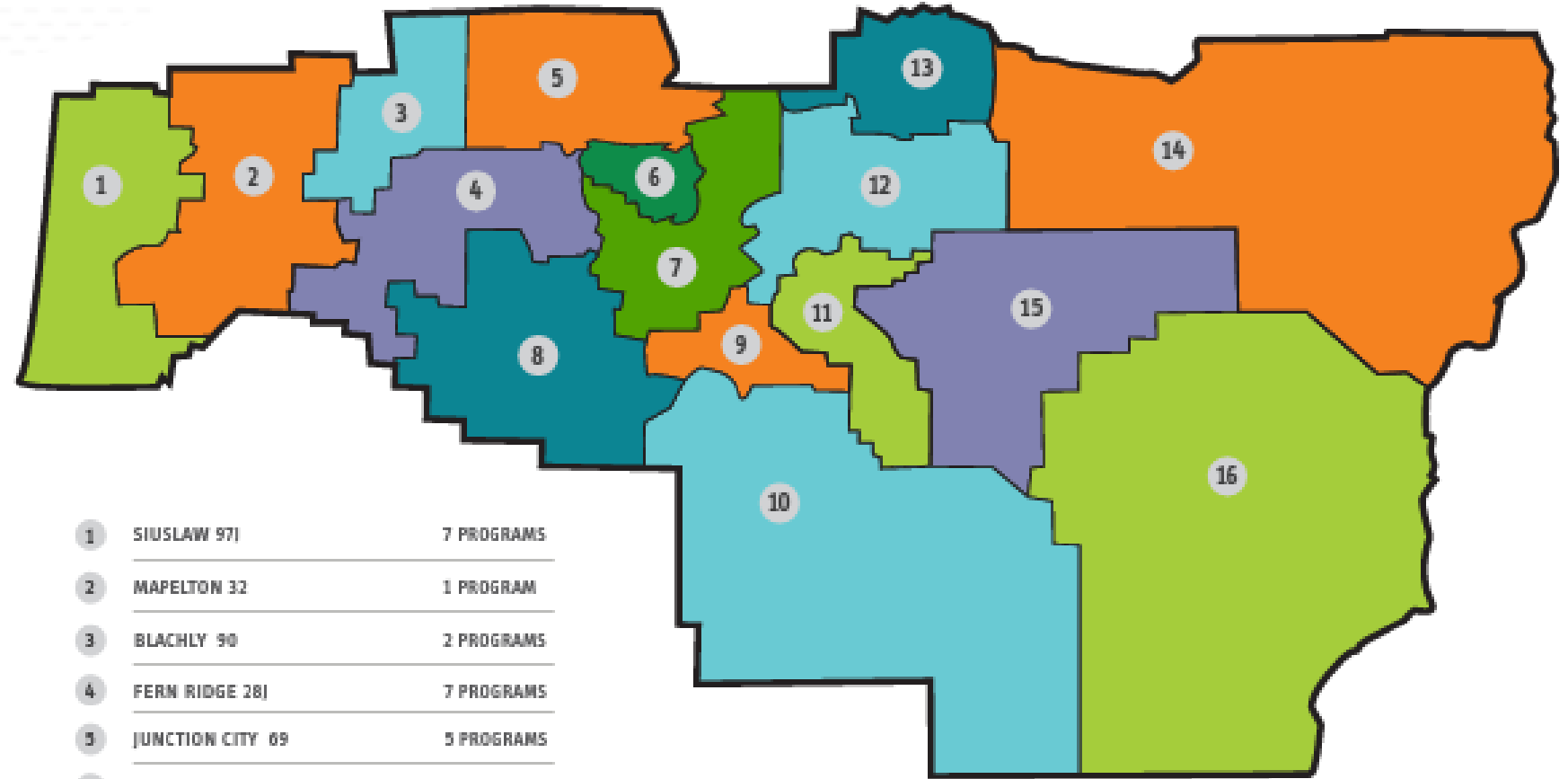


# PROGRAMS OF STUDY

166 LANE COUNTY CTE TEACHERS

115

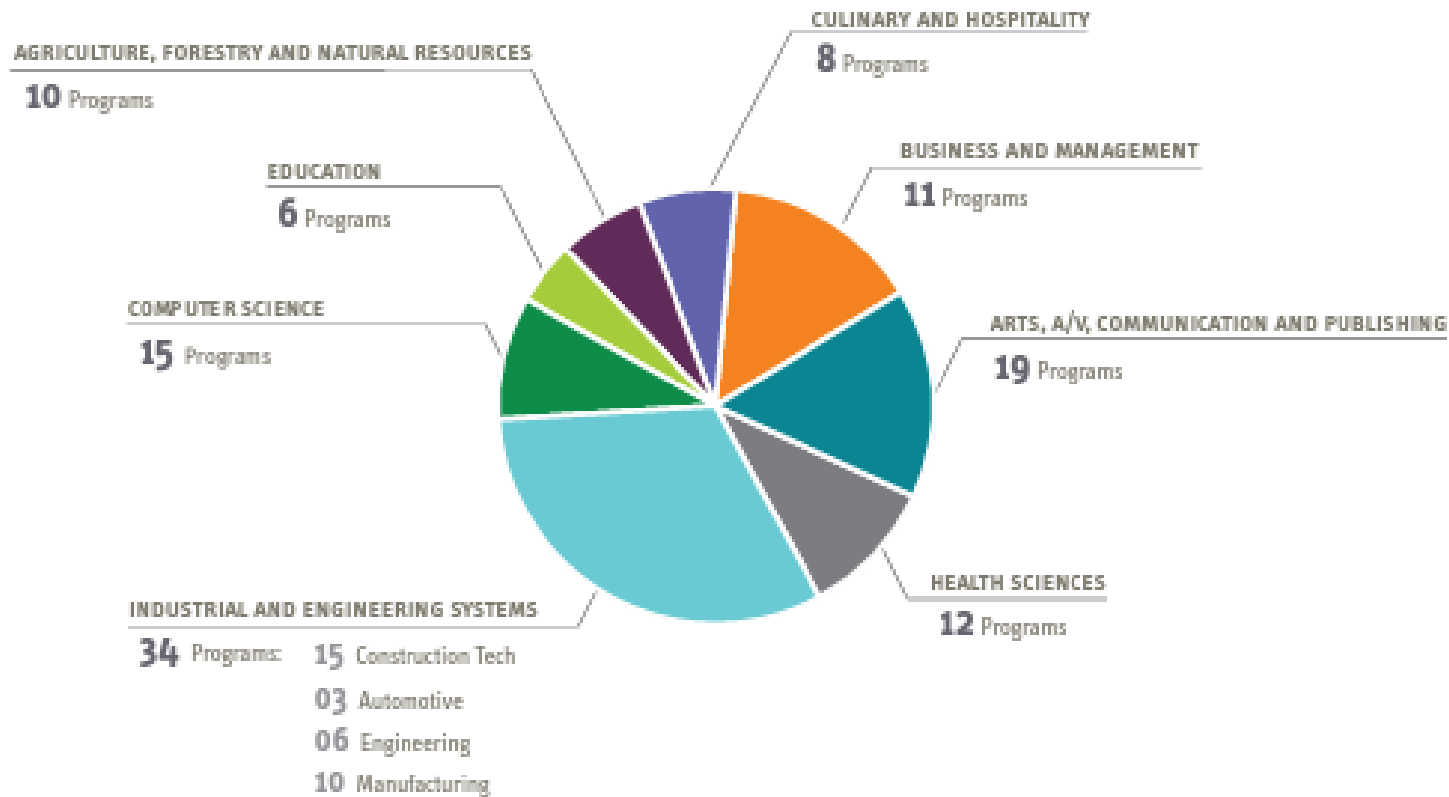
TOTAL APPROVED PROGRAMS IN LANE COUNTY HIGH SCHOOLS



1	SIUSLAW 971	7 PROGRAMS
2	MAPELTON 32	1 PROGRAM
3	BLACHLY 90	2 PROGRAMS
4	FERN RIDGE 281	7 PROGRAMS
5	JUNCTION CITY 69	5 PROGRAMS
6	BETHEL 32	7 PROGRAMS
7	EUGENE 41	28 PROGRAMS
8	CROW APPEGATE LORANE 66	1 PROGRAM
9	CRESWELL 40	4 PROGRAMS
10	SOUTH LANE 451	11 PROGRAMS
11	PLEASANT HILL	3 PROGRAMS
12	SPRINGFIELD 19	20 PROGRAMS

13	MARCOLA 791	5 PROGRAMS
14	MCKENZIE 68	4 PROGRAMS
15	LOWELL 71	2 PROGRAMS
16	OAKRIDGE 76	5 PROGRAMS

## PROGRAMS OF STUDY BREAKDOWN 2022-23



**28** PARTICIPATING HIGH SCHOOLS IN LANE COUNTY

### LANE COUNTY CTE PROGRAM GROWTH



- CTE Consortium, monthly meetings (CTEC)
- Equity lens tool used in all decision-making
- Member of Integrated Guidance team of support
- New Teacher Network for new CTE teachers in their first 3 years; **65 Teachers**
- Professional Development opportunities for CTE teachers
- Regional CTE: *BOLI Pre-Apprenticeship Certificate in Construction Trades, HOPE Factory, Health Science HUB, Constructing a Brighter Future, Trades Academy, **MedSplash***

- <https://www.dropbox.com/s/6bg10pfj20zt6xk/MedSplash%2008-26-2022.mp4?dl=0>

- Coordinate and manage PLC leads for career learning teams
- Align and partner with Lane CC events, curriculum, pathways
- Close partnership with Lane Workforce Partnership
- Regional Advisory Committee facilitation w/Lane CC
- Write, submit and manage state and local grants:
  - ✓ **\$2,190,897** of grant funds during 22-23 school year: BOLI, Lane County Econ. Dev., LWP Future Ready, (2) ODE Revitalization, Foundation, and private donations

Support CTE teacher (Restricted and Endorsement) licensures:

**37** NEW CTE teachers

Program of Study development/support:

**8** NEW Programs of Study

From 20/21 Graduating class:

**14,323** CTE Participants

**1,773** CTE Concentrators





***Grow Our Own:*** Partnering with Lane Community College to offer TSPC Licensure Coursework for new CTE Teachers.  
\*Soon to be offering 5 of the 6 required courses.\*

# CURRENT/FUTURE PROJECTS

- HOPE Factory to open doors in Sept 2023
- Direct outreach and awareness with mobile trailer/classroom to rural Districts for projects/presentations
- Deliberate and planned collaboration with LAABSS, Migrant Ed, WREN, STEM, YTP, and Specialists
- Support rural Districts with Revitalization Grants/Projects
- Trades Academy Spring 2023

You're invited! Mark Your Calendars....  
Student Showcase at Lane CC on Wednesday, May 10,  
1-3pm. More details and formal invitation to follow.



# QUESTIONS?



Learning that works for  
**LANE COUNTY**

# HUMAN RESOURCES REPORT TO LANE ESD BOARD

February 1, 2023

## CLASSIFIED STAFF (Information)

	Employee Name	Position	Effective Date	Notes
<i>Appointments</i>	Bennett, Laura	Instructional Assistant, Life Skills	2/9/2023	
	Jackson, Jocelyn	Instructional Assistant, Life Skills	1/19/2023	
	Manibog, Dylan	Instructional Assistant, At-Large	1/31/2022	
	McReynolds, Pamela	Instructional Assistant, Life Skills	1/26/2023	
	Russell, Dorothy	Instructional Assistant, Life Skills	1/19/2023	
	Schultz, Chelsea	Instructional Assistant, Life Skills	1/26/2023	
<i>Leaves of Absence</i>				
<i>Discontinuation of Employment</i>	Abbott, Mystica	Instructional Assistant, Life Skills	1/23/2023	
	Rodriguez, Mayzie	Instructional Assistant, Life Skills	1/6/2023	
	Smith, McKinley	Instructional Assistant, Life Skills	1/9/2023	
	Wilson, Ruthanne	Instructional Assistant, Life Skills	1/13/2023	
<i>Change of Status</i>	Ahearn, Madeline	Specialist, STEM Education	1/13/2023	To Administration

## 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>	Ahearn, Madeline	Administrator, Integrated Guidance, Student Success Act	1/13/2023	From Licensed Staff

## VACANCY NOTICES (Information)

Posting #	Position	Closing Date	Notes
352	Community Engagement, MEP (Douglas County)	2/2/2023	In process
445	Speech Language Pathologist	2/3/2023	In process
590	Sign Language Interpreter	2/6/2023	In process
611	Speech Language Pathologist	Open pool	In process
635	Instructional Assistant, Life Skills	2/7/2023	In process
640	Instructional Assistant, Life Skills	Open pool	In process
657	Administrator, Integrated Guidance, Student Success Act	12/27/2022	Position filled
702	Specialist, Community Resource Liason	2/3/2023	In process
705	Teacher, Deaf/Hard of Hearing	2/3/2023	In process
719	Graduation Specialist, Migrant Education	2/3/2023	In process
725	Specialist, Student Engagement & Academic Support, MEP	2/3/2023	In process
727	Instructional Assistant, Life Skills	Open pool	In process
732	Instructional Assistant, Life Skills	Open pool	In process
734	Instructional Assistant, Life Skills	Open pool	In process
739	Teacher, At-Large	1/6/2023	In process
742	Instructional Assistant, At-Large	1/5/2023	Position filled
752	Network Engineer	2/2/2023	In process
753	Instructional Assistant, Life Skills	Open pool	Position filled
759	Instructional Assistant, Life Skills	Open pool	Position filled
760	Instructional Assistant, Life Skills	Open pool	In process
761	Instructional Assistant, Life Skills	Open pool	Position filled
767	School Nurse	2/7/2023	In process

**VACANCY NOTICES (Information continued)**

<b>Posting #</b>	<b>Position</b>	<b>Closing Date</b>	<b>Notes</b>
768	Instructional Assistant, Life Skills	Open pool	In process
769	Instructional Assistant, Life Skills	Open pool	Position filled
770	Instructional Assistant, Life Skills	Open pool	In process
772	Instructional Assistant, Life Skills	Open pool	Position filled
775	Speech Language Pathologist	Open pool	In process
779	Navigator, Lane AABSS	2/2/2023	In process
784	Sign Language Interpreter	Open pool	In process
785	Teacher, Life Skills	1/31/2023	In process
788	Math Specialist	2/9/2023	In process

**Recommendations for 2023-24 Contract Extension - Licensed Staff**

<b>Name</b>	<b>Position</b>	<b>Position Hire Date</b>
<b>Probationary Year 1 to Probationary Year 2</b>		
Bolden, Chemika	Teacher, Connected Pathways Program	12/15/2021
Kounovsky, Lee	Specialist, CTE	8/1/2022
Nieto, Roshelle	Specialist, Social Emotional Learning	6/27/2022

**Recommendations for 2023-24 Contract Extension - Administrative Staff**

<b>Name</b>	<b>Position</b>	<b>Position Hire Date</b>	<b>Original Hire Date</b>
<b>Probationary Year 1 to Probationary Year 2</b>			
Butler, Savannah	Supervisor, Special Education	7/25/2022	7/25/2022
Postelwait, Megan	Supervisor, Special Education	7/25/2022	7/25/2022
Ross, Cassadie	Director, Student Success Act Program	7/1/2022	8/6/2018

**Lane Education Service District**  
**2022-23 General Fund Financial Summary**  
**January 31, 2023**

	<b>Budget</b>	<b>Actual: Jul-Jan</b>	<b>Projected: Feb-Jun</b>	<b>Projected Total</b>	<b>Projected vs Budget</b>	
					<b>\$</b>	<b>%</b>

**Resources**

State School Fund	15,395,800	10,262,010	5,084,497	15,346,507	(49,293)	-0.3%
Property Tax & Timber	8,370,200	7,934,762	485,300	8,420,062	49,862	0.6%
Services to Districts	873,800	(2,576)	1,369,762	1,367,186	493,386	56.5% (1)
Other Local Revenue	350,000	429,503	124,060	553,563	203,563	58.2% (2)
Indirect from Grants	490,000	110,857	429,143	540,000	50,000	10.2%
<b>Total Revenues</b>	<b>25,479,800</b>	<b>18,734,556</b>	<b>7,492,762</b>	<b>26,227,318</b>	<b>747,518</b>	<b>2.9%</b>
Beginning Fund Balance: Unreserved	3,401,000	3,316,093	-	3,316,093	(84,907)	-2.5%
Beginning Fund Balance: District Reserves	1,129,000	1,080,566	-	1,080,566	(48,434)	-4.3%
<b>Total Resources</b>	<b>30,009,800</b>	<b>23,131,215</b>	<b>7,492,762</b>	<b>30,623,977</b>	<b>614,177</b>	<b>2.0%</b>

**Requirements**

Salaries	9,259,434	4,489,873	4,942,737	9,432,610	173,176	1.9%
Benefits	6,409,374	2,786,231	3,215,055	6,001,286	(408,088)	-6.4%
Services	3,592,088	2,917,310	2,202,801	5,120,111	1,528,023	42.5% (3)
Supplies	339,400	401,139	46,000	447,139	107,739	31.7%
Other	215,700	205,470	10,500	215,970	270	0.1%
Interfund Transfers	459,000	429,000	30,000	459,000	-	0.0%
Transit Cash to Districts	5,726,153	631,667	4,873,194	5,504,861	(221,292)	-3.9%
<b>Total Expenditures</b>	<b>26,001,149</b>	<b>11,860,690</b>	<b>15,320,287</b>	<b>27,180,977</b>	<b>1,179,828</b>	<b>4.5%</b>
Ending Fund Balance: Unreserved	2,581,113	-	-	2,274,707	(306,406)	-11.9%
Ending Fund Balance: District Reserves	1,427,538	-	-	1,168,293	(259,245)	-18.2%
<b>Total Requirements</b>	<b>30,009,800</b>	<b>11,860,690</b>	<b>15,320,287</b>	<b>30,623,977</b>	<b>614,177</b>	<b>2.0%</b>

Change in Unreserved Fund Balance	(819,887)	(1,041,386)
Unreserved Ending Fund Balance	10.1%	8.7%

(1) Increase in Life Skills enrollment.

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

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

## Response Summary:

# Grant Report

**Q2. Has this proposal been discussed and supported by your department's executive director?**

- Yes

### Q4. Details

<b>Project Name</b>	Pre-Apprenticeship Certificate MFG
<b>Department Submitting Proposal</b>	SI
<b>Person Submitting Proposal</b>	Shareen Vogel
<b>Potential Funder (please include link to RFP if available)</b>	<a href="https://boli-grants.smapply.io/prog/FRO_Round_3/">https://boli-grants.smapply.io/prog/FRO_Round_3/</a>
<b>Requested Funding Amount</b>	400,000
<b>Person who will manage grant if funded</b>	Shareen Vogel

### Q5. Grant Period

<b>Length of grant</b>	12 months
<b>Anticipated start date (mm/dd/yyyy)</b>	05/01/2023
<b>Anticipated end date (mm/dd/yyyy)</b>	05/01/2023

**Q9. Is a match required from Lane ESD or participating districts (direct funds, FTE, services)?**

- No

**Q10. Does the grant require any commitment from the ESD or districts beyond the term of the grant?**

- No

**Q13. Does the grant require a 501(c)3 to apply?**

- No

**Q46. Does the grant require "reporting" and/or updates?**

- Yes

**Q47. What kind of reporting is being asked for?**

Monthly budget and project report via an online portal to BOLI, as well as monthly collaboration meetings with other recipients.

**Q48. Who will be doing the ongoing reporting (programmatic and fiscal responsibilities) within your department?**

The Lane CTE team-- myself, Jenna, and Lee.

**Q24. Have you discussed the data collection and reporting needs with your data coordinator?**

- No

**Q17. Please, provide a brief overview of the grant, including the purpose and intended outcomes.**

The BOLI Future Ready Grant will support all (10) Manufacturing Programs of Study across Lane County that are at various stages of development. The BOLI Pre-Apprenticeship Certificate will enhance all these Programs of Study, creating a clear pathway with additional education, training, and work place (work based learning) experiences for students that are directly aligned to Lane CC and our industry needs in the Manufacturing sector. The HOPE Factory project will be an 'anchor' job site for this project.

**Q18. Describe how this proposal supports the equity vision and mission of Lane ESD.**

**Vision: Building a beloved community of learners.**

**Mission: Collaborating to empower all learners with justice- centered opportunities, equitable leadership, and a passion for lifelong learning.**

This project works collectively with every single one of our 16 School Districts to build a beloved community of learners who are aware and engaged of the various high wage-high demand pathways that exist, in this case in the MFG sector, and are prepared to make decisions that allow for a successful future.

**Q19. Indicate which of Lane ESD's Equity Goals this proposal will directly address.**

- 1. All decisions and actions will reflect the guiding principles and affirmations in our Equity Lens document.
- 2. Lane ESD staff along with community partners will be equity leaders trained to dismantle systems of oppression through interrupting inequitable policies and practices by providing culturally specific curriculum that reflects the histories of our students.
- 3. All ESD staff and educators we serve will be provided the equity tools and training needed to inspire student learning, so all youth thrive.
- 4. Youth, from all backgrounds, will have access to highly engaging and culturally relevant learning opportunities connected to our communities and delivered by diverse, qualified, and passionate educators.
- 5. While amplifying youth voice, we will build trusted and inclusive relationships with our families and elevate the engagement of community partners that lead to improved equitable student outcomes.

**Q20. Describe how the voices of diverse members of the community have been part of the design and implementation process of this proposal.**

We have a District Development Team, that has a representative from each of our 16 School Districts at the table once a month to discuss this project. There is also a Superintendent team that meets once a month to discuss. In addition, we are working closely with our workforce partners (LWP and Apprenticeship Coordinators) and Lane CC to design and implement.

**Q21. How will this proposal dismantle systems of racism and oppression that might exist?**

This project will be working to dismantle the historical representation of males in the fields of Manufacturing as well as work to explicitly support our students of color to consider this pathway.

**Q22. Who might this proposal impact positively and who might it negatively impact?**

This proposal will have many positive impacts-- particularly our students and industry partners, as there are more students prepared and ready to enter the field of manufacturing. In addition, we will keep students engaged in school, and therefor possibly staying on track to graduate from HS with positive outcomes. This would also be a positive outcome for our School Districts. I can't think of who this would negatively impact.

**Q23. How will you ensure that equitable outcomes are achieved and what data will be collected to measure success?**

This project will be tracked along the way, with who is participating, who is not, students surveys, teacher evaluations, etc.

**Q29. Will the purchase of computers, software, or other equipment be required for staff hired or assigned to the grant?**

- Yes

**Q30. What equipment will these grant funds be used to purchase?**

Student laptops for the HOPE factory and 'trainers' that will be used for curriculum at the site.

**Q31. What use of facilities are anticipated (workspace, training space, meeting space)? If applicable, please include use during weekends and break periods.**

HOPE Factory during school hours.

**Q32. What other internal supports at Lane ESD will you need for the project to succeed?**

Support from IT for setting up laptops and loading needed software.

**Q36. Does the project involve research that requires the human subjects' releases?**

- No

By clicking the arrow you will be submitting the form.

Please ensure you have completed all sections before moving forward.

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**Embedded Data:**

N/A

Oregon Department of Education  
 Finance & Information Technology  
 255 Capitol Street NE  
 Salem, Oregon 97310-1206



Federal Awarding Agency: **U.S. Department of Education**  
 County: **Lane**  
 Fiscal Agent: **Lane ESD**  
 Unique Entity Identifier (UEI): **H74PXC9JQC59**  
 DUNS Number: **093482008**  
 Vendor No: **1936010866-000**  
 Subgrant No: **75139**

## Subgrant Award Notification Original

Award Recipient:  
 Lane ESD  
 1200 Hwy 99N  
 Eugene, OR 97402-2014

Superintendent  
 Lane ESD  
 1200 Hwy 99N  
 Eugene, OR 97402-2014

Award Title: **Perkins YCEP/JDEP Network - Formula**  
 Award No: **V048A220037**  
 Federal Award Date: **July 1, 2022**  
 (if applicable)  
 Beginning Date: **July 1, 2022**  
 Ending Date: **September 30, 2023\***  
 ODE Office: **Office of Teaching, Learning & Assessment**

Eligible for No Cost Extension? Yes No X  
 Is Approval Needed? Yes No X  
 Research and Development? Yes No X  
 Grant Manager: **Malinda Shell**  
 Contact Info: **malinda.shell@ode.oregon.gov**

Federally recognized, negotiated, de minimis, or other indirect cost rate at start of grant: 9%

*For sub-awards that cross fiscal periods, more than one approved rate may be used to recover indirect costs during the entire period of the award.*

*Approved rates on file and in effect for the time period of this grant include:*

*The indirect rate listed above could be one of several different types of rates that your entity has provided Oregon Department of Education (ODE). Please refer to the source of funding and/or the full grant agreement to determine whether the above rate applies to this grant. If the above rate is a federally negotiated and approved rate, it is allowable for all grants regardless of the source of funding. If your entity has negotiated an indirect cost rate directly with ODE, this rate shows here, and is allowable on all grants regardless of the source of funding. The de minimis rate of 10% is a federally approved rate for use on federal grants only and may not be acceptable or applicable for other sources of grant funding. County cost plan rates will be listed as provided during the last annual revision. For non-profits using the direct cost allocation method, this space will either be blank or state, 'No Rate'. Additionally, any other entity that has not provided an indirect cost rate or method will show as 'No Rate'. If you believe the above rate is incorrect, please contact ode.egms@state.or.us.*

Date	CFDA	CFDA Name	Source	Original	Supplement	Reduction	Liquidation	Totals By Date
12/28/2022	84.048	Vocational Education--Basic Grants to States	FF	\$115,026.00	\$0.00	\$0.00	\$0.00	\$115,026.00
Totals:				\$115,026.00	\$0.00	\$0.00	\$0.00	\$115,026.00

Oregon Department of Education Terms and Conditions relating to this Federal Pass-Through Award.

This Subgrant Award Notification constitutes a legal agreement between the State of Oregon, acting through its Oregon Department of Education ("Agency"), and the identified Award Recipient.

The recipient of grant funds, pursuant to this agreement with the State of Oregon, shall assume sole liability for recipient's breach of the conditions of the grant, and shall, upon recipient's breach of grant conditions that causes or requires the State of Oregon to return funds to the grantor, hold harmless and indemnify the State of Oregon for an amount equal to the funds which the State of Oregon is required to pay to grantor.

Agency's obligation to pay any grant funds under this Agreement is conditioned on Agency receiving funding, appropriations, limitations, allotments and other expenditure authority sufficient to pay the grant funds to recipient. This Agreement may be terminated at any time upon written notice by either Party.

The terms of this Agreement will not be 'signed' in the sense of a traditional paper document. By submitting a claim in the Electronic Grant Management System (EGMS), your entity acknowledges they have read and understand the Federal, State,

Oregon Department of Education  
Finance & Information Technology  
255 Capitol Street NE  
Salem, Oregon 97310-1206



Federal Awarding Agency: **U.S. Department of Education**  
County: **Lane**  
Fiscal Agent: **Lane ESD**  
Unique Entity Identifier (UEI): **H74PXC9JQC59**  
DUNS Number: **093482008**  
Vendor No: **1936010866-000**  
Subgrant No: **75139**

## Subgrant Award Notification Original

and/or Local requirements, and understand this agreement includes an assumption of risk. User acknowledges they have been delegated legal signatory authority for this agreement and assume responsibility for this claim, affirming the claims are allowable, allocable, and reasonable based on the terms and conditions of the stated requirements in the Federal grant award.

Funding beyond June 30, 2023 is contingent upon legislative approval.

### Federal Award Project Descriptions:

Federal funds are made available to develop more fully the academic, vocational, and technical skills of secondary and postsecondary students who elect to enroll in vocational and technical programs.

**CC: Tony Scurto, Agency Head, Lane ESD**  
**CC: Dave Standridge, Fiscal Manager, Lane ESD**

**Jennifer Patterson, Education Programs Administrator 3 - SR42 - Exempt** Signature on File **01/03/2023**

Name and Title of ODE Official	Signature	Date

**Note: To meet §200.331 of the Uniform Administrative Requirements and state requirements, subrecipient is required to allow access to any financial statements and records as related to this award.**

Requirements in accordance with Federal statutes, regulations and the terms and conditions of Federal Award, terms and conditions concerning closeout and additional ODE requirements:

\*All Claims for expenditure from July 1, 2022 through September 30, 2023, must be submitted no later than 45 days after the Ending Date (unless otherwise arranged. No expenditures may be charged to this subgrant prior to or subsequent to this period. Subgrant recipients not adhering to this policy may be subject to the loss of some or all of the subgrant funds. Payment under this subgrant is contingent on Agency receiving appropriations, limitations, allotments, or other expenditure authority sufficient to allow Agency to continue to make payments.

## Multiple Participant Detail

Subgrant No: **75139**  
County: **Lane**  
Fiscal Agent: **Lane ESD**  
Award Title: **Perkins YCEP/JDEP Network - Formula**  
Type of Funds: **Federal**  
Beginning Date: **July 1, 2022**  
Ending Date: **September 30, 2023**

<b>Agency</b>	<b>Inst ID</b>	<b>Original</b>	<b>Supplement</b>	<b>Reduction</b>	<b>Total</b>
New Bridge High School	2260	\$28,028.00			\$28,028.00
RiverBend High School	2386	\$3,577.00			\$3,577.00
Three Lakes High School	4609	\$16,130.00			\$16,130.00
William P Lord High School	1828	\$67,291.00			\$67,291.00
	Totals:	\$115,026.00	\$0.00	\$0.00	\$115,026.00

\*All Claims for expenditure from July 1, 2022 through September 30, 2023, must be submitted no later than November 14, 2023. No expenditures may be charged to this subgrant prior to or subsequent to this period. Subgrant recipients not adhering to this policy may be subject to the loss of some or all of the subgrant funds.

# OSBA Model ESD Sample Policy

Code: BBBA

Adopted:

## Board Member Qualifications

A person is eligible to serve as a Board member if ~~he/she~~ the person is an qualified elector<sup>1</sup> of the ESD. ~~An elector means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and must have~~ and has been a resident within the ESD for one year immediately preceding the election or appointment. ~~Additionally, if elected from a zone, the individual must reside in the zone.~~ If the position sought is one elected or nominated by zone, the person must also reside in the zone from which the person is nominated except as authorized by law.

~~No~~ A person who is an employee of the ESD is not eligible to serve as a Board member while so employed.

END OF POLICY

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### Legal Reference(s):

[ORS 247.002](#)

[ORS 247.035](#)

[ORS 249.013](#)

[ORS 334.025](#)

[ORS 334.032](#)

[ORS 334.090](#)

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<sup>1</sup> "Elector" means an individual qualified to vote under Article II, section 2, [Oregon Constitution](#).

OREGON CONSTITUTION, ARTICLE II, Section 2.  
~~OR. CONST., art. VIII, § 6.~~

# OSBA Model ESD Sample Policy

Code: CPA  
Adopted:

## Layoff and Recall for Administrative Personnel

This policy applies to all licensed administrators below the rank of assistant superintendent who are not considered teachers under ORS 342.934.<sup>1</sup>

The Board retains the right to determine when a layoff is necessary. Layoffs shall be by position. A reduction in hours does not constitute a layoff.

The factors considered in the layoff process will be license, seniority, qualifications, merit and/or competence. ~~Competence includes recent experience, additional training and educational attainments. Merit includes the measurement of one administrator's ability and effectiveness against the ability and effectiveness of another administrator.~~

The Board desires/expects administration to retain, consistent with state law, the most capable and productive of the licensed and qualified employees needed to carry out the approved programs and services of the ESD.

Prior to initial development of a recall procedure for administrators the Board will consult with the employees or a designated representative of the employees covered by this policy.

The ESD will develop administrative regulations to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 334.125\(7\)](#)  
[ORS 342.934](#)

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<sup>1</sup> Prior to laying off any administrators, the district will work with legal counsel to determine if the cultural or linguistic expertise criteria apply to any impacted employees.



# OSBA Model ESD Sample Policy

Code: GBEA  
Adopted:

## Workplace Harassment \*

Workplace harassment is prohibited and shall not be tolerated. This includes workplace harassment that occurs between ESD employees or between an ESD employee and the ESD in the workplace or at a work-related event that is off ESD premises and coordinated by or through the ESD, or between an ESD and an ESD employee off ESD premises. Elected school board members, volunteers and interns are subject to this policy.

Any ESD employee who believes they have been a victim of workplace harassment may file a report with the ESD employee designated in the administrative regulation GBEA-AR - Workplace Harassment Reporting and Procedure, may file a report through the Bureau of Labor and Industries' (BOLI) complaint resolution process or under any other available law. The reporting of such information is voluntary. The ESD employee making the report is advised to document any incidents of workplace harassment.

“Workplace harassment” means conduct that constitutes discrimination prohibited by Oregon Revised Statute (ORS) 659A.030 (discrimination in employment based on race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, age, or expunged juvenile record), including conduct that constitutes sexual assault<sup>1</sup> or that constitutes conduct prohibited by ORS 659A.082 (discrimination against person in uniformed service) or 659A.112 (discrimination in employment based on disability).

The ESD, upon receipt of a report from an ESD employee who believes they are a victim of workplace harassment, shall provide information about legal resources and counseling and support services, including any available employee assistance services. The ESD employee receiving the report, whether a supervisor of the employer or the ESD employee designated to receive reports, is advised to document any incidents of workplace harassment, and shall provide a copy of this policy and accompanying administrative regulation to the victim upon their disclosure about alleged workplace harassment.

All incidents of behavior that may violate this policy shall be promptly investigated.

Any person who reports workplace harassment has the right to be protected from retaliation.

The ESD may not require or coerce an ESD employee to enter into a nondisclosure<sup>2</sup> or nondisparagement<sup>3</sup> agreement.

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<sup>1</sup> “Sexual assault” means unwanted conduct of a sexual nature that is inflicted upon a person or compelled through the use of physical force, manipulation, threat or intimidation.

<sup>2</sup> A “nondisclosure” agreement or provision prevents either party from disclosing the contents of or circumstances surrounding the agreement.

<sup>3</sup> A “nondisparagement” agreement or provision prevents either party from making disparaging statements about the other party.

The ESD may not enter into an agreement with an employee or prospective employee, as a condition of employment, continued employment, promotion, compensation, or the receipt of benefits, that contains a nondisclosure provision, a nondisparagement provision or any other provision that has the purpose or effect of preventing the employee from disclosing or discussing workplace harassment that occurred between ESD employees or between an ESD employee and the ESD, in the workplace or at a work-related event that is off ESD premises and coordinated by or through the ESD, or between an ESD employee and employer off ESD premises.

The ESD may enter into a settlement agreement, separation or severance agreement that includes one or more of the following provisions only when an ESD employee claiming to be aggrieved by workplace harassment requests to enter into the agreement: 1) a nondisclosure or nondisparagement provision; 2) a provision that prevents disclosure of factual information relating to the claim of workplace harassment; or 3) a no-rehire provision that prohibits the employee from seeking reemployment with the ESD as a term or condition of the agreement. The agreement must provide the ESD employee at least seven days after signing the agreement to revoke it.

If the ESD determines in good faith that an employee has engaged in workplace harassment, the ESD may enter into a settlement, separation or severance agreement that includes one or more of the provisions described in the previous paragraph.

It is the intent of the Board that appropriate corrective action will be taken by the ESD to stop workplace harassment, prevent its recurrence and address negative consequences. Staff members in violation of this policy shall be subject to discipline, up to and including dismissal and/or additional workplace harassment awareness training, as appropriate. Other individuals (e.g., board members and volunteers) whose behavior is found to be in violation of this policy shall be subject to appropriate sanctions as determined and imposed by the superintendent or the Board.

The ESD shall make this policy available to all ESD employees and shall be made a part of ESD orientation materials provided and copied to new ESD employees at the time of hire.

The superintendent will establish a process of reporting incidents of workplace harassment and the prompt investigation.

END OF POLICY

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**Legal Reference(s):**

[ORS 174.100](#)  
[ORS 243.317 - 243.323](#)  
[ORS 659A.001](#)  
[ORS 659A.003](#)  
[ORS 659A.006](#)

[ORS 659A.029](#)  
[ORS 659A.030](#)  
[ORS 659A.082](#)  
[ORS 659A.112](#)  
[ORS 659A.370](#)

[ORS 659A.820](#)  
[ORS 659A.875](#)  
[ORS 659A.885](#)  
[OAR 584-020-0040](#)  
[OAR 584-020-0041](#)

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018).

Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e (2018).

Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681-1683 (2018); Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 C.F.R. Part 106 (2020).

Bartsch v. Elkton School District, FDA-13-011 (March 27, 2014).

~~House Bill 3041 (2021).~~

# OSBA Model ESD Sample Policy

Code: GCBDB/GDBDB  
Adopted:

## Early Return to Work

Efforts will be made, on a case-by-case basis, to reinstate ill or injured employees to work. The reinstatement will be within the requirements of the injury, the limitations of the law and the limitations of the ESD.

In the event an employee is not able to perform essential job functions completely after an illness or injury, the ESD will determine whether reasonable accommodations are appropriate that would provide a temporary light-duty assignment, restructuring of a position to include modified workdays, shift or part-time work, hours of work or modifications in facilities, equipment, special aids and services. Reasonable accommodations must not result in an undue hardship on the ESD.

If an employee cannot be reasonably accommodated in ~~his/her~~ their current position, the ESD will review alternative assignments. The employee, if qualified, will be offered an available vacant position with or without reasonable accommodations. If recovery is ongoing, sick leave is exhausted and no other assignment is possible, the ESD will ~~may~~ provide temporary unpaid leave as an accommodation in accordance with state and federal law.

The ESD will maintain current job descriptions for each position. Physical requirements for appropriate job categories will be established.

The [superintendent] will develop procedures as necessary to implement this policy.

END OF POLICY

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### Legal Reference(s):

[ORS 659A.043](#) [OAR 436-110-000+3](#) to -0900  
[ORS 659A.046](#) [OAR 581-024-0240](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2012); 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

# OSBA Model ESD Sample Policy

Code: GCQB  
Adopted:

## Research

~~Employees~~ ESD staff are encouraged to participate in research for the development and improvement of education. ~~If an employee plans~~ Staff who propose to engage in ~~a research project during the workday or use~~, e.g., study toward advanced work or for use in classroom instruction, using ESD resources or ~~ESD students~~, ~~either for study toward advanced work or for use in classroom instruction, approval must be secured from the superintendent~~ will submit a proposal to the superintendent for approval prior to commencing such research. If approved, and the study results in material or practices which ~~would~~ may be useful to other ~~employees~~ ESD staff, ~~it shall~~ such will be reviewed by administration and may be made available for distribution throughout the ESD as determined by administration. For the protection of all concerned, privacy rights of students or other individuals involved in ~~research projects~~ such research must be protected.

Research which is conducted by or for a non-ESD ~~district employee~~ individual or organization must be approved by the superintendent or designee.

END OF POLICY

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### Legal Reference(s):

[ORS 334.125](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2012~~2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2016~~2022).

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2012~~2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2016~~2022).

# OSBA Model ESD Sample Policy

Code: IGBAF  
Adopted:

## Special Education - Individualized Education Program (IEP)\*\*

In cooperation with a component school district an individualized education program (IEP) shall be developed and implemented for each student with disabilities in the ESD, (kindergarten through 21 years of age), including those who are placed in or referred to a private school or facility by the ESD or receive related services from the ESD. The ESD is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The ESD will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the ESD will ensure that a representative of the private school or facility attends the IEP meeting. If the representative of the private school or facility is unable to attend the IEP meeting, the ESD shall use other methods to ensure participation including but not limited to, individual or conference telephone calls or individual meetings.

END OF POLICY

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### Legal Reference(s):

[ORS 343.151](#)  
[ORS 343.155](#)

[OAR 581-015-2000](#)  
[OAR 581-015-2190](#)  
[OAR 581-015-2195](#)  
[OAR 581-015-2200](#)

[OAR 581-015-2205](#)  
[OAR 581-015-2210](#)  
[OAR 581-015-2215](#)  
[OAR 581-015-2220](#)  
[OAR 581-015-2225](#)  
[OAR 581-015-2229](#)

[OAR 581-015-2230](#)  
[OAR 581-015-2235](#)  
[OAR 581-015-2055](#)  
[OAR 581-015-2600](#)  
[OAR 581-015-2065](#)  
[OAR 581-015-2265](#)

Assistance to States for the Education of Children with Disabilities, 34 C.F.R. §§ 300.5-300.6, 300.22-300.24, 300.34, 300.43, 300.105-106, 300.112, 320.325, 300.328, 300.501 (2006).

# OSBA Model ESD Sample Policy

Code: IK  
Adopted:

## **Academic Achievement\*\*** (Required policy for ESDs that operate a school.)

The Board feels it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The ESD shall ensure that all students have the opportunity to demonstrate progress toward mastery of the knowledge and skills of the student's current grade level or course content level. Students who fail to meet or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options.

The Board directs staff to follow these guidelines in measuring and determining student progress:

1. Parents and students will be informed at least annually, of their student's progress toward achieving the academic content standards, including but not limited to:
  - a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information;
  - b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent;
  - c. Evidence of the student's progress in a continuum of knowledge and skills that are not academic and that may include student behaviors that are defined by the ESD;
  - d. Student scores on all state and local assessments indicating any of the requirements that have been waived for the ESD or the individual and time periods for the waiver; and
  - e. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills.
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade. Behavior performance shall be reported separately;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;

5. When no grades are given but the student is evaluated in terms of progress, the school staff will ~~also provide a realistic appraisal of the student's standing in relation to his/her peers~~ show whether the student is achieving course requirements at the student's current grade level;
6. The staff will take particular care to explain to parents the meaning of marks and symbols used to reflect student performance.

END OF POLICY

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**Legal Reference(s):**

[ORS 107.154](#)  
[ORS 329.485](#)

[OAR 581-021-0022](#)  
[OAR 581-022-2260](#)

[OAR 581-022-2270](#)

# OSBA Model ESD Sample Policy

Code: JHC  
Adopted:

## Student Health Services and Requirements\*\* (Highly recommended policy for ESDs that operate schools)

Although the ESD's primary responsibility is to educate students, the students' health and general welfare is also an ~~major~~ important Board ~~concern~~ responsibility. The Board believes school programs should be conducted in a manner that protects and enhances student and employee health and is consistent with good health practices.

The ESD shall provide:

1. One registered nurse or school nurse for every 125 medically fragile students;
2. One registered nurse or school nurse or one licensed practical nurse under the supervision of a registered nurse or school nurse for each nursing-dependent student; and
3. One registered nurse or school nurse for every 225 medically complex students.

The ESD may use the most cost effective means available to meet the above requirements.

The nurse(s) employed by the ESD shall be licensed to practice as a registered nurse or nurse practitioner in Oregon and will function as an integral member of the instructional staff, serving as a resource person to teachers in securing appropriate information and materials on health-related topics.

Any nurse(s) providing services to the ESD shall follow all applicable requirements of Oregon Revised Statutes (ORS) Chapter 678 and Oregon Administrative Rule (OAR) Chapter 851. This includes, but is not limited, delegation in accordance with OAR 851-047, which includes performing a nursing assessment of the patient prior to delegation, providing adequate supervision during the delegation, and evaluating the skills, ability and willingness of the delegee.<sup>1</sup>

The ESD shall maintain a prevention-oriented health services program which provides:

1. Pertinent health information on the students, as required by Oregon statutes or rules;
2. Health appraisal to include screening for possible vision or hearing problems ~~[and also scoliosis];~~
3. Health counseling for students and parents, when appropriate;
4. Health-care and first-aid assistance that are appropriately supervised and isolates the sick or injured child from the student body;

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<sup>1</sup> For additional delegation requirements, see OAR [851-047-0030](#).

5. Control and prevention of communicable diseases as required by Oregon Health Authority, Public Health Division and the county health department;
6. Assistance for students in taking prescription and/or nonprescription medication according to established ESD procedures;
7. Services for students who are medically fragile or have special health-care needs;
8. Integration of school health services with school health education programs.

The Board directs its ESD health staff to coordinate with health personnel from other public agencies in matters pertaining to health instruction or the general health of students and employees.

In accordance with the requirements of federal law, the ESD recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination<sup>2</sup> or screening that is required as condition of attendance; administered and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students. Notification will be provided at least annually at the beginning of the school year or when enrolling students for the first time in school and will include the specific or approximate dates during the school year when such activities are scheduled or expected to be scheduled.

Procedures shall be developed and implemented to carry out this policy. All ESD employees will be appraised of their responsibilities in this area. Parents shall have the opportunity to request their students be exempt from participation in [scoliosis,]-vision or hearing screening. The ESD will abide by those requests.

END OF POLICY

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**Legal Reference(s):**

[ORS 329.025](#)

[ORS 336.201](#)

[ORS 336.211](#)

[OAR 581-022-2050](#)

[OAR 581-022-2220](#)

[OAR 581-022-2225](#)

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<sup>2</sup> The term “invasive physical examination,” as defined by law, means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision or scoliosis screening. The term does not include any physical examination or screening that is permitted or required by state law, including physical examinations or screenings that are permitted without parental notification.

Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2012~~2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2017~~2022).  
Every Student Succeeds Act of 2015, 20 U.S.C. § 8548 (2018~~2012~~).  
Family Education Rights and Privacy Act 20 U.S.C. § 1232g (2018~~2012~~).

# OSBA Model ESD Sample Policy

Code: KBA  
Adopted:

## Public Records Request\*\*

~~“Public record” means any information that:~~

- ~~1. Is prepared, owned, used or retained by the ESD;~~
- ~~2. Is related to an activity, transaction or function of the ESD; and~~
- ~~3. Is necessary to satisfy the fiscal, legal, administrative or historical policies, requirements or needs of the ESD.~~

A request to inspect or receive a copy of a public record shall be in writing and will be presented to the Superintendent Office.

A “public record” includes any writing that contains information relating to the conduct of the public’s business, prepared, owned, used or retained by the ESD regardless of physical form or characteristics, unless otherwise exempted by law.<sup>1</sup> “Writing” means handwriting, typewriting, printing, photographing and every means of recording, including letters, words, pictures, sounds, or symbols or combination thereof and all papers, maps, files, facsimiles or electronic recordings. Public record does not include any writing that does not relate to the conduct of the public’s business and that is contained on a privately owned computer ~~messages on voice mail or on other telephone message storage and retrieval systems, or spoken communication that is not recorded.~~<sup>2</sup>

~~A request to inspect or receive a copy of a public record shall be in writing and will be presented to the [superintendent’s] office.~~

~~Board meetings and records will be matters of public information subject to such restrictions as are set by federal law or regulation, by state statute or by pertinent court rulings.~~

~~The Board’s official minutes, its written policies and its financial records will be available at the superintendent’s office for inspection by any citizen desiring to examine them during hours when the superintendent’s office is open.~~ All such information will be made available to individuals with disabilities in an ~~any appropriate~~ accessible format, upon request and with appropriate advanced notice. Auxiliary aids and services available to ensure equally effective communications to qualified persons with disabilities may include large print, Braille, audio recordings, readers, assistance in locating materials or other equally effective accommodations.

<sup>1</sup> There are multiple definitions for “public record” in ORS 192. This definition comes from ORS 192.311 and applies to the inspection of records.

<sup>2</sup> In accordance with Bialostosky v. Cummings, 319 Or. App. 352 (2022), an individual board member may be considered a public body for public record purposes. Consequently, records created and retained solely by individual board members may be considered public records.

The Board supports the right of the people to know about programs and services of their schools and will make every reasonable efforts to disseminate information. Each administrator is authorized to use all available means available to keep parents and others of his/her in the particular ESD's community informed about the ESD's program and activities.

~~No records will be released for inspection by the public or any unauthorized persons—either by the superintendent or any other person designated as custodian for ESD records—if such disclosure would be contrary to the public interest, as described in state law.~~

The Board reserves the right to establish a fee schedule which will reasonably reimburse the ESD for the actual cost of making public records available pursuant to law. The ESD will not be obligated to complete a request for which the requester has not paid the fee as permitted by state law. There will be no additional charge for auxiliary aids and services provided for qualified persons with disabilities.

Employee and volunteer personal residential addresses, personal electronic mail addresses (~~other than ESD electronic mail addresses assigned by the ESD to ESD employees~~), social security numbers, dates of birth and personal telephone or cellular numbers, and other information listed in Oregon Revised Statute (ORS) 192.355 as exempt, contained in personnel records maintained by the ESD are exempt from public disclosure pursuant to ~~Oregon Revised Statute (ORS) 192.368-368 and ORS 192.355(3)~~. ESD electronic mail addresses assigned by the ESD to ESD employees are not exempt. ~~Such information may be released only upon the written request of the employee or volunteer or as otherwise provided by law.~~ This exemption does not apply to a substitute teacher, as defined in ORS 342.815, when requested by a professional education association of which the substitute teacher may be a member. ~~ESD electronic mail addresses assigned by the ESD to ESD employees are not exempt.~~

The ESD will not disclose the identification badge or card of an employee without the employee's written consent if the badge or card contains the employee's photograph and the badge or card was prepared solely for internal use by the ESD to identify ESD employees. A duplicate of the photograph used on the badge or card shall not be disclosed.

The ESD shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

The ESD shall retain and maintain its public records in accordance with Oregon Administrative Rule (OAR) 166-005-0010 and Chapter 166, Division 400 and ORS Chapter 192.

END OF POLICY

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**Legal Reference(s):**

[ORS 180.805](#)

[ORS Chapter 192](#)

[OAR 137-004-0800\(1\)](#)

[OAR 166-005-0010](#)

[OAR 166-400](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (~~2012~~2018); 29 C.F.R. Part 1630 (~~2017~~2021); 28 C.F.R. Part 35 (~~2017~~2021).

OREGON DEP'T OF JUSTICE, OREGON ATTORNEY GENERAL'S, *Public Records and Meetings Manual* (~~2014~~).

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

*Bialostosky v. Cummings*, 319 Or. App. 352 (2022).



## **2023 Legislative Session Priorities**

Ratified by the Governance Council on 2.2.23

### **Funding Issues:**

- Increase State School Fund: 2023-25 appropriation to \$10.3 billion. ● Modify CSL calculation to match actual growth in K-12 costs. ● Increase ESD Statewide Initiatives allocation for technical assistance to local school districts.
- Provide adequate funding to maintain REN sustainability
- Provide adequate funding to sustain Regional (RIS) programs and EI/ECSE.
- Provide funding for Early Childhood infrastructure.

### **Workforce and Staffing:**

- Prioritize Special Education educators, Instructional Assistants, and rural educators.
- Incorporate apprenticeships into grow your own programs allowing Instructional Assistants to become licensed educators.
- Support legislation providing ESD Superintendents with the same contract protections as local school district Superintendents.
- Reduce redundancy which creates complications for hiring.
- Reduce barriers required when hiring from out of the state.

### **Cybersecurity:**

- Support proposals that establish the Oregon Cybersecurity Center of Excellence as an independent, nonprofit public corporation charged with overseeing, coordinating, funding and providing cybersecurity education, awareness and training for public, private and nonprofit sectors, cybersecurity workforce development and cybersecurity-related goods and services to Oregon public bodies with a targeted focus on the unmet needs of regional and local governments, special districts, education service districts, K-12 schools, and libraries.

### **Other:**

- Support Student Voice and Racial Justice
- Support Effective Governance
- Support ODE Policy Option Packages that support ESD programs & mission.

Our team has reviewed Governor Kotek's recommended budget for 2023-25 and wanted to share a more detailed update on her education priorities.

### **State School Fund**

- **\$9.9 billion** - a 6.5% increase from 2021-23 and a \$400 million increase from the initial recommendation from the state budget office for 2023-25. The Governor's Recommended Budget uses a combination of state resources for the State School Fund - General Fund, Lottery Funds, Corporate Activity Taxes (as required by the Student Success Act), Marijuana and other miscellaneous funds.

### **Major K-12 Funding**

- **Student Success Act - Student Investment Account - \$977.4 million** (increase of 9.5% from 2021-23)
- **Measure 98/High School Success - \$329.7 million** (increase of 5.8% from 2021-23; avg. of \$905 per student annually)

### **Additional Funding for Current K-12 Efforts and Priorities**

- **School Capital Construction - \$160 million** in bond funding to continue the state's capital improvement matching program for school districts. The budget also includes \$4.6 million for the Oregon School for the Deaf, and \$15 million for the Connecting Oregon Schools program to expand broadband connectivity for schools.
- **Seismic Retrofitting/Seismic Rehabilitation of Schools - \$100 million** in General Obligation Bonds.
- **School Safety - \$3 million** carved out from the State School Fund to establish a School Emergency Management Program.
- **Implementation of State Standards - \$1.4 million** to support professional learning and training for Ethnic Studies and Social Emotional Learning.
- **Student Success Plans - \$18 million** (from the Corporate Activities Tax). These funds are distributed as Grant-in-Aid to school districts, community-based organizations and other partners to implement strategies developed in the plans.
  - African American Student Success plan - \$5 million
  - Latino/a/x and Indigenous Student Success plan - \$5 million
  - LGBTQ2SIA+ Student Success plan - \$2 million
  - New plans that address the unique needs of Native Hawaiian/Pacific Islander students and students who are refugees and immigrants - \$6 million
- **Child Nutrition - \$54.7 million** for the Hunger Free Schools Programs Grant (under the Statewide Education Initiatives Account in the Student Success Act).
- **Early Intervention/Early Childhood Special Education - an additional \$6 million** (using the Corporate Activities Tax).

### **New and Emerging Education Initiatives**

- **Early Literacy - \$120 million in total (breakdown below)**

- **\$100 million** for training, time, materials, and on-going coaching for preschool and elementary school educators in evidenced-based literacy strategies and culturally-responsive approaches.
- **\$20 million** dedicated to literacy focused summer programming for preschool through 5th grade for the summer of 2023. Allocated to districts and public charter schools; will require a 50 percent match.
- **Summer Enrichment Programming for all Grades - \$30 million**
  - Allocated to Tribes and Community-Based Organizations to provide summer enrichment opportunities.
  - Funds are for the summer of 2023, with a commitment to seek additional funding in 2024.
- **Rural and small school technical assistance**
  - \$4.8 million to help rural and small schools secure public funding to help meet the needs of students in their respective communities.
- **Culturally Responsive Supports for Educators**
  - \$4.5 million in one-time resources from the Educator Advancement Council to continue building the Tribal Nations Educator Collaborative Grant.
  - \$5.4 million in one-time carry over resources to develop a comprehensive professional learning system and online platform.

### **Early Learning and Care**

- Expanding preschool and child care facilities - \$100 million (intended to help providers create and upgrade their physical early learning spaces).
- Early learning workforce - \$62.5 million to provide a living wage for early learning professionals working in the following programs Oregon PreKindergarten, Preschool Promise, Healthy Families Oregon, Relief Nurseries, and the Early Childhood Equity Fund.
- Expansion of early learning programs - \$18.9 million
- Inclusionary supports to reduce class size ratios - \$7 million
- Preschool Promise expansion in the summer of 2024 - \$3.8 million
- Community transportation - \$2 million
- Healthy Families Oregon in Lincoln County - \$1.2 million

**If you'd like to review any of the budget documents shared yesterday, feel free to take a look at them below:**

- [Governor Kotek's Detailed 2023-25 Recommended Budget](#)
- [Governor Kotek's Budget Summary - 2023-25 Mission Focused](#)

Like we mentioned in our email yesterday, this budget is an important framework to provide all students with consistent educational and mental health supports needed to continue to recover from the impacts of the pandemic, accelerate academically, and improve their well-being.

Next, we will need to continue working with Governor Kotek, her team, and the Legislature to pull together a budget that helps deliver these important resources for our students and schools.

In the coming weeks, please be on the lookout for a request from our team about sharing your district story and data with us. We'll want to know how this budget scenario impacts your students, staff, and schools.

Thank you again for all of your unwavering support, and continued leadership and advocacy. If you have any questions, please do not hesitate to reach out to Morgan and me.

Best,

Parasa

## PROPOSED Key Bills

**HB 2049 (Priority 1 Support):** Transfers Oregon Cybersecurity Advisory Council from office of Enterprise Information Services to Oregon Cybersecurity Center of Excellence. Modifies composition and duties, powers and functions of council.

**HB 2119 (Priority 1 Oppose):** Repeals corporate activity tax. Applies to tax years beginning on or after January 1, 2024.

**HB 2189 (Priority 2 Support):** Directs Teacher Standards and Practices Commission to ensure nontraditional pathways to licensure are available for prospective career and technical education teachers and to provide accommodations or otherwise reduce licensure requirements for licensed career and technical education teachers, or prospective and technical education teachers, who live in rural areas.

**HB 2232 (Priority 1 Support):** Requires Department of Education to conduct study to determine how to use educator apprenticeships to address educator workforce shortage.

**HB 2622 (No Position):** Requires governing body of public education provider to develop and revise professional learning plans. .

**HB 2682 (Priority 1 Support):** Directs State Apprenticeship and Training Council to develop and implement registered apprenticeship program to create pathway to licensure for teacher candidates.

**HB 2690 (Priority 1 Oppose):** Requires school district to pay classified school employee not less than 10 percent more than minimum wage that applies to all employees who work in this state and not less than 15 percent more than minimum wage if classified school employee provides support to students with individualized education program or who are enrolled in special education.

**HB 2739 (Priority 1 Support):** Directs Oregon Department of Administrative Services to prepare tentative budget for funding of State School Fund.

**HB 3066 (No Position):** Directs school districts to give parents, guardians and district residents equitable access to instructional materials for purpose of reviewing and examining materials.

**HB 3084 (No Position):** Requires that moneys from corporate income and excise tax kicker be used for funding of school construction projects and infrastructure improvements.

**HB 3132 (No Position):** Provides that rules adopted by State Board of Education in relation to school district boards and school districts are advisory only.

**SB 197 (Priority 1 Oppose):** Expands requirement for mandatory bargaining over class size and caseload limits to all school districts.

**SB 252 (Priority 1 Oppose):** Requires each school district, education service district and public charter school to ensure that state moneys received by district or school are used to educate student for which moneys are received.

**SB 255 (Priority 1 Oppose):** Requires school district that is making reductions in educator staff positions to prioritize seniority when determining which teachers to retain.

**SB 277 (No Position):** Requires Teacher Standards and Practices Commission to conduct study to identify methods to address workforce shortages in kindergarten through grade 12.

**SB 281 (Priority 1 Support):** Appropriates moneys from General Fund to Department of Education for purposes of conducting comprehensive review of and updating Quality Education Model.

# Lane

## Education Service District

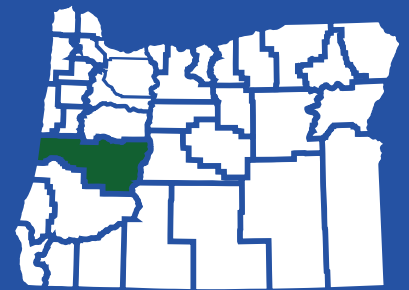
*Collaborating to empower all learners with justice-centered opportunities, equitable leadership, and a passion for lifelong learning.*

### Who is Lane Education Service District?

Through equitable practice and collaborative work with our sixteen school districts and several community partners, Lane ESD delivers cost-effective Special Education, School Improvement Administrative and Technology services. We also play a key leadership role by understanding, disseminating and implementing best practices in education for the benefit of all students.

### Why is LESD Important?

Lane ESD provides services that school districts, especially small and medium sized districts, are not able to offer independently. We are committed to equitable access to high-quality education services for each and every student.



Serving Lane County



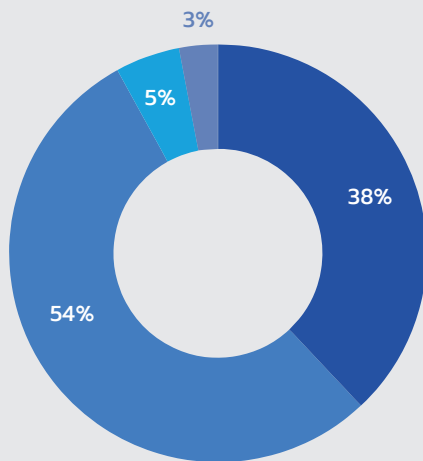
**113 Schools**  
14 Charter Schools

**43,707 Students**



**2,600 Teachers**

### Agency Funding Sources



- State Funding
- Other Sources
- Fee-for-Service
- Major Grants

**Tony Scurto**  
Superintendent

541.461.8200

[www.lesd.k12.or.us](http://www.lesd.k12.or.us)

1200 Highway 99 North  
Eugene, OR 97402

# Overview of Services

## Special Education Services

Augmentative Communication  
Behavior Disorders Consultants  
Behavior/Autism Spectrum  
Disorder Consortium Placements  
Custom Services  
Direction Service  
Lane School (Special School)  
Behavior Disorder Placements  
Life Skills ESD and Consortium  
Placements  
MLK Jr. Education Center  
School Psychologist Services  
Sign Language Interpretation  
Services  
Speech & Language Pathologist

## School Improvement Services

Attendance Advocacy/Truancy  
Career & Technical Education  
Connected Lane County  
Courier Services  
Custom Services  
General Education  
Home School  
Librarian Services  
Regional Promise Program/  
Dual College and High School  
Credit Courses  
Tragedy Response

## Technology & Administrative Services

Communication Support  
Services  
Custom Services  
Custom Services Administrative  
Services  
eRate Support Services  
Infrastructural Technology  
Services  
Learn 360  
Substitute Teacher List  
Subscription



## Grants & Partnerships

African American Black  
Student Success  
CTE Revitalization - Construction  
CTE Revitalization - Health  
CTE STEM Networks  
Early Intervention  
Early Childhood  
Special Education  
ESD Technical Assistance  
ESSER II  
GEER Computer Science  
Juvenile Detention  
Mathways Regional Prof Dev  
Perkins Basic  
Perkins Reserve  
Reengagement  
Regional Educator Network  
Regional Inclusive Services  
Retention and Recruitment  
School Violence Prevention-COPS  
SIA (Technical Assistance)  
Social Emotional Learning  
(Native Youth Wellness)  
State Hospital  
STEM Innovation  
Title I-C - MEP  
Youth Transition Program

**\$34,108,000**  
Annual Grant Revenue

**Districts  
We Serve**

Bethel · Blachly · Creswell  
Crow-Applegate-Lorane · Eugene  
Fern Ridge · Junction City · Lowell  
Mapleton · Marcola · McKenzie · Oakridge Hill  
Pleasant Hill · Siuslaw · South Lane · Springfield



*Overcoming barriers to education through technology*

📍 1200 Hwy 99N Eugene OR 97402 🌐 [www.lesd.k12.or.us](http://www.lesd.k12.or.us) ✉ [it@lesd.k12.or.us](mailto:it@lesd.k12.or.us) ☎ 541.461.8351

### **Network Engineer**

Our new Network Engineer, Russell, will start on Feb 20th! The IT department spent a great deal of time and energy filling this position. This was the last open position in IT.

### **Aruba Wireless**

Aruba wireless is up to date and functioning properly. This update helps ensure the network equipment is not as vulnerable to attack.

### **Eduroam**

We had our kick-off meeting two weeks ago and we start work at the ESD next week. This is the system that will provide safe WiFi for our staff and students as they travel to other districts.

### **Firewalls**

We have started the procurement process for updating our current firewalls. These devices are what help to keep the bad guys out of our network and the networks of the districts we serve.

### **Phone System**

We have started the research phase for replacing our phone system summer 2024.

### **CyberSecurity Insurance**

We have completed all of the requirements for cyber insurance for 2021-2023 and are halfway through the requirements for 2024.

## **Our School Improvement Team | Board Report | 02.07.23**

### **Integrated Guidance**

The School Improvement team hosted a second community engagement event in support of the school districts' Integrated Planning process on January 13 at Lane Community College. This day-long event was attended by over 100 people including district teams, workforce and community partners, and Lane Community College staff and focused on career-technical education, workforce partnerships, and post-secondary access. A panel of LCC students currently enrolled in CTE programs opened the event, sharing candid reflections on their own K-12 experiences and providing recommendations to school leaders for expanding and improving access to CTE programs both at the high school and postsecondary levels. District teams created artifacts throughout the day to use in their own Integrated Plans.

### **CTE: Radically Rehumanizing Health Care**

LA/SS specialist Dr. Leah Dunbar has been working with Churchill High School health sciences teacher Keri Pilgrim to offer a unique three-part professional development series for health sciences teachers. In the first session held on January 20, participants grappled with these essential questions: How do we acknowledge inequities within our discipline and de-center Whiteness in health services courses? How do we communicate antiracist principles in our course policies and learning goals? How do we teach with humility acknowledging our biases and challenging students to encounter their own? How do we elevate student voice and provide multiple means of engagement and expression of learning and equity advocacy? How do we create assessments that enable students to demonstrate multiple ways of knowing?

### **Curriculum Leaders**

The January Curriculum Leaders meeting focused on Title III district responsibilities and ESD supports. The discussion was led by Ana Quintero-Arias and Paula Cates (Lane ESD) with Katie Agee (Willamette ESD). School teams also discussed the ways they are supporting students and teachers through the implementation of the Menstrual Dignity Act. See [full agenda](#).

### **Strategic Plan**

The School Improvement team continues to refine our strategies that align with the equity goals and to focus on #2 *We will engage in ongoing professional development that honors the lived experiences and expertise of team members* by sharing relevant professional learning opportunities and sharing our learning as a team.

Rose Wilde Lane ESD Board Member Report  
Feb. 7, 2023

Last month I attended several meetings of the OAESD Legislative Committee and the Governance Council. Tony has shared the key bills and reports in his report on legislation. I enjoyed Jessica Brenden's report on her activities as Program Administrator for OAESD, which I have linked [here](#). On the second page there are links to information about the Summer Programming OAESD helped to administer and a [Youtube Playlist](#) about the camp experiences.

I also volunteered in 3 Eugene 4J schools. At McCornack I continue to visit 1-2 times a week to deliver the Roots of Empathy Curriculum in two 2nd Grade Classrooms. At Kennedy MS I am a mentor for a 7th grader. And at Network Charter School I participated in student mock interviews. The students at all levels are always so fun and engaging!

I also met with potential candidates for school board positions across the region, including Drea Charles (Bethel) and Jenny Jonak (4J), and met District Attorney Candidate Chris Parosa. I encourage board members to get to know candidates and share information about Lane ESD so our incoming component district boards understand the relationships and services that Lane ESD staff maintain and support.

Respectfully,  
Rose Wilde

## Nora Kent Report

I have been participating with the Lane Education Foundation in viewing and approving grant applications. We are heartened by the number of applications submitted for many innovative and worthy projects .

I attended the Mapleton School School District Board meeting with Tony and Cassidy on January 18th. There was a celebration that included free food and informational tables. The Board accepted our Service Plan and was especially pleased and interested in nursing services. We stayed for a lengthy discussion about the needs of the preschool, including behavioral support needs. Tony is going to look into more possibilities with EC Cares.

Also I am pleased to announce that Siuslaw School District will pilot a family literacy program in the Spring that will include an Early Learning Curriculum.

In Partnership with Seattle Children's  
Autism Center



Seattle Children's  
HOSPITAL • RESEARCH • FOUNDATION



# Join us for Conversations about Autism

## When?

Third Thursday of the month  
Feb. 16th, March 16th, April 20th,  
May 18th, NO JUNE, July 20th,  
August 17th, September 21st,  
October 19th, November 16th

## Where?

Lane Education Service District  
1200 State Hwy 99

## Register for Free at:

**PDU**s available upon request



## For Questions Contact

Stacy Arbuckle Ph.D.  
LESD Special Education Program Administrator  
sarbuckle@lesd.k12.or.us  
(541) 901-9404

Find out more @ <https://www.seattlechildrens.org/health-safety/keeping-kids-healthy/development/conversations-about-autism/>

# FEBRUARY 2023

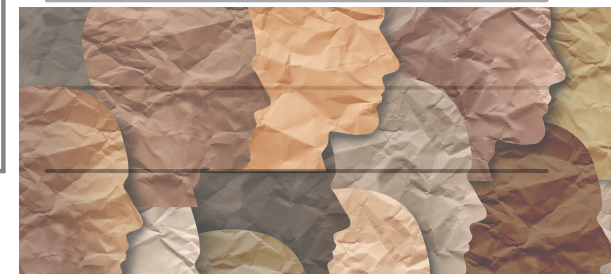


Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
		1	2	3	4	5
6 <u>FIRST YOUTH COUNCIL</u> 4:00-5:00PM	7	8 <u>EDUCATOR / ADMINISTRATOR COUNCIL</u> 5:30-7:30	9	10	11	12
13 DEADLINE TO RSVP FOR SNEAKER BALL	14	15 <u>Black Scholar Speaker Series with Dr. Givens Lane Community College</u> Bldg. 19, Rm 103 6-8 p.m.	16 <u>COMMUNITY PARTNER COUNCIL</u> 2:00-4:00PM	17	18 A Night of Black Excellence Sneaker Ball Lane Event Center (Gleason Atrium) 6-9 pm	19
20 <u>YOUTH COUNCIL</u> 4:00-5:00PM	21 Monthly Parent Chat: Food for the Soul: Live Cooking Demo	22	23	24	25 Field Trip to Portland: OMSI & BEAM	26
27 <u>PARENT COUNCIL</u> 6:00-8:00PM	28 Advisory Meeting 3:30-5 p.m. Lane ESD	<b>STORY TIME TRIBE VIDEO SERIES KICK-OFF</b>				

## To Register To Attend:

- YOUTH COUNCIL SIGN UP**  
[bit.ly/LAABSSYouthCouncilSignUp](https://bit.ly/LAABSSYouthCouncilSignUp)
- Sneaker Ball Sign Up**  
<https://lesd.link/aabss-sneakerball>
- Parent Chat Sign Up**  
<https://bit.ly/AABSSFebChat23>
- Portland Field Trip Sign Up**  
coming soon!
- Story Time Tribe Sign Up**  
<https://bit.ly/storytimetribe23>
- Black Scholar Speaker Series**  
<https://bit.ly/speakerseries23>
- Educator/Admin Council Zoom**  
[bit.ly/LAABSSAdminEduCouncil](https://bit.ly/LAABSSAdminEduCouncil)
- Community Partner Council Zoom**  
[bit.ly/LAABSSPartnerCouncil](https://bit.ly/LAABSSPartnerCouncil)
- Parent Council**  
[bit.ly/LAABSSParentCouncil](https://bit.ly/LAABSSParentCouncil)

To make an inquiry or ask a question, email us at [laneaabss@lesd.k12.or.us](mailto:laneaabss@lesd.k12.or.us)





## Board Meeting Schedule 2022-2023

Springfield Board of Education Business Meetings will typically be held one time per month beginning at **7:00 pm**, **unless otherwise noted on the district website:** <https://www.springfield.k12.or.us/boardmeetings>. Additional Work Sessions will be held throughout the 2022-2023 School Year. **Meeting dates are subject to change.** Only one meeting is scheduled for the months of November, December and March.

<u>Dates</u>	<u>Locations</u>	
July 14	Admin Center	Special Meeting
August 8	Admin Center	Business Meeting
August 22	Admin Center	Work Session
September 12	Admin Center	Business Meeting
September 26	Admin Center	Work Session
October 10	Admin Center	Business Meeting
October 24	Admin Center	Work Session
November 14	Admin Center	Business Meeting
December 12	Admin Center	Business Meeting
January 9	Admin Center	Business Meeting
January 23	Admin Center	Work Session
February 13	Admin Center	Business Meeting
February 27	Admin Center	Work Session
March 13	Admin Center	Business Meeting
April 10	Admin Center	Business Meeting
April 24	Admin Center	Work Session
May 8	Admin Center	Business Meeting
May 22	Admin Center	Work Session
June 12	Admin Center	Business Meeting
June 26	Admin Center	Work Session/Business Meeting

All meetings will be held at the Administration Center, 640 A Street, Springfield, Oregon.