

**Oakridge School District No. 76
47997 W 1st St
Oakridge, OR 97463
Oakridge School District Board Room**

The Oakridge School District Regular Board Meeting is a meeting that is held in public each month.

The Board values community engagement and recognizes the importance of public input. Community members are required to sign up for public comment and are encouraged to submit written public comment by noon the day of the scheduled meeting.

Please follow this link to sign up for public comment <https://forms.gle/5Fot1fQEYAWJcwHy5>.

Please submit your public comment to osdcomments@ohswarriors.net.

Regular Session

Regular School Board Meeting

Monday, February 8, 2021

6:00 p.m. – Virtual Zoom Meeting (see link below)

Please click the link below to join the meeting:

<https://us02web.zoom.us/j/88646155688?pwd=MGNHUGNWb09va05NQ0taNDI1NDduUT09>

Passcode: 711169

Or Telephone:

Dial(for higher quality, dial a number based on your current location):

US: +1 346 248 7799

Webinar ID: 886 4615 5688

Passcode: 711169

AGENDA

A. Reports (Discussion)

1. **LESD Local Service Plan - Tony Scurto, LESD Superintendent)**

B. Approval of Work Session minutes December 28, 2020, Work Session January 4, 2021, Regular Board Meeting minutes January 11, 2021, ~~Work Session minutes January 25, 2021~~

C. Announcements/Correspondence (Information Only)

1. **Public Comment Complaint against the Board**
2. **Budget Committee Member Vacancy, 2021-22 Budget**
3. **Investigative Report Concerning Complaint against the Superintendent**

D. Review Expenditures for December – General Funds/Special Funds/OSD Bond – Peggy Mahla

E. Reports (Discussion)

1. ~~**LESD Local Service Plan - Tony Scurto, LESD Superintendent**~~ (moved to the top of the agenda)
2. **Superintendent Report – Superintendent Doland**
3. **Food Service – Ashley Kirkhart**
4. **OJSH Report – Greg Chapman**
 - **RSSL Plan for Hybrid Learning**
5. **OES Report – Peter Iten**
 - **RSSL Plan for Hybrid Learning**
6. **Special Programs – Dr. Chad Harrison**

E. Unfinished Business

1. **Policy BDDH-Public Comment Revisions (1st read)**

F. New Business

1. Resolution 20-07 Classified Employee Appreciation Week (Action)
2. Lane ESD 2021-23 Local Service Plan -Year One (Action)
3. OSEA MOU-Employee Safety During the COVID Pandemic (Action)
4. OSEA MOU-Employee Retirement Provisions (Action)

G. Personnel

1. Employment Recommendation(s) (Action)

Classified

Andrea Bray, OES Office Manager, 8 or 10 hours (Effective January 27, 2021)

Extra Duty

Kristen Rosenblum, OJSH Teacher of Record Science (Effective September 15, 2020)

Eva Martin, Special Education Case Manager with Caseload above 25 (Effective September 15, 2020)

Karen Hale, Special Education Case Manager with Caseload above 25 (Effective September 15, 2020)

Ron Hebert, OHS Cross Country Head Coach (Effective February 2021)

Gary Jackson, OHS Football Assistant Coach (Effective February 2021)

Kierra Killingbeck, OHS Volleyball Assistant Coach (Effective February 2021)

Dang Nguyen, OJS Volleyball Assistant Coach (Effective February 2021)

Mark Osborn, OJH Football Head Coach (Effective February 2021)

Allison Williams, OHS Volleyball Head Coach (Effective February 2021)

Ray Yarbrough, OHS Football Head Coach (Effective February 2021)

Robeart Chrisman, OHS Baseball Head Coach (Effective April 2021)

David Gordon, OHS Softball Head Coach (Effective April 2021)

Sheila Keller, OJH Track Coach (Effective April 2021)

Marcia Mason, OHS Softball Assistant Coach (Effective April 2021)

Ed Mooneyhan, OHS Baseball Assistant Coach (Effective April 2021)

Dan Peck, OHS Golf Coach (Effective April 2021)

Don Jackson, OHS Wrestling Coach (Effective May 2021)

Gary Jackson, OHS Wrestling Assistant Coach (Effective May 2021)

Mark Osborn, OJH Boys Basketball Head Coach (Effective May 2021)

Bryan Williams, OJS Wrestling Coach (Effective May 2021)

Andrea Bray, OES Sub Caller (Effective January 27, 2021)

2. Request to Retire (Action)

Certified

Dan Fischer, OES/OJSH Teacher 8 hour (Effective April 1, 2021)

Jack Skordahl, Alternative Education Teacher 8 hour (Effective July 1, 2021)

3. Employee Resignation(s) (Action)

Certified

Ray Yarbrough, CTE Teacher 8 hour (Effective 03/19/2021)

Classified

Jen Bacus, OES Office Manager, 8 or 10 hours (Effective January 22, 2021)

Andrea Bray, OJSH Secretary, 8 or 10 hours (Effective January 26, 2021)

Extra Duty

Kaylee Peck, OJH Girls Basketball Assistant Coach (Effective January 22, 2021)

Ron Hebert, OHS Track Head Coach (Effective January 20, 2021)

- I. Public Comment - (Personnel complaints will not be heard at Regular Board Meetings. Individuals with concerns regarding personnel should follow the Complaint Procedure Policy. Complaint information is available on the District website.)**

- J. Executive Session pursuant to ORS 192.660(2)(b) to consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer, employee, staff member or individual agent who does not request an open hearing.**

Executive Session Pursuant to ORS 192.660 (2)(i) Review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing.

Members of the media may contact Jayme Martin jmartin@ohswarriors.net for login information to access the Executive Session link in accordance with ORS 192.660(4) and ORS 332.061(2) by noon the day of the scheduled meeting.

K. Future Agenda Items

- 1. Next Regular School Board Meeting, March 8, 2021 6:00 p.m., Virtual Zoom Meeting**
- 2. Board Work Session TBD**

L. Adjourn

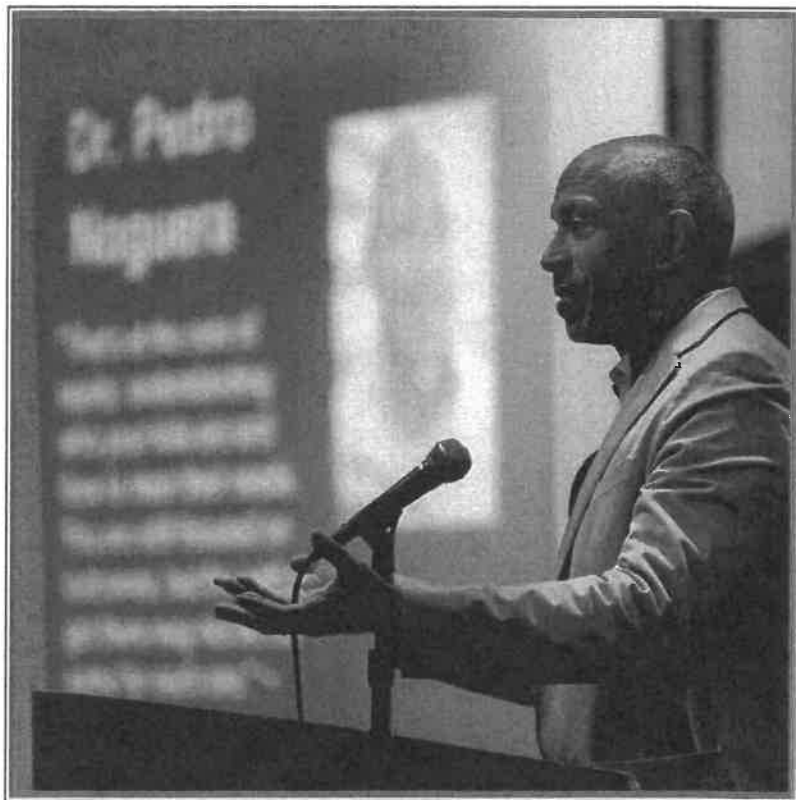
The Board of Director meetings of Oakridge School District are held in accordance with Open Meeting Laws and with accessibility requirements. If an individual with a disability needs assistance in order to attend or participate in a meeting or discuss a matter with the superintendent, please call the district office at 782-2813.

Posted 02/03/2021



*Shaping the future:
Supporting excellence in education*

Local Service Plan 2021-23 Year One



Lane Education Service District

1200 Highway 99 North
Eugene, OR 97402
Phone: (541)461-8200
Fax: (541)461-8298



Purpose

*Shaping the Future -
Supporting Excellence in
Education*

Values

Equity – We support a respectful work environment and access to educational service to all students

Commitment – To districts, student and employee success

Leadership – that is informed, responsive, visionary, proactive and planful

Collaboration – actively engaged with our partners to achieve success

Integrity—approach our work with ethical actions, making and keeping commitments, courage and humility

Strategic Plan 5 Bold Steps

*Creating and Implementing Innovative
Initiatives that Directly Impact or
Influence Student Success*

Supporting Best Instructional Practices

*Modeling and Promoting Equitable
Practice for All*

*Leadership – Leveraging Education and
Community Partners*

Strong Student Centered Advocacy



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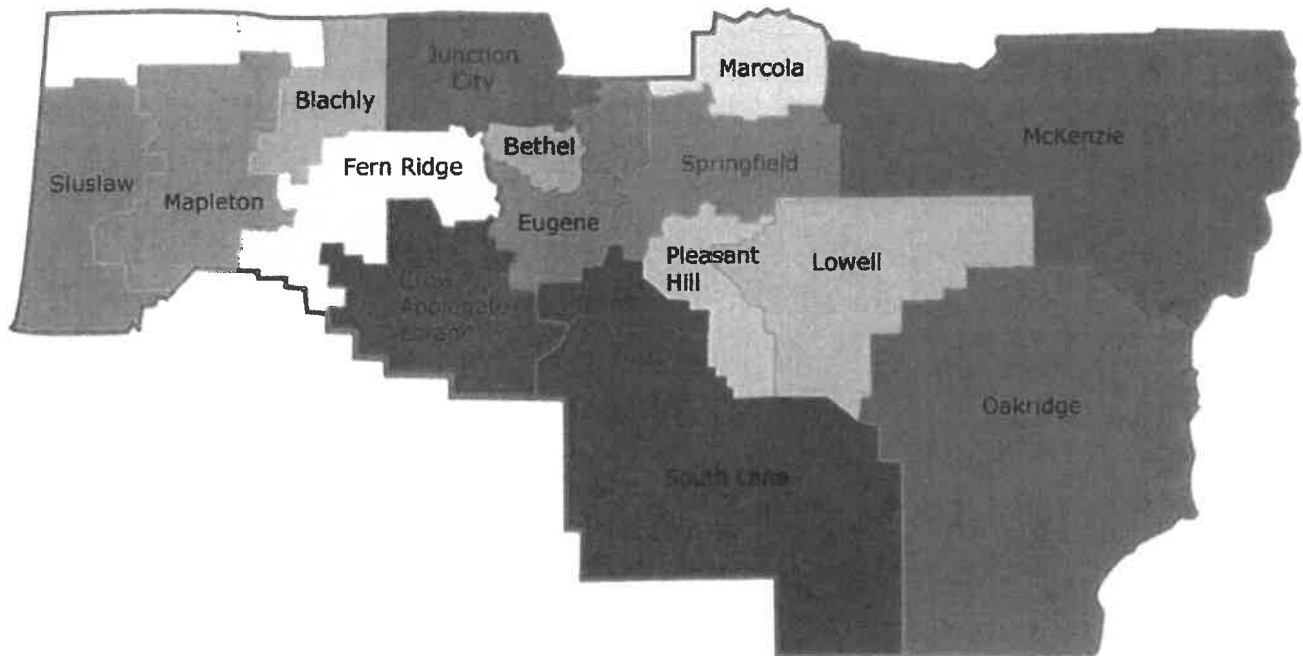


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Component Districts



Bethel, #52

Superintendent – Chris Parra

Blachly, #90

Superintendent – Adam Watkins

Creswell, #40

Superintendent – Mike Johnson

Crow-Applegate-Lorane, # 66

Superintendent – Malcom McCrae

Eugene, #4J

Superintendent – Cydney Vandercar

Fern Ridge, #28J

Superintendent – Gary Carpenter

Junction City, #69

Superintendent – Kathleen Rodden-Nord

Lowell, #71

Superintendent – Johnie Matthews

Mapleton, #32

Superintendent – Jodi O'Mara

Marcola, #79J

Superintendent – Terry Augustadt

McKenzie, #68

Superintendent – Lane Tompkins

Oakridge, #76

Superintendent – Reta Doland

Pleasant Hill, #1

Superintendent – Scott Linenberger

Siuslaw, #97J

Superintendent – Andy Grzeskowiak

South Lane, #45J

Superintendent – Yvonne Curtis

Springfield, #19

Superintendent – Todd Hamilton



Core Services and Funding Formula/Allocation Model

Lane ESD's Core Services and Funding Formula/Allocation Model provides the basis for allocating Lane ESD's resolution funds for Core Services and distribution of funds to districts. ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be spent on administrative services.

2021-23 (Year one) Local Service Plan

As provided for in ORS 334.177 districts notified the ESD of the intention to withdraw funds by November 1, 2020, as well as the percentage of funds to be withdrawn. Lane County districts have been asked to select a percentage range rather than identifying an exact percentage. No district requested more than 50% of available transit funds.

Because current ADMw numbers are not available during the development or implementation of the 2021-23 (Year Two) Local Service Plan, the most recent ADM figures, as provided by ODE, are used for the Core Services and Funding Formula/Allocation Model.

Withdrawal of Transit Funds

Districts electing to withdraw transit funds in excess of 50% will be assessed a fee on services ordered from the ESD as follows:

51%-80%	10% service fee
81%-100%	15% service fee

The 2021-23 Local Service Plan provides three categories of service:

Core Services

Core Services are funded prior to the allocation of district Flex Funds and do not require districts to use their Flex Funds. Technology, General Education, Connected Lane County support, Innovation Project Funds and the Life Skills Cost Pool are currently designated Core Services.

Core Services are designed so that essential services are available to all districts. Core Services will not necessarily meet all of any individual district's needs. Districts are strongly encouraged to take advantage of Core Services. Core Services provide stability and flexibility in meeting county-wide needs where the level of supports may vary from district to district and from year-to-year; generally the true value of the service is realized over time.

Menu Services

These are services available from a "menu of services" that provides districts with the option to select or order available services. The cost of the services is covered by Flex Funds allocated to districts or district funds.

Custom Services

These are services that are developed for an individual district or group of districts based on a specific need. These services may include the assignment of a specific amount of FTE or the



provision of a service (e.g. payroll/business services, professional development, technology technician/engineer). Districts order the amount of service desired to meet their needs. Districts are assessed the full cost of the service and may use Flex Funds or district funds to pay for these services.

Changes for 2021-23 (Year one) Local Service Plan include the following:

Core Services and Funding Formula/Allocation Model

1. Addition of a Security Systems Administrator in Technology Services to help districts with prevention of and response to cyber threats and systems security.
1. Librarian services added to menu.

2021-23 Local Service Plan

The Superintendents' Council agreed to a two-year Local Service Plan framework, with the intent of aligning with Oregon's K-12 biennium funding structure. Alignment of the Local Service Plan with the two-year fiscal cycle provides stability and opportunity for long-range planning. Lane ESD programs can focus more strategically on implementation of services that support district long-range goals, while maintaining the ability to assess and make program adjustments to meet emerging needs. The Superintendents' Council will annually review and make service and program recommendations. As required, Lane ESD and component districts will follow the formal annual approval process for the Local Service Plan.

Withdrawal from Lane ESD

In 2013 amendments to ORS 260.432 and 334.105 expanded the option for component school districts to withdraw from local ESD's state-wide beginning in 2014-15.

To support partnerships within Lane County, Lane ESD's goal is to continue to collaborate and partner with any school district that may withdraw from the ESD. Districts that withdraw from services will:

- Be invited to attend job-alike meetings, including: Superintendents' Council, Special Education Directors, Lane County Technology Advisory Committee, Curriculum Leaders meetings, and any other meetings that are supportive of services and programs county-wide
- Continue as a member of the Life Skills Consortium and other consortium/collaborative program services
- Continue as a member of consortium grants, CTE/Perkins, and Title program collaborations
- Continue to participate in county-wide school improvement efforts
- Be able to purchase ESD menu and custom services

Potential Changes in Funding

The 2021-23 Local Service Plan continues to provide districts with the flexibility to access Core Services and annually select the amount of services needed to meet individual districts needs



and the option to develop unique services where feasible. Should there be reductions to Lane ESD's revenue as a result of legislative action which reduces the funding ratio for ESD's or the overall K-12 budget allocation, there will be a proportionate reduction in Flex Funds available to districts. The ESD will use the March estimate from ODE as the basis for the Flex Fund Allocation.

When overall economic conditions result in the reduction to Lane ESD's formula revenue, Lane ESD will make every attempt to respond with corresponding expenditure reductions or otherwise offset the revenue loss in a manner that minimizes further impact to component districts.

Grant funding is also used to support Lane ESD and component district programs and services. Lane ESD has been successful in securing a number of grants and Innovation grants. The availability of such grants to support future endeavors is uncertain.

Services funded via contracts or grants are not subject to the 90% expenditure requirement.

Process for Selecting Lane ESD Menu Services & Service Levels

Districts select the specific Lane ESD services and service levels from the service menu by mid-March of each year. Requests for services are placed using the Lane ESD Service Order Form. Districts' available funds and the costs for services are listed on the Lane ESD Service Order Form.

Core Service - Decision Making

Specific services and associated funding levels included in Core Services are agreed upon by the Lane County Superintendents' Council.

District Feedback

Lane ESD routinely surveys key district contacts to understand use of current services, assess the quality of services, suggestions for improvement, and interest in new services. The most recent survey of districts was completed in October 2018 and generally affirmed a high level of satisfaction as well as specific areas for follow up or improvement.

Additionally, the ESD periodically will conduct an in depth service review focusing on one particular service area or program. Service reviews are completed by a committee who works with the ESD to identify the scope of the review and makes recommendations to the Superintendents' Council.

Changing Services Included in Core Services

Core Services change or evolve based on recommendation of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases the proposed change is analyzed and approved by the Superintendents' Council.

Timelines

Proposals that require significant change, such as the establishment of new programs, expansion of specialized services, or increase in fiscal resources allocated to Core Services, should be presented as early as possible, and no later than the Superintendents' Council



meeting in October. This timeline allows the Superintendents' Council time to determine if the proposal should move forward to formal feasibility assessment by the ESD. The Superintendents' Council may establish a subcommittee to review feasibility information and make final recommendations regarding proposals. Subcommittee recommendations and feasibility assessment will be presented to the full Superintendents' Council.

Exceptions to the timeline are made for proposals that do not require additional fiscal resources or re-staffing, as long as the proposal is supported by the Superintendents' Council.

Approved proposals that involve more complex changes (hiring of specialized staff, implementation of new programs) may be implemented either as a pilot or as a general change to Core Services.

When changes are implemented as a pilot, a subcommittee of superintendents will be asked to assist in the development of criteria to use in assessing the pilot and recommendations on whether changes should be incorporated into the Core Services. If a pilot is successful, but is not approved to be included in Core Services it may be offered as a service menu item or custom service.

Innovation/Projects

Proposals for Innovation/Projects may be developed by the Lane County Curriculum Leaders, Lane County Technology Advisory Committee (LCTAC), Special Education Directors, Lane ESD Leadership, or the Superintendents' Council.

Innovation/Project proposals should focus on priorities identified by the Superintendents' Council. It is recommended that proposals outline the specific outcomes for the project, the time frame for implementation, and budget requirements. Lane ESD administrators and component district staff will assist with feasibility aspects of the proposal.

Proposals for accessing Innovation Funds are approved annually by Superintendents' Council prior to March 30 to provide adequate planning time and effective implementation of the project in the next school year.

For 2021-23, the Superintendents' Council approved the use of Innovation/Projects Funds available from the Local Service Plan to fund Research for Better Teaching (RBT) licensing and trainer of trainer licensing. Funding was also set aside for targeted professional development as determined by the Superintendents' Council which includes specific criteria and application process.

Student Behavior Assistance Fund

In the past few years a critical need has emerged to address the needs of students with intense behaviors. The Student Behavior Assistance Fund is created to provide resources to address this problem through enhancing prevention, connecting students and families to appropriate health providers, and other methods to improve student behavior and reduce the number of intense behavioral incidents that schools are experiencing. We believe the most immediate need is for proper training of school staff so that they are able to de-escalate students and effectively handle situations "in the moment."



High Cost Pool

The High Cost Pool will be funded at a level decided upon by the Superintendents' Council, based on the final State School Fund amount. Access to the High Cost Pool is based on disproportionate Special Education enrollment for districts excluding Eugene 4J, Springfield, and Bethel.

Connected Lane County

Superintendents contribute funding towards the activities and infrastructure of Connected Lane County. This commitment is renewed annually.

Promise Programs

Promise Programs will be funded at a level decided by the Superintendents' Council, based on the State School Fund amount.

Menu Services – Decision Making

Adding Services to the Menu

A Menu Service offering may change or evolve based on recommendations of the ESD in response to analysis of county-wide needs or interests of component districts. In both cases, the proposed change is analyzed and approved by the Superintendents' Council.

Timelines

Proposed changes that require establishment of new programs, expansion of specialist services, or an increase in fiscal resources allocated to Core Services should be presented no later than the Superintendents' Council meeting in October so that the Superintendents' Council can determine if the proposal should move forward to formal feasibility assessment by Lane ESD. Timelines for completing the feasibility assessment will be set jointly by the ESD and the Superintendents' Council.

Proposals that come forward later in the planning process and that do not require complex program development and are supported by the Superintendents' Council will be placed on the menu if there is feasible interest to cover the costs of the service. The following services are under consideration as menu options: nursing, communication (PIO), legal.

In some cases, proposals may be implemented as a pilot as described below.

Elimination of Service

There may be instances where specific services are discontinued if component districts' orders and associated fiscal support are not adequate to continue the service. The decision to eliminate a service will be made by Lane ESD in consultation with component district superintendents, taking into consideration the implications for the impacted districts and the ESD's fiscal and personnel constraints.

Establishing Pilot/Custom Services

There may be instances where services are added if there is sufficient district interest and



associated fiscal resources to cover start up and implementation costs. Districts that have an identified need not currently available on the service menu may request that the ESD develop a custom service to meet the district's unique need. The district and the ESD will identify the nature and scope of the service need. This information is used to estimate costs of providing the service. If the district and ESD agree that it is feasible and cost effective to establish the service, it will be implemented either as a pilot or on-going service.

If implemented as a pilot, the ESD and district will establish criteria for assessing the results of the pilot. All Lane County superintendents will be informed regarding new custom services offerings and options for participating, as well as information gleaned from the pilot(s).

Previous custom/pilot services included: Network Engineer service, Technology Technician. Twelve custom/pilot services proposals for 2021-23 are being explored to determine feasibility and will be reviewed by the Superintendents' Council.

Service Flexibility

Offerings on the "Menu of Services" are available to all component districts.

Service Implications

A flexible Menu of Services is key to ensuring the Lane ESD Local Service Plan continues to meet the needs of component districts.

The level of annual flexibility is dependent upon numerous factors and considerations for both the districts and Lane ESD.

For example, some services require a significant investment of resources on the part of the ESD and districts to develop a viable infrastructure and sustainable staffing. As a result, starting, ending or significantly changing these services require more analysis and review.

There are other services, however, that can be more flexible from year to year, making annual adjustments in services and service levels easier to accomplish.



Menu of Services

Current Menu

Below is the Menu of Services for 2021-23. The Menu of Services includes Core Services provided to all districts without the need to order and services that are offered based on district selection. Core Services are indicated by an asterisk (*).

The Menu of Services below does not include services provided via grants or services ESD's are mandated to provide.

2021-23 Menu of Services
Services to Students with Special Needs Life Skills ESD and Consortium Placements Lane School (Special School) Behavior Disorder Placements Behavior/Autism Spectrum Disorder Consortium Placements Behavior Disorders – Teacher or Consultant MLK Jr. Education Center School Psychologist Services Speech & Language Pathologist Augmentative Communication Sign Language Interpretation Services Direction Service Custom Services
School Improvement Services General Education* Career & Technical Education Connected Lane County Tragedy Response Custom Services
Technology Services Infrastructural Technology Services* Learn 360 Custom Services
Administrative Services Attendance Truancy Business Services Courier Services Librarian Services Substitute Teacher List Subscription Custom Services



Funding Sources

A brief explanation of the various funding sources and parameters for the services provided within this Local Service Plan is below.

State School Fund (SSF) Revenue

Lane ESD's primary revenue source for services to districts is the State School Fund (SSF). Lane ESD's share of SSF is based on the overall allocation of SSFs to all Lane County Districts. ESDs receive 4.5% of the total SSF allocated for their region.

The percentages and formulas for SSF allocations for districts and Oregon ESDs are set by the Oregon Legislature and are subject to change. Changes in ESD funding allocations have a direct impact on Lane ESD's Core and Flex Fund Model allocations to component districts, and will impact services and service levels.

ORS 334.177 requires that at least ninety percent (90%) of all ESD revenues from the State School Fund (SSF) and other funds considered local revenues be spent on the provision of services approved in the Local Service Plan. The remaining ten percent (10%) may be expended on administrative services.

The 10% administrative services allocation is an essential component to providing services to districts. The cost of facilities, accounting, human resources, technology, and general administrative overhead (insurance, legal fees, etc.) are paid for with these funds. Home School services and grant development services are also included in the 10% administrative services allocation.

Menu of Services Funding

Items on the Menu of Services are available to all districts based on their annual selection. The cost of services ordered from the menu are charged to the district's Flex Fund allocation and/or invoiced to the district if in excess of available Flex Funds.

Other Services

Lane ESD also provides services by way of contracts with component districts or other public or private entities.

Grants

Lane ESD actively seeks grant funding to enhance services to districts and further ESD and component district priorities.



Programs Included in 10% Administrative Revenue

Home Schooling

Oregon ESD's are mandated to provide Home School services. Lane ESD is responsible for accepting notification from parents or guardians who intend to educate their children at home. Lane ESD serves as a primary information resource to parents, students, schools, and districts.

Lane ESD is responsible for:

- monitoring compliance with home school notification and testing requirements;
- monitoring academic progress requirements;
- providing detailed reports to districts including compliance and testing information.

Grant Development

Lane ESD recognizes the importance of outside funding in shaping the future of education in Lane County. Lane ESD employs a grant writer to support acquisition of grant resources to enhance services in alignment with ESD and component district priorities.



Federal & State Mandates for Oregon ESDs

Lane ESD's services align with the services prescribed for every Oregon Education Service District in ORS 334.175(2) as follows:

Services to Children with Special Needs

Programs for children with special needs, including but not limited to:

- Special Education
- At-risk Students
- Professional development for employees who provide those services

School Improvement Services

School Improvement Services for component school districts, including but not limited to:

- Meeting the requirements of state and federal law
- Services designed to allow the ESD to participate in and facilitate a review of state and federal standards related to the provision of a quality education
- Support and facilitate continuous improvement planning
- Support for school-wide behavior and climate issues
- Professional Technical education
- Professional development for employees who provide those services

Technology Services

Technology Support for component school districts and the individual technology plans of those districts, including but not limited to:

- Technology infrastructure services
- Data services and distance learning
- Professional development for employees who provide those services.

Administrative Support Services

Administrative and Support Services for component school districts, including but not limited to:

- Services designed to consolidate component school district business functions.
- Liaison services between ODE and component districts
- Registration of children being taught by private teachers, parents or legal guardians pursuant to ORS 339.035

Other Services

Other Services that ESDs are required to provide by state or federal law, including but not limited to:

- Compulsory Attendance required under ORS 339.005 to 339.090.

Performance Measures

In addition to providing these "core" services, Lane ESD's services must also be equitable, cost effective, of high quality and meet local district needs. Services must also be evaluated using the following performance measures:

- Improving student learning
- Enhancing the quality of education for all students
- Providing quality professional development for district staff
- Providing districts and their students equitable access to resources
- Maximizing operational efficiencies and providing economies of scale

Services to Children with Special Needs

Life Skills Consortium Services

Service Description Lane ESD's and district-operated Life Skills programs form a consortium to serve students with moderate, severe, and profound intellectual disabilities as part of a continuum of services. Classrooms for students in kindergarten through grade 12 are located in a number of elementary, middle and high schools throughout Lane County. Students ages 19-21 are served in "Transition Classrooms".

The Life Skills Consortium includes all sixteen districts, with Bethel, Eugene, Junction City, Springfield and Lane ESD as service providers. The Life Skills Consortium Agreement describes the common unit cost determined annually, resident and serving district responsibilities, the process for resolution of concerns, and Lane ESD's responsibility for the coordination of placements.



Kindergarten to Grade 12

- Highly individualized instruction in functional academics, daily living skills, and social/communication skills
- Inclusion support
- Secondary students also receive instruction in vocational skills and community accessibility.

Intensive Services Class

- This classroom serves secondary students whose support needs require environmental modifications that may not be feasible on a general education campus.

Transition Classes

- Students learn independent living skills to help transition to adulthood.
- Students explore community options such as public transportation, leisure and recreation, and employment opportunities.

- Goals**
- Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.
 - Implement evidence-based practices in the education of students with moderate, severe and profound intellectual disabilities to improve student learning.
 - Enable component districts and the students they serve to have equitable access to resources in Special Education.
 - Maximize operational and fiscal efficiencies for component districts in the area of Special Education.

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

Services to Children with Special Needs

Behavior Disorder Services

Service Description Lane ESD assists districts in meeting the federal requirement to provide a continuum of services for students with the most challenging behaviors.

Lane School

Lane School is a structured behavior and academic program designed for students in kindergarten through grade 8 who experience significant behavioral, social, and academic difficulties.

Lane School is located at the Lane ESD Westmoreland Campus. Services are designed to help students gain the skills needed to be successful in their home school. Students are referred by their resident district and typically attend Lane School for approximately 18 months before transitioning back to their home school.

Goals

- Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.
- Implement evidence-based practices in the education of students with behavioral/emotional disabilities to improve student learning.
- Assist districts with targeted interventions addressing the needs of students with behavioral/emotional disabilities.
- Enable component districts and the students they serve to have equitable access to resources in Special Education.
- Maximize operational and fiscal efficiencies for component districts in the area of Special Education.



Budget

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



Services to Children with Special Needs

Behavior Disorder –Consultants

Service Description	Behavior Disorder Consultants provide in-service training/consultation to districts for behavior/classroom management, and strategies for working with students identified as having emotional/behavioral disabilities.
Goals	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.• Improve student learning in special education and in at-risk youth by providing consultation to district personnel and provide professional development to component district employees in the area of special education services to at-risk youth.• Enable component school districts and the students they serve to have equitable access to resources in special education.• Maximize operational and fiscal efficiencies for component school districts in the area of special education and services to at-risk youth.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

Martin Luther King, Jr. Education Center

Service Description	Martin Luther King, Jr. Education Center is a collaboration between Lane ESD and the Department of Youth Services (DYS) to provide educational services to adjudicated youth in middle and high school. The program is located at the Serbu Juvenile Justice Center. The program is funded by district-paid tuition for students enrolled in Credit Recovery and GED services and is augmented by DYS Juvenile Crime Prevention funds, Juvenile Accountability Block Grant funds and Video Lottery which funds Job Skills/Life Skills services.
Goals	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education and at-risk students.• Enable component school districts and the students they serve to have equitable access to resources targeting at risk youth.• Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.
Budget	The annual budget allocation for this service is based on anticipated student enrollment.



Services to Children with Special Needs

School Psychology Services

Service Description	<p>School psychologists are utilized in a variety of ways based on the needs of component districts. School Psychology services might include:</p> <ul style="list-style-type: none">• Psycho-educational assessments provided to assist districts in determining student eligibility for special education.• Development and monitoring of student behavior support plans.• Consultation with school staff and parents on behavioral and educational concerns.• Service coordination assistance to district staff, parents and other professionals to ensure student success.
Goals	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of state and federal laws for IDEA.• Enhance the quality of education provided to special education and at-risk students by providing timely and comprehensive psycho-educational evaluations that assist districts in determining eligibility for Special Education Services.• Improve student learning in special education for at-risk youth by providing consultation to district personnel.• Provide professional development to component district employees in the area of special education and at-risk youth.• Enable component school districts and the students they serve to have equitable access to resources in special education.• Maximize operational and fiscal efficiencies for component school districts in the area of special education and at-risk youth.
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Services to Children with Special Needs

Speech Services

Service Description	Speech Services are offered to support districts in assessing and providing Individualized Education Plan (IEP) related services to identified students.
Goals	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education.• Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education.• Enable component school districts and the students they serve to have equitable access to resources in special education.• Maximize operational and fiscal efficiencies for component school districts in the area of special education.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

Augmentative Communication

Service Description	Augmentative Communication Services are designed to work in partnership with school speech and language therapists and other team members. Augmentative Communication Specialists assist in identifying, evaluating and providing intervention for students with severe communication disorders who would benefit from augmentative communication. Augmentative communication includes all forms of communication, other than oral speech, that are used to express needs, wants and ideas.
Goals	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of state and federal laws for IDEA and enhance the quality of education provided to special education.• Improve student learning in special education by providing consultation to district personnel and provide professional development to component district employees in the area of special education.• Enable component school districts and the students they serve to have equitable access to resources in special education.• Maximize operational and fiscal efficiencies for component school districts in the area of special education.
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.



Services to Children with Special Needs

Sign Language Interpreting Service

Service Description	Sign Language Interpretation services are offered to support districts in providing Individualized Education Plan (IEP) supports to students, and ADA related services to students, staff, and families.		
Goal	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of state and federal laws for IDEA and provide equitable communication access for students who are deaf and hard of hearing or who have other identified auditory processing disorders.• Assist component school districts in meeting the requirements of state and federal laws under ADA by providing sign language interpretation for employees and families as needed.• Enable component school districts and the students they serve to have equitable access to resources in special education.• Maximize operational and fiscal efficiencies for component school districts in the area of special education.• 		
Budget	The annual budget allocation for this service is based on the districts' annual service orders for this service.		

Direction Service

Service Description	Direction Service, a local non-profit agency, provides information and referral services to parents and districts regarding specialized services available in Lane County for students and families of students with disabilities. Direction Service also acts as a mediator between districts and parents of children with disabilities and focuses on collaborative dispute resolution. Lane ESD contracts with Direction Service on behalf of subscribing component districts.		
Goal	<ul style="list-style-type: none">• Provide districts and parents of students with special needs access to cost effective referral and mediation services.		
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.		



2021-23 Grant and Contract Services

Early Intervention/Early Childhood Special Education

Lane ESD sub-contracts with the University of Oregon (EC Cares) to provide administration and coordination of services to all eligible preschool children with disabilities and their families in the service area.

Lane Regional Program

Lane Regional Low Incidence Program provides Special Education services for children who have low-incidence disabilities, including; Visual Impairments, Hearing Impairments, Deaf/Blindness, Severe Orthopedic Impairment, Autism Spectrum Disorder and Traumatic Brain Injury.

State Hospital

Lane ESD provides educational services to 18-21 year old students who are hospitalized for either short-term or long-term care.

Juvenile Detention Education Program

Lane ESD provides educational services to youth in the Serbu Juvenile Detention Center.

Phoenix Treatment Program

Lane ESD provides educational services to youth in the Phoenix Treatment Program at Serbu Juvenile Detention Center.

System Performance Review & Improvement (SPR&I)

SPR&I sub grant awards assist with annual performance data collection and reporting for special education.

Extended Assessment

Supports training and professional development around the statewide assessment of students with disabilities.

IDEA Enhancement

Supporting enhancement of activities for students with disabilities in the areas of Response to Intervention (RTI), Positive Behavior Support (PBS), expanded SPR&I, and determination issues.

Employment Support Facilitator

The position supports the implementation of Youth Transition Programs (YTP) designed to meet the needs of students enrolled in the Life Skills Transition program. The Employment Support Facilitator coordinates with the Vocational Rehabilitation (VR) office, Oregon Developmental Disability Services (ODDS), and local County Service Coordinators to provide services to eligible students.



Services in School Improvement

Service Description

Instruction

General Education/Instruction Services include leadership and professional development to assist districts in implementing research-based instructional practices that address content standards to ensure a quality education for all students. Component districts have prioritized supporting and improving instruction. Since 2014 Lane ESD and component districts have invested in implementing a strong instructional framework that is supported by 1) the Research for Better Teaching/Studying Skillful Teacher trainings for classroom teachers and administrators and 2) content and standards-based professional development. In addition for 2016-18, the Superintendents' Council has identified a priority for integrating culturally sustaining instructional practices in all content areas, including supporting districts in developing awareness and basic understanding of the continuum of equitable education practices in schools.

Content specialists provide professional development, consultation, and coaching to teachers in curriculum, instruction, and assessment. Lane ESD has content specialists in the areas of English Language Arts, Math, Science, and Career Technical Education.

Services support the implementation of evidence-based practices within all programs to eliminate opportunity and achievement gaps for all underserved or historically underserved students and build upon the assets of each student and family.

Professional Development

Content specialists coordinate and provide professional development for district staff county-wide at Lane ESD or at the district or classroom level. Professional development is intended to improve high quality instruction, and includes the alignment of content standards and instructional strategies, student data analysis and the use of performance based assessments.

Consultation/Coaching

Content specialists and staff work with districts to review and adopt curriculum materials, analyze achievement and discipline/attendance data, review evidence-based practices, model and plan implementation strategies.

Learning Resources

Lane ESD provides an array of materials for Lane County public school educators, including over 200 hands-on educational models and kits and textbooks for review. Support is provided for textbook review and curriculum adoption.

Equity

While Lane ESD is focused on identifying and addressing barriers to equity and access for all students, many equity issues exist in our schools, community, and college/university. Lane ESD and component districts are committed to improving educational outcomes for culturally and linguistically diverse students, students navigating poverty, and student with disabilities. This requires strong collaborative efforts and determination from the ESD and partner organizations to develop and invest in initiatives across Lane County which will systemically eliminate opportunity gaps, improve and expand access to services and supports, and build upon the assets of each student and family.

Lane ESD is a member of the Equity and Community Consortium (representatives from 13 Eugene/Springfield area public agencies collaborating on equity and human rights issues). Lane ESD collaborates with equity and community organizations such as NAACP, Blacks In Government (BIG), Centro Latino Americano and Connected Lane County member organizations to strengthen expand and integrate our efforts to address equity issues in our community. Collaborative efforts



may include active participation in grants, initiatives, and community-based activities.

Current priorities are using culturally sustaining instructional practices for the implementation of professional development and supporting the development and enhancement of teacher pathways programs for diverse students interested in the field of education.

Partnerships

Lane ESD is active in state-wide, regional and community partnership to further the identified instructional improvement goals of component districts. Lane ESD is a member of the ODE-OAESD Program Cabinet whose goal is to support effective communication and implementation of ODE initiatives. In addition Lane ESD serves as the backbone organization for the Regional Achievement Collaborative (Connected Lane County) and the STEM Hub (Lane STEM).

The ESD regularly submits grants on behalf of a consortium of districts, including community and business partners.

Goals

The goals of the School Improvement service area align with Lane ESD's Strategic Plan, specifically:

- Create and implement innovative initiatives that directly influence student success
- Supporting best instructional practices
- Modeling and promoting equitable practice for all

Budget

For 2021-23 School Improvement Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.

Services in School Improvement

Career & Technical Education

Service Description Career and Technical Education (CTE) staff provides leadership and services to districts for students to enhance 21st century technical skills, career exploration, and successful transition to work or extended schooling.

LES D Specialists and staff provides technical assistance to instructors, counselors, and administrators on:

- innovative curriculum;
- employment preparation;
- alignment with secondary graduation requirements;
- services to reduce duplication given limited resources.



Partnerships with Colleges & Districts

CTE Specialists and staff facilitate partnerships between area colleges and districts to address alternative learning options for students to obtain college and/or high school credit.

Career Counseling and Guidance

Staff works to enhance community and college partnerships for career exploration, workplace readiness, and technical skill development.

- Goals**
- Provide professional development to instructors on Career and Technical Education program design, curriculum and assessment.
 - Facilitate high school and post-secondary partnerships to support student transitions to college and career opportunities.
 - Develop business and community partnerships at local, regional and national levels to enhance learning opportunities for students.
 - Connect Career and Technical Education programs with businesses through sponsoring and coordinating regional events that provide students with career-related experiences.

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



Connected Lane County

Service Description Connected Lane County (RAC) is the evolution of an early collaborative called the Education Partnership established in 2010. The Education Partnership was an outcome of a long-held goal of Lane Community College President Mary Spilde and was initially based on the Mid-Valley Partnership sponsored by Oregon State University. This Lane County K-16 coalition was made up of the superintendents and presidents of local school districts, Lane CC, and UO. The initial purpose of the coalition was to share information increase cooperation and support Lane County students in their education transition by: identifying shared strengths, issues, and concerns across education institutions; addressing barriers to equity and accessibility for all students; exploring opportunities for cooperation; discovering resources to benefit partners; and utilizing the resources and inspiration of Lane CC and the UO to support aspirations for higher education for all Lane County students.

Connected Lane County partners share information, increase cooperation, and aid students in their education transitions by identifying shared strengths, issues and concerns; identifying and addressing systemic barriers that harm equity and accessibility for all students; exploring opportunities for cooperation; and identifying resources that can benefit partners such as grants, donations, knowledge and experience.

- Goals**
- Increase the number of local high school graduates who are successful in higher education and life by creating a seamless and streamlined transition between early childhood, K-12 and higher education through partnerships and relationships with educational, community, and business partner organizations.
 - Create pathways for all students to enter kindergarten ready to learn and be prepared for higher education or careers.
 - Build programs and work utilizing an equity lens that ensures cultural appropriateness.

Budget For 2021-23 funding to support CLC includes partner dues, Oregon Department of Education/Chief Education Office Regional Achievement Collaboratives grants, and Superintendents' Council Core Services funding.

Tragedy Response

Service Description Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts.

- Goals**
- Provide districts with cost effective training.
 - Maximize operational efficiencies for component school districts in maintaining a county-wide Tragedy Responses Network.

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



Lane ESD Student Success Act Comprehensive Support Plan¹

Service Description The 2020 Lane ESD Student Investment Act (SIA) Plan is designed to support districts in meeting students' mental or behavioral health needs, and increasing academic achievement for students, including reducing academic disparities for students navigating poverty, homelessness, and/or foster care, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, and students who are English language learners.

Lane ESD will engage districts in quarterly continuous improvement self-monitoring routines, helping to align the outcomes, strategies, and activities of the Student Investment Account, Continuous Improvement Plan, High School Success Plan, and Career Technical Education. Additionally, Lane ESD will host programming that empowers youth, families, and community members representative of the four focal groups to inform county and district initiatives; establish and support networked learning communities to support academic success, social emotional well-being, community engagement, district capacity, and overall school and community climate; and partner with districts to provide educators and administrators high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.

1. See appendix



2021-23 Grant and Contract Services

Carl Perkins Consortium Services

Lane ESD manages and supports quality Career Technical Education programs and services. Programs of Study articulate with Lane Community College Career Pathways and are based on industry needs. All districts with CTE Programs of Study are included.

Advanced Manufacturing and Construction

This grant provides support for a regional advisory committee and industry connections to strengthen the quality of CTE Programs of Study. This grant also sponsors the Construction Utility Career Day.

Apprenticeship Trades Academy

Through this grant, Lane ESD is able to provide opportunities for students to experience pre-apprenticeships using local Training Centers.

Connected Lane County/Regional Achievement Collaborative

Lane ESD serves as the fiscal agent on behalf of Connected Lane County/Regional Achievement Collaborative, which was selected as one of 11 regional partnerships across the state of Oregon to receive Regional Achievement Collaborative grants. Connected Lane County was chosen based on the depth of its partnerships, commitment to the success of students from pre-natal to age 22 (P-22), and the potential for implementing innovating and effective projects. Because of the depth and breadth of partnerships already developed since educational partners in Lane County partners first came together to work on K-12/higher education outcomes in 2010. Previously, Connected Lane County/RAC was chosen by the OEIB to serve as a mentor and leader to other Regional Achievement Collaboratives.

Lane African American Black Student Success

The African American/Black Student Success Program improves academic outcomes for African American/Black students to achieve a vision of an equitable education system in Lane County. The project promotes regular and consistent school attendance, provides students access to culturally responsive teaching and learning supports which contribute to their academic success from early learning to post-secondary, provides rigorous skill enhancement and leadership advocacy programs, and provides students and their families support in navigating educational processes and opportunities.

Lane Regional Promise

The overarching purpose of Lane Regional Promise is to foster a college going and career culture that guarantees well-designed opportunities for students to earn credit in college level courses and meaningful career exploration experiences that will set them on a path to a successful post-secondary future.

Lane STEM (Hub)

Lane County education, business and community partners submitted a STEM Hub grant proposal to the Oregon Department of Education in December 2015. Lane STEM (Hub) received a 16-month planning grant award in February 2016 and in December 2016 received a program grant award. Lane ESD serves as the backbone organization for the Lane County STEM Hub. Lane STEM coordinates, promotes and supports STEM education in Lane County by integrating science, technology, engineering, and math in the classroom and beyond. The STEM Hub provides teachers in Lane County with connections to STEM professionals (engineers, scientists, technicians, and analysts) and offers resources for Lane County educators, industry professionals, families, and community members. The vision of Lane STEM is to 1) ignite student interest in, and fuel preparation for, STEM careers; 2) create a STEM-literate citizenry well-positioned to make sound decisions and

participate in community STEM-related discourse; 3) foster a diversity of confident educators and students applying and innovating with STEM concepts.

Migrant Education – Title IC

Lane ESD coordinates a regional Migrant Education Program consortium serving Lane and Douglas counties including 29 school districts. MEP services provide supplemental instruction, community outreach and parent involvement for eligible MEP students including summer school and pre-school.

Multi-Tiered System of Supports (MTSS) Regional Coaching

The focus of the Oregon Multi-Tiered System of Supports (MTSS) project is the implementation of a cohesive evidence-based professional development and coaching network to support the implementation of MTSS for academics and behavior. Through integrated supports, Oregon has a statewide network of high quality coaches, and is increasing the number of districts implementing MTSS with fidelity, ultimately increasing student outcomes for students with disabilities.

English Language Learners – Title III

ELL services include technical assistance and training on ESL curriculum alignment and integrating English Language Proficiency standards into the regular curriculum.

Curriculum Directors and Rural School Network

This network composed of district and building administrators from all 16 component districts. A major component of this network is creating differentiated ways for districts to collaborate with each other and share resources and best practices. This work is based on the Oregon Equity Lens, and other State-led initiatives including but not limited to the Student Success Act.

Western Regional Educator Network (WREN)

The Western REN is an educator-led, improvement-focused network that elevates and embraces teachers' voice by emphasizing the Equity Lens to interrupt historical patterns of inequities and support educators through every stage of their career from recruitment through retirement by creating more inclusive and empowering school cultures. In 2017, Oregon Legislature passed Senate Bill 182 which created the Educator Advancement Council (EAC), an innovative public/nonprofit partnership designed to support public educators. Through this bill, the EAC was charged with the task of creating local educator networks. These ten networks or "Regional Educator Networks" (REN) are designed to create a seamless system through three major vehicles: teacher voice, an equity lens, and a continuous improvement model.

Our Regional Educator Network (Region C), called the Western Regional Educator Network (WREN), encompasses twenty-eight school districts spanning the Lane ESD and Linn-Benton-Lincoln ESD Region.

Youth Transition Program

The Youth Transition Program is a collaboration between the Vocational Rehabilitation Division, Oregon Department of Education, University of Oregon, Lane County school districts, and Career Learning. The program serves students on Individual Education Plans (IEPs), providing assistance with academic, vocational, independent living and personal-social skills so students can experience success in the workforce.

Technology Services

Infrastructural Technology

Service Description	<p>Lane ESD offers component districts a variety of technology services to support student learning and staff productivity. In small districts technology supports focus on escalated response needs and interaction with contracted service providers; in large districts services are project-based with a specified allocation of service hours, augmenting district technology expertise. Lane ESD technology offerings include:</p> <ul style="list-style-type: none"> • Managed network connectivity, including CIPA compliant filtering, and intrusion protection; • Coordination and engineering support to district initiatives, including securing new implementations; • Hosted services, e.g. email, web, and library services; • Professional development to district technology support staff; • Network engineering and support in the design of districts' infrastructures, with an emphasis on securing infrastructure; • Assistance in the writing, coordination, and implementation of grant activities related to technology infrastructures, including assistance with the filing of eRate; • Internship hiring and placement for college students into an education technology environment;
Goals	<ul style="list-style-type: none"> • Enhance the current network infrastructure to support scalable instructional needs of the component districts, including systems for the effective utilization of network resources in a secure manner. • Develop internal component district technology infrastructures to support robust long-range instructional needs, and to ensure staff and student usability, and security.
Budget	<p>2021-23 Technology Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.</p>





Technology Services

2021-23 Grant and Contract Services

LCC Contract

LESD Technology functions as the Internet Service Provision (ISP) and remote campus connectivity for Lane Community College (LCC). LEED and LCC began a recurring contract in 2005-06 that provides needed services to LCC and entrepreneurial funding to serve Lane County districts. Lane County districts have benefited from the LCC relationship and revenue in the following ways:

- Network core upgrade purchases (e.g. costly core routing systems, firewall)
- Common wide area network across 14 districts and all LCC sites simplifying instructional access
- Funding for development and "proof of concept" endeavors in direct support to districts



Administrative Services

Business Services

Service Description	<p>Lane ESD's Business Office can provide services to districts on either a short term or annual basis. Services include:</p> <ul style="list-style-type: none">• Payroll• Accounts Payable• Budget Preparation• Audit preparation• Financial reporting and management for grants• Monthly financial reports to Boards• Financial reporting to the Oregon Department of Education
Goals	<ul style="list-style-type: none">• Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding local budget law and investments, IRS payroll and accounts payable regulations and Generally Accepted Accounting Principles.• Improve student learning and enhancing quality education by providing accurate budget information to allow the districts to maximize the use of available funds for instructional services.• Provide professional development opportunities at the bi-monthly meeting of the Lane County Business Officials.• Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Administrative Services

Courier Services

Service Description	<p>Lane ESD's courier services provides an efficient and secure method of moving materials between the ESD, districts and other public agencies.</p> <ul style="list-style-type: none">• Weekly delivery services to subscribing districts, supporting both inter- and intra-district mail and instructional materials delivery for component districts• Secure and confidential delivery of Student Records, including Special Education records• Pick-up and delivery of instructional materials provided by Lane ESD to component districts including Media Materials (science kits, models, etc.), and audience response systems• Movement of specialized equipment for special education classrooms• Customized services to Eugene and Springfield Schools Districts to interface with district courier.
Goals	<ul style="list-style-type: none">• Provide cost-effective, timely, accurate and courteous courier services to all component school districts.
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>

Librarian Services

Service Description	<p>Lane ESDs Librarian supports districts in meeting Division 22 standards regarding library and media services.</p>
Goals	<ul style="list-style-type: none">• Provide training to classified staff assigned to school libraries• Assist with culling library collections and selecting materials• Assist districts in meeting Division 22 standards.
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>

Substitute Teacher List Subscription

Service Description	<p>Lane ESD's Substitute Teacher Registration subscription provides an efficient method of ensuring that substitute teachers have completed required background checks and annual training requirements.</p>
Goals	<ul style="list-style-type: none">• Provision of annual application process to register new teacher substitutes• Provision and monitoring of annual training requirements• Completion of annual "intent to return" and usual and customary break periods notice• Verification of valid teacher licensure
Budget	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Administrative Services

Attendance/Tuancy Services

Service Lane ESD provides truancy officers to assist districts in returning truant students to the classroom.
Description Assistance is also provided in referring persistent truancy cases to Lane County Juvenile Court, Services to Children and Families, or citations for failure to maintain a child in school.

This is a state mandated service to districts with less than 1,000 students.

Lane ESD also coordinates the work of Conference Officers on behalf of local districts.

- Goals**
- Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding mandatory school attendance.
 - Improve student learning and enhancing quality education by supporting district efforts to maintain student attendance and recapture ADM funding.
 - Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.

Budget Attendance/Tuancy Services are fee-based.

2021-23 Grant and Contract Services

Inter-Library Courier

Lane ESD provides pick-up and delivery of inter-library loan materials to the Lane County Libraries consortium.

Substitute Teacher List Subscription

Lane ESD Substitute Teacher List subscription services to private and alternative schools.

ODOT Teens Driving Safely Grant

Supports increasing the number of trained driver education instructors and increasing course offerings in Lane County.

State Farm Grant

Supports access to ODOT approved Driver Education courses.



Local Service Plan

2021-23

Appendix

1. Student Investment Account

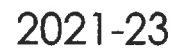
Student Investment Account		Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	Lane County districts engage in quarterly continuous improvement self-monitoring routines (SIA, CIP, HSS, CTE alignment).		X	X		
Outcome	Youth, families, and community members representative of the four focal groups are empowered to inform district continuous improvement planning and implementation.	X	X	X	X	X
Outcome	Networked Learning communities can be linked with positive changes in academic success, social emotional well being, community engagement, district capacity, and overall school and community climate.	X	X	X	X	X
Outcome	District educators and administrators have access to high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.	X	X	X	X	X
Strategy #1	Embed Foundations of Culturally Responsive Pedagogy content across professional learning for all content areas.					
Strategy #2	Amplify youth, Black/African American, Latinx, Native American, and South Pacific Asian voices in Lane County through coordination of Youth Equity Council and connection to local cultural organizations.					
Strategy #3	Host networked learning communities that use diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process.					
Strategy #4	Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies.					
Strategy #5	Support recruitment and preparation of diverse teacher candidates through certification and hiring processes.					



Local Service Plan

2021-23

		YEAR 1 BUDGETED COST			PROJECTED 3-YEAR COST				
Strategy 1	Embed Foundations of Culturally Responsive Pedagogy content across professional learning for all content areas.	\$ 155,300.00			\$ -				
Strategy 2	Amplify youth, Black/African American, Latinx, Native American, and South Pacific Asian voices in Lane County through coordination of Youth Equity Council and connection to local cultural organizations.	\$ 155,300.00			\$ -				
Strategy 3	Host networked learning communities that use diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process.	\$ 524,500.00			\$ -				
Strategy 4	Facilitate communities of practice aligned to SIA priorities (closing disparities in academic achievement and supporting mental/behavioral health) and shared district strategies.	\$ 150,100.00			\$ -				
Strategy 5	Support recruitment and preparation of diverse teacher candidates through certification and hiring processes.	\$ 95,000.00			\$ -				
#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire 1.0 Data Coordinator to support quantitative and qualitative evaluation of continuous improvement process and activity implementation	S3				\$ 98,100.00			HIGH
2	ODS/Oregon Data Suite: Purchase/Support Data Dashboard System which provides access to make informed decision for instruction, student success, with special attention to focal groups	S3				\$ 80,000.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
3	Hire .5 Program Assistant to support communication and planning of SIA district engagements and networked learning events	S3				\$ 50,700.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
4	Hire 1.0 bilingual/multicultural Community and Family Engagement Liaison to increase ongoing engagement and partnership with Latinx students and families with attention to identification of SEL/Mental Health needs	S2				\$ 98,100.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
5	Professional Learning for Improvement Science and Networked Learning (i.e. Carnegie/NW Region Experts) for ESD and district leaders	S3				\$ 140,000.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
6	Continue funding of 1.0 Student Success Act Administrator to lead continuous improvement processes, SIA plan implementation, and networked learning communities	S3				\$ 155,700.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								
7	Hire 1.0 Education Specialist to support mental health networked learning communities and communities of practice, with attention to trauma informed practices, restorative practices, and suicide prevention systems and curriculum	S4				\$ 98,100.00			HIGH
Person/Team Responsible	Outputs: Measures/Artifacts/Evidence of Successful Implementation								

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Oakridge School District No. 76
BOARD OF DIRECTORS

WORK SESSION
December 28, 2020

The meeting of the Board of Directors of Oakridge School District No. 76 was convened at 5:33 p.m. remotely by virtual Zoom webinar connection and called to order by Chair Weddle.

In addition to the Chair, those present were Vice Chair Hardy, Directors Edmunds, Martin and McPherson. Also present was Superintendent Doland and Confidential Secretary Jayme Martin. Chair Weddle called the meeting to order at 5:33pm.

- 1. Board Chair Weddle called the meeting into Executive Session pursuant to ORS 192.660(2)(d) to conduct deliberations with persons designated by the governing body to carry on labor negotiations at 5:33pm.**

Discussion was had regarding the Employee Retirement Memorandum of Agreement presented by the Oregon Teachers Association. A counter proposal was prepared. Executive Session ended and regular session resumed at 6:48pm.

- 2. Policy ACB - All Students Belong (1st Read)**

Superintendent Doland shared policy ACB. Cosa and OSBA worked on All Students Belong. This is a sample policy to make decisions around the language. It is a required policy. It's purpose is to bring equity into our school district and provide an avenue for those people or groups that feel there is inequity and a process for them to make a complaint and for that complaint to be remedied. All students are entitled to a high quality educational experience free from discrimination or harassment based on perceived race, color, religion, gender, identity, sexual orientation, disability or national origin. As this policy specifies, those identifiers of discrimination and harassment based on perceived identities for students is the only place this language is required to be added. For employees and visitors, that language is optional. Superintendent Doland stated that clarity in these policies really do help a lot so she suggested keeping the same language in for employees and visitors as well. She stated the wording clearly spells it out so there is not a lot of room for interpretation of what discrimination and harassment mean. Director McPherson and Vice Chair Hardy stated they liked the wording also for employees and visitors. Director Martin suggested adding age into the wording to the employee and visitor line. Superintendent Doland stated we could change the wording, but there is a strong caution in changing the wording and to consult with OSBA before we change it. Director McPherson asked if there was another policy that spoke to the age piece of discrimination. Superintendent Doland stated there is an employee policy that speaks about the age discrimination. This one really focuses around equity. She stated she would consult with OSBA for the wording around age discrimination and bring the update back at the 2nd read. Chair Weddle had questions around the fact that we have control somewhat over what the students and employees do, but we don't have a responsibility over the visitors. Superintendent Doland stated this policy puts in place the complaint process for any discrimination or harassment felt from a visitor while attending a school function. Ensuring the complaint is followed through and making efforts that it doesn't happen again. Director Martin asked about two

visitors that had confrontation. Superintendent Doland stated we would have to do our due diligence in investigating the matter as best we could following the complaint process in this policy. Superintendent Doland stated if the policy was to include wording regarding hate symbols that OSBA would be consulted first about the language. The draft policy listed the confederate flag and gave a description. Chair Weddle stated a couple of other symbols that he felt were worse. Director Martin spoke about an incident that occurred a few years ago regarding students with confederate flags on their vehicles. Director Edmunds stated the students that were involved in this incident were not doing it as a racism or hate crime but rather as a rebel demonstration. She stated that is why she liked the wording because it was more educational instead of a punishment. Superintendent Doland spoke about the next part being worded on school grounds instead of district grounds. Discussion was held around whether the district owned any property that was not one of the schools. It was suggested that the wording afterwards around any district or school sponsored programs covered all the areas such as the school bus or softball games held at the Willamette Activity Center. It was determined the wording on this would be contemplated and readdressed at the 2nd read of the policy.

Superintendent Doland shared the ACB-AR and said in Step 1 the procedure is not required but it does have to include all the requirements of the OAR and she felt the language does just that. She recommended throughout this policy AR that these incidents be assigned to the building administrator for consistency sake. Director Martin stated he would like it to read, "all persons impacted and promptly report the incident to the building administrator who then will also report it to the superintendent without unreasonable delay." He stated this would create a backup with the principal being responsible for reporting it to the superintendent as well. Superintendent Doland asked if we should change it to, "within 24 hours" for the building principal to report it. Chair Weddle and Director Martin preferred "without reasonable delay". Superintendent Doland explained the next group of wording to be decided upon, saying this complaint can be given verbally or in writing, but it was important for the administrator to capture it in writing as soon as they receive it. Director McPherson and Director Martin stated they would like to see that the complaint be in writing whether from the complainant or if the administrator writes it up after the verbal statement is given. Director McPherson added she would like it also stated that the complainant sign the written statement. Superintendent Doland spoke about the responding staff and what that means. Director Martin asked about a 3rd party investigator regarding the "responding staff" wording. He stated he read it as the person responding to the complaint. He asked if it meant the staff responding to the actual complaint or a staff member responding to an incident in their classroom. Superintendent Doland stated this is step 2 of the process, so first the administrator is going to acknowledge the receipt of the complaint and ensure it is in writing, and they are going to investigate any complaint of a bias incident. Those responding to the complaint would be the building administrator. She stated she would ask OSBA for clarification on the wording. Director Martin said that would be his question. Would it be the staff involved or the one investigating? Chair Weddle suggested it might be staff that are responding to the incident right then before the administrator is even involved. Superintendent Doland spoke about the next wording to be decided whether it be make a decision or determine responsibility and within a specified amount of time. Chair Weddle like "make a decision". Director Martin stated he liked "determine responsibility" because they were not able to make a decision in 10 days if it were to take an investigation. Superintendent Doland stated depending on the situation it would be re-teaching and restitution to change the behaviors and actions.

Director McPherson stated in that context she preferred “determine responsibility”. Chair Weddle stated the issue could be resolved once both parties heard the decision, and it may not be resolved if they hear that responsibility was placed on them when both could be at fault. Superintendent Doland stated from a decision standpoint, to conduct the investigation and determine where the responsibility lie, and there always is responsibility, that might take 10 days. How we are going to remediate it, might take more than 10 days. Chair Weddle stated that you don’t want to take too long because then no one learns from it if it is not solved in a timely manner. Superintendent Doland stated she would be working with the administrators side by side at some point during the investigation to determine if other policies or civil rights laws were violated. She said she believed there would be training regarding these circumstances making sure the administration are up to date with the information. Director Edmunds stated the administrators need to do their investigation because if the parties involved do not like the outcome, their next step would be to go to the superintendent. So each step needs to be followed. Superintendent Doland asked if the Board felt 5 days was sufficient for the respondent to submit an appeal. Director Edmunds stated she believed that was the same amount of time in some of the other policies. The next wording decision was determining when the board would hear the appeal whether it be at the next regular board meeting or at a board meeting. Director Martin stated he liked the flexibility of “a board meeting”. Discussion was had regarding adding wording “or a student” was had for cases where the student is old enough not to require a parent or guardian decisions. Superintendent Doland asked whether it should be just building principals or district administration working on developing and implementing instructional materials to ensure that all school employees and staff are made aware of the procedure and related practices. Chair Weddle stated it should be district administration working on it together.

3. Lift abeyance action of coaching positions (Action)

Superintendent Doland stated students were able to come together and practice, doing workouts and trainings according to the OHA and OSAA guidance. Another thing that may be possible is some local competitions and club play in Lane County. She recommended lifting the abeyance on all of the coaching positions for the remaining school year.

Director Edmunds moved to have lift the abeyance on the coaching positions.

Director Martin seconded the motion and the motion passed with all directors voting yes.

Superintendent Doland stated as soon as classes resume on January 4th, sign-ups and sports physicals will start and possibly by Wednesday the 6th practices will begin.

4. Personnel

a. Resignation

Classified

Ashley Maslach – Head Cook OJSH (Effective 12/3/2020)

Superintendent Doland stated Ashley resigned as the head cook beginning of December before taking the position of Financial Assistant and Food Service Coordinator, but the resignation had been missed in the agenda from last regular meeting.

Director Edmunds moved to accept the resignation of Ashley Maslach Head Cook of OJSH. Director Hardy seconded the motion and the motion passed with all directors voting yes.

5. Adjourn

Meeting adjourned at 7:42pm

**Oakridge School District No. 76
BOARD OF DIRECTORS**

**WORK SESSION
January 04, 2021**

The meeting of the Board of Directors of Oakridge School District No. 76 was convened at 5:30 p.m. remotely by virtual Zoom webinar and called to order by Chair Weddle.

In addition to the Chair, those present were Vice Chair Hardy, Directors Edmunds, Martin and McPherson. Also present was Superintendent Doland, Confidential Secretary Jayme Martin, OSBA Board Specialists Janet Avila-Medina and Kristen Miles.

A. Board Development with OSBA on Public Comment at Board Meetings

1. Ms. Avila-Medina stated the Attorney General's Public Records and Meetings Manual says, "The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment" (Rosenblum, 2019, p. 155). The public has the right to attend and listen to the board meetings but they do not have the legal right to participate or comment, that is the board's decision and they can adopt a policy that allows public to make comment. The Oakridge School Board does have a public comment policy BDDH. Ms. Avila-Medina read from the policy, "Members of the public also are encouraged to share their ideas and opinions with the Board when appropriate." "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." She asked the board what they feel it means by the designated portion of the agenda. Chair Weddle shared that at the last Regular Board Meeting, public comment had been moved to the end of the meeting, where previously public comment had been at the beginning and the end. He said it got to be too much sometimes. Ms. Avila-Medina asked why the board had moved public comment and if it had been helping. Superintendent Doland stated it was at the advice of the District's legal counsel due to an online survey the attorney had conducted since the meetings were now held virtually. The survey found that an hour set aside for public comment was extreme. Ms. Miles stated in her experience working statewide, that having two sections of public comment was not typical and an hour set aside for them is quite a lot of time. OSBA's advice as well, would be to shorten that period of public comment. It was a good thing that we changed public comment so we could get more done at board meetings ensuring they don't go as long. Director Edmunds stated they used to only have one section of public comment, but added a second section to ensure that anyone who wanted to comment on what was discussed during the meeting would have a chance to. She stated she prefers it to be at the end of the meeting. Ms. Miles stated there are pros and cons to having public comment before and after the meetings. The pro to public comment set before the meeting would be, the public could see what was on the agenda and voice their opinions prior to any vote. She stated,

just as Director Edmunds had shared, the benefit to having it after the meeting is so the public could share how they feel about what was discussed in that meeting. Ms. Miles stated there was no right answer to whether public comment should be at the beginning or the end. It just depended on the board and how they felt. Ms. Avila-Medina asked the board whether they liked it at the beginning or the end better. Chair Weddle expressed his preference was at the end. Director Martin stated he didn't have a preference either way, but he preferred only having one public comment section and not two. Chair Weddle said they can't really tell yet whether it is better at the end or not as there has only been one meeting since public comment was moved.

Ms. Avila-Medina moved to the next part of the policy, "requests for items on the agenda". She read, "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 seven working days prior to the scheduled meeting." She asked Superintendent Doland if the public do in fact ask her to place an item on the agenda, and if so do they know to do it in writing, and how are they made aware of the process that should be followed. Superintendent Doland responded that since she has been Superintendent, she has not received this type of request and as far as the public being made aware of the process, the policies are on the District website, but that it could be called out more on the Board specific page.

Ms. Avila-Medina continued with the policy, reading, "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 district and the patrons." Ms. Avila-Medina asked if there was in fact a procedure or "AR" for this policy. Director Edmunds stated there was a pamphlet at the board meetings that spelled out how the board meetings were conducted. She stated that could be something we could look at again. Superintendent Doland said we could also put the pamphlet up on the website. Ms. Miles stated that it is unusual for the public to directly request items be added to the agenda. Typically that is brought forward in discussions with the principals, or the superintendent. Then the ones responsible for setting the agenda add items based off of the discussions that have been had. Ms. Miles stated it was neither good nor bad to allow the public to request items on the agenda, but it was a little uncommon.

Ms. Avila-Medina continued from the policy, reading, "Discussion or presentation concerning a published agenda item is limited to its designated place on the agenda, unless otherwise authorized by the Board Chair". She stated this is setting parameters and being specific on where public comment is placed, but it could be more specific about the duration and the limit per person making comment. She gave the example of someone speaking too long and how to handle that. She advised creating an AR that gave procedure on what exactly was expected and how to handle it. OSBA suggests 3 minutes per person for public comment. Ms. Miles added that some boards have a limit of 30 minutes for public comment and divide it up. Some boards have only 3 minutes per person. And some boards use both methods. They allow a total of 30 minutes and each person gets 3 minutes to speak and when the 30 minutes runs out, they are done with public comment. Sometimes a group of people want to speak so the board will allow one member of their group to give the overall message of what their group wants to say, instead of hearing from each individual member of the group. Ms. Avila-Medina states this helps to use the time in the most effective way.

Ms. Avila-Medina read from the policy, "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." Ms. Avila-Medina asked the Board about this part of the policy. Chair Weddle stated sometimes a member of the public will attend every board meeting to talk about the same issue. He explained the Board tries to give a chance to the ones that haven't spoken in the last meetings a chance to speak by going off a public comment sign up list, and granting those that haven't spoken a chance to comment. Ms. Miles stated historically very few people were showing up for board meetings to make public comment. She stated when there are lots of people that want to give public comment, the time has been extended or the amount of time allotted per person was shortened to allow for more people to be able to speak. She stated there can be any limitations placed on the public comment that the board desires as it was mentioned at the beginning that the public does not have a legal right to speak. She said that since it was not established in the policy that individuals who had already given public comment in the past few meetings were not going to be able to give comment, some rules and guidelines needed to be adopted, published and made available to the public. She stated it would be completely appropriate to ask members of the public that if they have made comment in the past meetings, to know that others will be called on first, or that the board asks them to allow others to go first.

Ms. Avila-Medina moved on in the policy, "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." She asked the Board Chair about this part. Chair Weddle stated that brief and concise was limited to the three minutes. Now with public comment only being once in the meeting this allows for only 30 minutes which then allows for at least 10 people to speak. Superintendent Doland added that it had been asked of the public to submit their comments in writing before the meeting and all of those become part of the meeting minutes and are posted. Ms. Miles stated that was a great idea. Saying if we run out of time for public comment, those submitted in writing, are still getting their voice heard. Speaking at a board meeting is not the only way the public can give input. Allowing the public to submit written comment guarantees the Board will certainly see them and take them into consideration. This is potentially a really good solution to too many people wanting to make verbal comment and not having enough time. Ms. Avila-Medina stated this will also help with equity and will alleviate those feelings of one member of the public getting chosen over the other to speak.

Ms. Avila-Medina moved to "Comments Regarding Staff Members. Speakers may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy KL - Public Complaints for Board consideration of a legitimate complaint involving a staff member. A commendation involving a staff member should be sent to the superintendent, who will forward it to the employee, their supervisor and the Board." She stated what this portion is emphasizing is that the public can comment and criticize the District's operations and programs, but they can't single out one person. They can't state a staff member's name or position, such as Principal or Superintendent, nothing that can identify that individual. For complaints there is a policy and a procedure that the public can utilize.

Director Edmunds stated when the Board adopted this policy from the sample from OSBA, but after going through it, the Board should relook at this policy and fine tune it to fit our specific needs. Ms. Miles added that they were looking through the Public Comment policy before the meeting and realized it was in OSBA's model policy and it may work for some but probably a lot of it could be updated and changed. There is a way to look at it to see which parts are working for Oakridge School District and which parts are not working as well as which parts are never used. The petition part is not common and if it is never used, you are not required to keep that language in the policy. That would be a great project for the board to take on. Director Martin stated the Board should have a Work Session and establish an AR for this policy. Ms. Avila-Medina stated an AR would be great for this policy as well as a possible script for how to address situations during public comment. Director Edmunds stated she agreed there needs to be an AR for this policy as well as edit the current Public Comment policy. Ms. Miles stated someone from OSBA Policy department could help in reworking the policy. Chair Weddle asked Superintendent Doland and Board Secretary Martin to arrange a Work Session with OSBA Policy Department.

Ms. Avila-Medina spoke on Public Correspondence and Public Inquiries. Vice Chair Hardy stated it had been decided that whenever any of the board members received any type of correspondence, it would be forwarded to the Board Chair who is spokesman for the Board representing all. OSBA advised the Board should not be giving in depth responses. Ms. Avila-Medina suggested a response statement. In some situations the Board simply cannot answer the questions that are being asked of them. Those questions need to be forwarded to the Superintendent. So a general response would be appropriate in these circumstances. Chair Weddle replied that he does do a general statement explaining he has read their letter and he will be forwarding it on to the Superintendent. He spoke about this being tied to not replying to public comment either due to not seeing both sides of the situation and needing more information before responding. Ms. Miles stated that is exactly what they would recommend. She explained there is a process in place for any types of complaints that would be brought to the board. This process has many things at interest but one of them being equity. She explained if a board member were to engage with a member of the public because they knew them, and not someone else because they did not know them, then the one that knew that board member would have inequitable access to the board. The same is thought of regarding public comment. If the board were to engage with someone during public comment, but not someone else, there would be an equity issue. She stated this is also the same with any correspondence with the public. Ms. Miles suggested explaining to the public that there are roles, responsibilities, and processes in place. She gave an example of what she did when she was board secretary saying there was one board email that she was in charge of. Members of the public would write to this one email and she would then either respond or send it to a different department for them to respond, always copying all board members so they were aware of the questions and comments being sent and that there was follow up. Sometimes the Board Chair would respond saying, "Thank you for writing. I know our staff are on top of this, and someone will get back to you." Ms. Miles stated the board can certainly respond because it is important for the public to hear directly from the Board but in some situations, not all information can be put forth, or some information is confidential and the public simply does not have a right to some answers they are seeking. Director Martin stated currently the Board is getting a lot of emails ranging from a simple question to bargaining agreement issues that the Board has no right in answering. Another issue he feels that is happening

right now is emails are not getting answered or acknowledged and the public is getting frustrated. He feels that the public are now “Board Shopping” to get some sort of answer. He stated he liked the idea of having only one Board email that one person was responsible for. Director Martin felt the citizens and staff needed to be educated with the process for the future. Ms. Miles stated this was really important that the public is made aware that even though it may not be directly from the board, someone will be responding to them. She stated no one in the public knows what the Board does. They feel like board members can take individual action, run on an agenda and advance that personal agenda as part of your board role, but that is simply not true. But there is no information out there really for the public to necessarily know that. There is a recommendation to Boards to create an educational piece for the public as part of community engagement stating the Board’s roles and responsibilities. Explaining the public may not get what they want out of Board members because it is not the Boards role. The Board’s role is policy, budget governance, hiring and evaluation of the superintendent. Anything else falls under the role and responsibilities of the superintendent. OSBA has held Board 101 for communities before where the community will ask questions and the OSBA members will respond on exactly the way the Board operates, the guidelines they have to operate under, roles and responsibilities, and restrictions the public may not be aware of. Educating the public can, a lot of times, diffuse their frustrations. A lot of the frustrations could be around feeling ignored when there is an expectation that the Board cannot meet because it is not their role. There might be a way to educate the public simply by adding an educational piece to the agenda of the board. Ms. Avila-Medina added part of community engagement is building that trust with the community. Therefore, if the Board could be upfront and talk about the processes and procedures, it will build that trust and the community could feel like they are being heard. Director Edmunds liked the idea of having OSBA do a Board role 101 with the community during one of the Board Meetings and asked Chair Weddle and Superintendent Doland to work on getting that arranged. Superintendent Doland stated she could work on that.

Ms. Avila-Medina asked if there were any other trainings the Board would like to have. Director Edmunds stated community engagement and conflict resolution trainings would be a priority for her. Chair Weddle agreed. Ms. Avila-Medina stated she and Ms. Miles could work on getting those together.

B. Policy ACB-AR - All Students Belong (2nd Read/Action)

Superintendent Doland explained this is a 2nd reading of the policy, Bias Complaint procedure. Superintendent Doland made the changes that were discussed in the previous work session. She asked for clarification regarding step two of the procedure to either make a decision or determine responsibility about the event within 10 days of receiving the complaint. Chair Weddle stated if it were to say make a decision, that puts all responsibility on the administrator, but determine responsibility, more input can be had and does not necessarily have to be the full responsibility of the administrator. Director Martin stated he liked it to be a communal decision including the principal, superintendent and possibly an outside investigator if necessary. Superintendent Doland clarified that this part would be at the building investigation level. The building principal would be making a decision of those involved or determining responsibility of the parties involved. Chair Weddle preferred “determine responsibility” wording. Director McPherson stated she also preferred “determine responsibility” because the administrator could then prepare for the next step being

educating and corrective action piece of the investigation. Director Martin and Vice Chair Hardy liked “determine responsibility”. Superintendent Doland stated in order to take corrective action, you do have to determine the responsibilities of the parties involved. All Board members agreed the wording would read “determine responsibility”.

Director Edmunds moved to approve Policy ACB-AR with the changes made. Vice Chair Hardy seconded the motion. The motion carried with all directors voting yes.

C. Policy BBF-Board member Standards of Conduct- Operating Principals

Superintendent Doland reminded the Board there had been discussion about using the 2nd version of this policy and making it into operating principles for the board. She suggested adding it as an agenda item onto a future Work Session. Chair Weddle agreed.

Chair Weddle suggested to the rest of the Board to reach out to each other to discuss any thing that might be going on or bothering someone. He reminded them they could not meet as a group, but could meet on a one on one basis and that could possibly help.

D. Adjourn

Meeting adjourned at 6:49pm.

Oakridge School District No. 76

BOARD OF DIRECTORS

WORK SESSION

January 11, 2021

The meeting of the Board of Directors of Oakridge School District No. 76 was convened at 6:08 p.m. remotely by virtual Zoom webinar and called to order by Chair Weddle.

In addition to the Chair, those present were Vice Chair Hardy, Directors Edmunds, Martin and McPherson. Also present was Superintendent Doland, Business Manager Peggy Mahla, Food Service Coordinator Ashley Kirkhart, Confidential Secretary Jayme Martin, Principal Chapman, Principal Iten, Special Education Director Dr. Harrison, Youth in Transition Liaison Mark Osborn.

A. Board Appreciation Month

1st grade teacher Tina Maher shared Oakridge Teacher's Association's appreciation to the Board and said she hoped they received the small gift in the mail. She stated her thanks for the Board's service from the teachers.

OSEA President, Andrea Bray shared her appreciation to the Board reading, "The Oregon School Employees Association chapter 46 would like to express their appreciation to the Oakridge School District Board of Directors, and the commitment they have made to our district. These five individuals approach their volunteer work like it is their full time job. They are an extremely hardworking group of volunteers and are dedicated to the School District, as well as the communities of Oakridge and Westfir. Although their decisions do not always align with public opinion, we recognize and appreciate that they're ultimately doing what is best for our students, staff and schools. Through their advocacy dedication and collaboration with school district administrators, and other district staff, they're helping build the future of education in Oakridge. On behalf of Oakridge School District Classified Staff. I would like to thank you for your service and dedication to Oakridge Junior Senior High School, the Alternative Education Program, Oakridge Elementary School, Westridge Early Education Programs, and the Family Resource Center.

Superintendent Doland read a letter from Oakridge City Mayor Kathy Holsten declaring her appreciation to the members of the Oakridge School District Board and proclaimed the month of January school board recognition month. Mayor Holsten urged all citizens to join her in recognizing the dedication and hard work of school board members in preparing today's students for tomorrow's world.

Superintendent Doland expressed her appreciation saying, "Thank you so much each one of you for your service to our community. I know you spent countless hours working to provide the best possible education for our students. And you also serve as board of directors for one of the largest employers

in our community and celebrating our School Board Recognition Month is just one way we can say thank you for all that you do. Thank you very much.”

B. Approval of Regular Board Meeting Minutes December 14, 2020

*Vice Chair Hardy moved to accept the Board Meeting Minutes on December 14, 2020.
Director Edmunds seconded the motion and the motion passed with all directors voting yes.*

C. Announcements/Correspondence

Chair Weddle read an announcement saying at the December 14, 2020 meeting, the Board authorized retention of an outside agency to investigate a complaint against the Superintendent that had been received on December 10, 2020. Through the attorney the Board obtained an investigator with RS2 Education Consulting. The investigators are authorized only to investigate that complaint. Board policy KL-AR requires complaints to be processed at the lowest level first. In order to comply with policy KL-AR and manage the cost of the investigation no additional complaints will be referred to the investigators unless the Board so authorizes at a future board meeting.

D. Review Expenditures for November-General funds/Special Funds/OSD Bond

Business Manager Peggy Mahla gave the expenditure report for November 2020. She said the District spent \$721, 059 to operate the month of November. \$7,700 was spent for bond, \$43,000 was spent for the SRGP and the first interest payment was paid on the bond in the amount of \$122,469 which was due December 15, paid in November. Ms. Mahla reported the audit was completed and sent electronically by the auditors to ODE. She said the District should be getting their bound copies sometime this month and then Board members can come and pick them up.

E. Reports

1. Superintendent's Report – Superintendent Doland

● **Reopening/County Metrics and Data**

Superintendent Doland stated during the winter break Governor Kate Brown announced new guidelines for in-person learning in that she announced that Oregon will no longer mandate the state's prior public health metrics for returning to in-person instruction. The previous restrictions on reopening are now advisory. Governor Brown has asked school districts to work towards the resumption of in-person instruction to the greatest extent possible in making decisions based on science, public health and safety. She expressed her hope that schools statewide will offer more in-person instruction by February 15. However, certain health and safety standards will remain mandatory, including wearing masks, maintaining social distance and responding to COVID-19 outbreaks in a school. In addition, following Ready School, Safe Learners plans is also mandatory. While the restrictions for in-person learning have been relaxed in some ways, health and safety of our students and staff is of utmost importance. Therefore, the Oakridge School District currently plans to continue to utilize the local public health data and metrics to determine when students can return to in-person learning. The state is set to provide additional updates to Oregon, Oregon's Covid-19 health metrics and Ready School Safe Learners guidance for returning to in-person instruction. That guidance is due to come out on or about January 19. HB 4402, a bill passed in a special session of the

Legislature in December limits school liability to COVID-19. HB 4402 is in effect if and only if schools are following all OHA and ODE guidance. Currently the health metrics that the governor has set are guidance and not mandatory. This guidance is already in our Ready School Safe Learners plans. ODE and the Oregon Health Authority have mandated those as was required. So this is the issue in the law, that if we don't follow the metrics then we lose our limited liability over COVID-19. So, as you can imagine, there are a lot of lawyers in the state who are working on that issue to resolve it and we hope that by the time we get the guidance on January, 19, we have an answer to that as well. Superintendent Doland stated she recognized that many in our community wish to return to person learning as soon as possible. We need our kids in school and OSD is committed to the return of students to school and committed to doing that in a safe way. The guidance from our expert state and local partners will be relied upon heavily, when we're making decisions for returning students to schools. Superintendent Doland appreciated those who have taken time to reach out and share their thoughts on the reopening. She said a survey for parents and guardians will be sent out this week. The responses to the survey will help us as we are planning, and as we navigate through this new situation, so that we can safely bring our students back to person learning. Any parents who wish to continue to have their students learn via comprehensive distance learning or online learning, will have the option available to them. She stated this pandemic continues to challenge all of us but she is confident that our district, with all of our committed educators and strong support staff, students and our families all working together, will find an appropriate balance between health safety and the educational needs of our students. We will continue to post weekly COVID-19 infection rates in our county on our website.

Chair Weddle stated we need to let the community know exactly who those authorities are that are mandating our reopening plans so they can understand why we are not coming back to school as quickly as possible and they feel a part of the decision making.

Superintendent Doland agreed saying the two groups that the District leans on are the Oregon Health Authority, but more closely related to home is the Lane County Public Health, and she has meetings with them, weekly, and is in contact with our public health advisor, just about daily, the person who is assigned to Lane County Schools. Superintendent Doland stated she does have a new communication that will go out to our community this week. Some more specific information around bringing kids back.

Director Martin asked a question regarding teachers and school staff being moved to IA group for vaccinations, and how soon our staff can receive their vaccinations.

Superintendent Doland stated Lane County Public Health reported the Oregon Health Authority has moved school staff in between 1A, which are medical care workers, first responders and category 1B to receive the vaccine. We've been working with Orchid Health, and our staff are beginning to sign up. Wednesday, are the first appointments for school staff to receive the vaccine. Superintendent Doland thanked Sarah Scott with Orchid Clinic for accommodating our staff and making the opportunity not only available, but also easily accessible for our staff. She stated it is available to all of our staff, including our bus drivers who we contract for but they are our staff as well.

- **Enrollment**

Superintendent Doland stated our current district enrollment is 530. Our last month our total enrollment was 526. That is in comparison to last year at this time, our enrollment was 560. At this point, we're down about 5% from last year. She stated our enrollment over the year since the beginning of the school year until now really has remained fairly steady. We've had

a change of four students either up or down since the beginning of the school year. At this point in time, the middle school has an increase of seven students from last year. At our high school, they're down six students from last year. And the elementary school is down 30 students from last year. Superintendent Doland stated younger students might have other options and may be doing more homeschooling. Many schools across the state are experiencing between 10 and 20% enrollment decrease so she feels very unfortunate the District is only at a 5% decrease.

- **Technology**

Superintendent Doland reported the Apogee project to extend our internet through our community, is just about finished. Gerald McCool, our technology director, is working with vendors to problem solve a few issues. There will be a discussion later this week on how the District is going to roll out information on accessing the internet. She thanked Gerald McCool and Tony Hammock for their work in this project. As well as Oakridge City and City Administrator Bryan Cutchen for their diligent work in moving this project forward.

- **Budget Outlook**

Superintendent Doland gave data on the budget outlook. The economic and revenue forecast was accomplished. It states a slow economic recovery. Unemployment had dropped to 6.9 from double digits in the beginning of the pandemic. And the revenues for the 19-21 biennium were up slightly compared to the numbers released in September. It's good news in terms of closing out the current two year budget cycle and reinforces the stability in school funding for the 2020-21 school year. On December 1, Governor Brown released her recommended budget for the 21-23 biennium. The budget proposed will be reviewed and amended by the legislature during their spring session. The budget she proposed was 9.1 billion allocation for the new biennium for the state school fund. This is Oakridge School District's principal source of funding. Though 9.1 billion is up from what was allocated this year, which was 9.0, the budget prioritizes investments in Early Learning and it also prioritizes a full distribution of Student Success Act funds which we received about a third of this year of allocation. It also prioritizes full Measure 98 funding. Measure 98 is what we use in large part for our CTE programs. So just to summarize, the proposed budget reflects a prioritization of K- 12 funding, overall, is significantly more positive than the forecast we are hearing in September.

- **Assessment**

Superintendent Doland spoke about Smarter Balanced assessments in English and Math, and also our Oregon State assessment in Science. The Department of Education is applying for a temporary pause on English Language Arts, Math and Science testing for the 2020-21 school year. The US Department of Education requires that we measure how well our education systems are meeting the needs of students and student groups by annual administration of tests. Because of the pandemic last year, there was a waiver on state testing. Oregon has asked for another waiver for 2020-21 citing traditional schooling has been significantly disrupted by the Covid-19 pandemic, an extreme wildfire season, political instability and other factors. These disruptions have removed the conditions we need for somebody to test to fulfill the purpose. It's difficult when we can't bring students in having secure testing measures in place, as well as the delivery of instruction has been disrupted this year. It is expected ODE will know more about the waiver in the coming weeks. The U.S. Department of Education is now in a transition and after it settles down, we hope for an answer. In the meantime, we are looking at some interim assessments the Department of Education is providing to school districts.

2. Food Service Report

Ashely Kirkhart, Food Service Coordinator reported the OES Food Service Program is negative \$26,250.85. Last year, this time the balance was \$5,821.42. Oakridge Junior Senior High School program balance is \$57,961.80. Last year, this time it was negative \$30,423.73. The complete district balance is \$31,710.95. Last year at this time, it was \$11,471.35. She gave an update on the Food Service Program, and how it is currently running. She stated the District is currently serving under the Summer Food Service Program, which allows the District to serve meals to anyone in our district between the ages of zero to 18. She said they served over 7,600 meals, a breakfast and lunch in the month of December, and the meals are prepared, put on a bus and delivered to our youth and families. She gave information on how to participate in the program if not already participating by contacting the District office. Ms. Kirkhart personally thanked everyone who is currently working or helping in the Food Service Program. She stated they have had a great few months, and have a great team of individuals ensuring food is brought to our children.

Chair Weddle gave kudos to the people that are working in food service, saying they are doing a great job.

3. OJSH Report

- **Attendance**

Principal Chapman reminded the Board that the District was changing the way attendance is taken. Starting December 7, a student no longer had to be in class as the only option to be counted present. Completing work online also now counts as being present. Principal Chapman ran all the attendance under the old procedures and then ran one month under the new procedures. He reported a 6% increase in attendance under the new procedures. He stated this is not quite the increase he would like to see, but it is on par with what other schools are seeing in their attendance. Principal Chapman stated he would like to say the increase is due to more students attending, but he says the increase is due to the way attendance is being taken now. He stated house visits are still being made to try to get students to attend. Also, Mrs. Scott is having meetings with any seniors who are at risk of not completing this year. Efforts are being made to keep in touch with kids and keep them engaged.

- **Fuel Ed**

Principal Chapman reminded the Board that Fuel Ed provides a teacher of record, it stretches over multiple sessions and Fuel Ed is going to become one of our students three courses. A new session started today, so most high school students have a core class, math class and a lab class. He stated Fuel Ed courses are only semester courses so it makes it confusing. With Acellus, if a student completes all courses, they receive a year credit. With Fuel Ed, if a student completes all courses, it is only a semester that has been completed and the next part of the semester needs to be loaded. Starting today OJSH has set the courses to start April 1st and go through the end of the year to complete the 2nd semester. Students are allowed to work faster. It is designed to work at the student's pace so it is conceivable that a student can complete the course before the end of the year. Principal Chapman wanted all students to be aware that the courses they are currently working on is only a semester and not the whole year.

- **Grades**

Principal Chapman stated all students are only getting two grades right now. They are enrolled in three courses, but are not getting a grade for study hall. He showed the data on the number of students failing courses or having incompletes. He stated 46% of students failed or did not complete one or more classes during the session. Approximately 42 incompletes have been completed. He stated the percentage number could have been a lot higher if these incompletes had not been remedied. In session two, there were 42% of students that had failed or not completed one or more classes. Principal Chapman stated he had wanted to see a lower number, but at least the percentage number was decreasing instead of increasing.

- **Successes**

Principal Chapman stated he was very impressed on how the substitute teachers have been creating relationships with students especially in Distance Learning. He was very happy with the hard work Ms. Hutchens and Mr. Handman had been doing. Principal Chapman also gave praise to Mr. Fujii, stating he was having a lot of success and was encouraged to watch him teach. Mr. Fujii has been spending a lot of time outside of his normal contracted hours in teaching one on one with the students and that is where a lot of the learning is coming from this year is on a one on one basis.

Principal Chapman reported seven trees had been decorated for Festival of Trees and six of them were given to different households. This is an event that the Leadership class has been doing for several years, and Principal Chapman praised Ms. Schmidig for keeping school as normal as possible this year.

There was a virtual OMSI field trip of Genghis Khan that was held with Mrs. Sokolowski's class. It was the first one OMSI had put on. Principal Chapman praised Mrs. Sokolowski for also keeping classes as normal as possible.

Principal Chapman stated sports started today and Junior High will start tomorrow. He reported the coaches were all trained on Covid protocols and the screening practices. He stated in season one of sports there were no formal competitions set up through OSAA. Informal competitions could be arranged by the districts. He stated competitions could possibly happen in the next session.

Principal Chapman reported 10 seniors have completed. Two 5th year seniors finished by the end of September. Most seniors start their year only needing three credits, one being personal finance which is not needed this year, which makes only two credits needed to be obtained. Most seniors opted to go through the online course with Mr. Skordahl and complete those online courses to finish. If they want to come back and do sports, they can be enrolled to take two courses on Acellus.

- **Board Appreciation**

Principal Chapman gave his appreciation to the Board and thanked them for their time and effort for their service to the students.

Director Edmunds asked if Principal Chapman could continue to give an update on sports in his reports. Principal Chapman stated he would do that.

4. OES Report

- **Attendance**

Principal Iten stated the Elementary school's attendance is at 92% for the school year compared to 94% last year. Kindergarten is at 97%, 1st grade - 94%, 2nd grade - 94%, 3rd grade - 91%, 4th grade – 86%, 5th grade- 94% Principal Iten gave a shout out to Mrs. Howard and Mr. Gordon for reaching out to students, 6th- 83% and Life Skills at 90%. The Elementary enrollment has remained steady at 284 students. He predicts with a few phone calls left to make, they will be back up in the 286 or 287 range. Principal Iten stated they keep their classroom sizes very balanced with Kindergartens both at 22, 1st grade at 16 and 15, 2nd grade 21 and 21, 3rd grade 20 and 21, 4th grade 15 and 16, 5th grade is even, and 6th grade is 20 and 22. Ms. Shepard has 5 in Life Skills.

- **Limited-In-Person Instruction**

Principal Iten stated limited-in-person instruction was going very well. He showed pictures of the Kindergarten teachers checking in students and other students waiting with distance between them. He stated classes are running very smoothly and keeping social distancing. He stated parents are doing a fantastic job when it comes to keeping their children home when they are feeling a little sick. Principal Iten stated new protocols are being put in place for that and it is working really well. A few students are coming in for tutoring. He gave a big shout out to Mrs. Maher and Ms. Shafor who are working one on one with students, doing some individual tutoring. Principal Iten stated they were not the only teachers doing it and praised his 2nd-6th grade teachers who are also doing some individual tutoring with students.

Principal Iten showed pictures of the custodians using the electrostatic backpacks to disinfect everything. He stated the custodial staff are doing a great job of keeping everything disinfected with the backpacks.

5. Special Programs

- **Celebrations and Recognitions**

Dr. Harrison stated there has been very good student engagement and attendance with limited-in-person instruction. He stated students are very excited to be in school and following all the rules they are learning due to Covid. Dr. Harrison thanked all the staff in the District that are working in the collaboration meetings. He stated it was a big ask of the teachers to have meetings every other week for all the students in special services and to do that over and over again, but it has had such a positive effect on the services they are able to provide to the students. He was impressed by the way everyone was continually able to work together and come up with new creative solutions in this challenging environment with distance learning.

Dr. Harrison stated Mr. Myers joined the District team as a Special Education teacher this fall and has had an excellent, positive, upbeat influence on the students he serves. Dr. Harrison said it is fantastic to see Mr. Myers keeping those students engaged.

Dr. Harrison thanked Mrs. Bradbeer saying she had taken her extra time in supporting the SPED team by preparing materials for students in distance learning.

Dr. Harrison reported they were able to restart their Lego Robotics team. Members that had participated last year had been invited to start before the holiday break. Several meetings were held and the students are progressing. He stated the competitions have been moved to

April and are being held in a completely distanced format. He stated it is fantastic to allow this program to keep running especially for those who competed last year and progressed onto the state competition.

- **Board Appreciation**

Dr. Harrison thanked the Board for their time and service to the students. He thanked them for their support in the District.

- **Limited-in-Person Instruction**

Dr. Harrison stated there are A and B rotating cohorts coming in on different days serving 65 students in Limited-in-Person instruction. At OES there are seven additional cohorts, serving about 18 students. There are all sorts of individual student needs that are being accommodated and supporting them in different ways. At OJSH there are four different cohorts and serving about 15 students every day coming in for the two hour maximum. In the future more will be invited to come in person. Dr. Harrison reported the collaboration meetings have really been the core of the Special Ed services in the District. There are approximately 100 Special Ed students attending. He said they are being supported primarily by the specialists and regular education teachers. At OES every other week, there are six separate meetings with each grade level team going through each student discussing different ways on how to support them and what their needs are in Comprehensive Distance Learning. This has resulted in a great deal of individualized support and team building across the district. These same meetings are happening at the Junior Senior High. There are four meetings with combined grade levels every other week. The teams are doing a fantastic job of documenting each student throughout the whole academic year, and progress and interventions that are being done to support them. It is hard to quantify but it is approximately 15 hours a month that the specialist are consulting additionally with some other specialist or teacher for individual student support. Dr. Harrison reported some students are doing Acellus online and are doing very well. They only need a little extra support so they are getting asynchronous support. The specialists are creating specially designed assignments or extra work for these eight students to do offline to help them progress. There are also co-teaching and push-in services where a Special Education teacher is either joining an online Google meet with another teacher, or taking a Google meet over and teaching content. They may be meeting in a breakout group where multiple Special Ed students are gathered, or they may be taking over to teach a social skills lesson to the whole classroom. The SPED staff is doing about 39 of those lessons weekly anywhere from 30 minutes to an hour. For Limited-In-Person instruction, about 28 students are receiving 2 hours of support daily to help them access the core curriculum through CDL. Then there are 56 one on one direct sessions occurring weekly that the specialists are doing lasting 30 minutes to an hour.

Chair Weddle stated based on the numbers that Dr. Harrison reported the Special Programs is serving approximately 20% of the student population and there are more kids coming in person then he originally thought which is a very good thing.

6. Youth in Transition

Youth in Transition Specialist, Mark Osborn stated currently there are 39 students that are identified as McKinney Vento which is approximately 11.8% of the student population. By the

state definition, these students are considered homeless. The District has responded to these student needs just as we have in past years by doing their laundry, bringing them food, clothing, blankets and making sure they have basic essential needs met. The District assists them with getting documents such as birth certificates and social security cards so they can get their driver licenses. Five kids have been identified as McKinney Vento who are not registered with the school and have not been receiving any sort of education before this year. They are now enrolled in school getting them the education they deserve. With the Food Program and Food Pantry, the District has given over 13,720 pounds of food to over half of our students. The full clothing closet is up and running. All of these students that are considered McKinney Vento are invited into Limited-In-Person instruction to make sure they have the access to a quality education.

Vice Chair Hardy told Mark, "Nice work."

F. Unfinished Business

1. Policy ACB (2nd Reading/Action)

Superintendent Doland stated at the last Work Session the Board approved the AR to go with ACB, but had not approved the policy. She recommended to adopt Policy ACB as the Board had edited at the Work Session.

Vice Chair Hardy moved to approve Policy ACB as the Board had edited. Director Martin seconded the motion and the motion passed with all directors voting yes.

2. OTA MOU Comprehensive Distance Learning and Hybrid Learning

Superintendent Doland stated the MOU with the Oakridge Teachers Association and Lane County Bargaining Group was negotiated right before the holiday break. She stated there is a financial impact as 10 days for Covid Leave has been added. She recommended the Board approve the MOU.

Vice Chair Hardy moved to approve the MOU as negotiated. Director Edmunds seconded the motion and the motion passed with all directors voting yes.

3. OTA MOU Employee retirement Provisions

Superintendent Doland explained this MOU is an outcome of a bargaining session with Executive Counsel of the Oakridge Teachers Association. It provides for this year only a retirement incentive to those teachers who are eligible for full retirement. She recommended approval of the MOU.

Director Edmunds moved to approve the MOU for retirement. Director Martin seconded the motion with an amendment that the strikeout be removed. Director Edmunds approved Director Martin's amendment and the motion passed with all directors voting yes.

G. New Business

No new business.

H. Personnel

1. Employment Recommendations

Classified

Jessica Brissette, OJSH Head Cook, 7 hours per day (Effective January 12, 2021)

Director Edmunds moved to accept the employee recommendation as listed. Vice Chair Hardy seconded the motion and the motion passed with all directors voting yes.

I. Public Comment

No public comment.

J. Executive Session Pursuant to ORS 192.660 (2)(i) Review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member, unless the person whose performance is being reviewed and evaluated requests an open hearing.

Chair Weddle opened the Executive Session at 7:23pm. Oakridge School District Legal Counsel, Nancy Hungerford reviewed complaints made regarding employment related performance and gave recommendations.

K. Future Agenda Items

- 1. Next Regular School Board Meeting, February 8, 2021 6:00 p.m., Virtual Zoom Meeting**
- 2. Board Work Session January 25, 2021 with OSBA**

L. Adjourn

Meeting was adjourned at 9:03pm

Review of Expenditures for December 2020

Our total operating budget for 2020-2021 is \$15,885,262

We spent \$1,070,047 to operate the month of December. That is 6.74% of the total District operating budget. This total includes all expenditures including payroll.

Through December 31, we have encumbered and expended \$6,267,239 from a General Fund budget of \$8,216,130. This represents 76.28% of the General Fund budget.*

Through December 31, we have expended only a total of \$2,349,927 from the General Fund, which represents 28.60%

*Although we are 6 months into the fiscal year, as of December 2020 we have encumbered and expended 76.28% of the General Fund. However, it is important to remember that encumbrances include financial obligations. This primarily involves purchase orders awaiting delivery and unexpended salary through June 30 for licensed staff, i.e. summer checks.

(Source of Information is the Summary Expenditure Status Report)

CHECK	TOTAL	VENDOR
47760	\$ 1,694.35	AMAZON
47761	\$ 400.00	B & B ACCESSIBILITY CONTRACTORS
47762	\$ 2,811.94	BANNER BANK
47763	\$ 5,465.00	BRIDGEWAY HOUSE
47764	\$ 3.78	CENTURYLINK
47765	\$ 4,138.00	COMFORT FLOW HEATING
47766	\$ 2,722.45	EMERALD FRUIT/PRODUCE CO
47767	\$ 1,515.21	FERRELLGAS
47768	\$ 15,767.00	FM SHEET METAL, INC.
47769	\$ 104.98	HOME DEPOT PRO
47770	\$ 63.00	LANE COUNTY PUBLIC WORKS
47771	\$ 17,697.80	MATH LEARNING CENTER
47772	\$ 335,154.00	MCKENZIE COMMERCIAL CONTRACTORS
47773	\$ 376.01	OAKRIDGE HARDWARE
47774	\$ 989.90	OAKRIDGE SANI-HAUL
47775	\$ 1,616.09	CITY OF OAKRIDGE
47776	\$ 102.69	OFFICE DEPOT
47777	\$ 348.00	OREGON WATER SERVICES INC
47778	\$ 218.40	PACIFIC OFFICE AUTOMATION
47779	\$ 1,358.00	PAPE MACHINERY
47780	\$ 109.43	SIERRA SPRINGS
47781	\$ 3,893.80	STATE OF OREGON
47782	\$ 3,529.30	SYSCO
47783	\$ 6,353.67	TYREE OIL, INC
47784	\$ 2,715.25	UMPQUA DAIRY PRODUCTS COMPANY
47785	\$ 44.12	ACCESS INFORMATION HOLDINGS, LLC
47786	\$ 2,500.00	ANNIE SCHROEDER
47787	\$ 608.20	HEADSTART OF LANE COUNTY
47788	\$ -	LANE ELECTRIC CO-OP
47789	\$ 17,049.23	LANE ELECTRIC CO-OP
47790	\$ 2,679.52	LOWELL SCHOOL DISTRICT 71
47791	\$ 57.88	PEGGY MAHLA
47792	\$ 409.65	CITY OF OAKRIDGE
47793	\$ 143.82	PACIFIC OFFICE AUTOMATION
47794	\$ 119.00	PSAT/NMSQT
47795	\$ 303.00	SCANTRON
47796	\$ 289.93	TIAA BANK
47797	\$ 155.79	VALLEY CREDIT SERVICE, INC.
47798	\$ 80.02	VERIZON WIRELESS
47799	\$ 331.00	WASHINGTON STATE SUPPORT REGISTRY
47800	\$ 1,887.48	AMERICAN FIDELITY
47801	\$ 4,112.64	AMERICAN FIDELITY
47802	\$ 295.83	HEALTH SERVICES ADMINISTRATION
47803	\$ 1,334.00	AMERIPRISE FINANCIAL, INC.
47804	\$ 908.10	MATRIX TRUST COMPANY
47805	\$ 1,800.00	HORACE MANN INSURANCE CO
47806	\$ 138.00	MASA
47807	\$ 377.00	OAKRIDGE TEACHERS ASSOCIATION
47808	\$ 2,252.69	OEA
47809	\$ 910.95	OSEA
47810	\$ 50.00	OSEA/OAKRIDGE CHAPTER 46
47811	\$ 1,425.00	THRIVENT FINANCIAL FOR LUTHERANS
47812	\$ 1,235.00	VALIC
47813	\$ 1,872.00	FEI
47814	\$ 1,720.00	FUEL EDUCATION
47815	\$ 46,526.61	RED8, LLC
47816	\$ 2,159.29	AMAZON
47817	\$ 1,294.96	CENTURYLINK
47818	\$ 14.22	CENTURYLINK
47819	\$ 1,065.60	CENTURYLINK ACCESS

CHECK	TOTAL	VENDOR
47820	\$ 6,875.00	EDUCATIONAL EXCELLENCE LLC
47821	\$ 1,969.31	EMERALD FRUIT/PRODUCE CO
47822	\$ 156.95	INDUSTRIAL SOURCE
47823	\$ 12,500.00	CYNTHIA NEACE
47824	\$ 56,623.99	PIVOT ARCHITECTURE
47825	\$ 6,196.50	PIVOT ARCHITECTURE
47826	\$ 2,736.13	SYSCO
47827	\$ 1,412.90	UMPQUA DAIRY PRODUCTS COMPANY
47828	\$ 450.60	VERIZON WIRELESS
47829	\$ 2,151.72	AMAZON
47830	\$ 1,264.53	CENTURYLINK
47831	\$ 44.65	CENTURYLINK
47832	\$ 115.90	CHARTER COMMUNICATIONS
47833	\$ 350.00	CNA SURETY DIRECT BILL
47834	\$ 150.00	OREGON LABOR LAW DIGEST LLC
87995	\$ 1,434.83	BATTEN, KAREN
87996	\$ 1,244.90	DEARDORFF, REBECCA
87997	\$ 3,974.02	SOKOLOWSKI, RYAN
87998	\$ 1,228.84	SPLIETHOF, JEANETTE
87999	\$ 2,296.76	HAMMOCK, ANTHONY
88000	\$ 599.35	JONES, NICOLE
88001	\$ 134.02	MCMAHON, LORI
88002	\$ 716.09	MCNAIR, DANIELLE
V16058	\$ 1,935.95	XXXXXXXXXXXX
V16059	\$ 3,367.96	XXXXXXXXXXXX
V16060	\$ 1,130.22	XXXXXXXXXXXX
V16061	\$ 2,637.23	XXXXXXXXXXXX
V16062	\$ 2,111.74	XXXXXXXXXXXX
V16063	\$ 629.54	XXXXXXXXXXXX
V16064	\$ 6,504.55	XXXXXXXXXXXX
V16065	\$ 1,307.63	XXXXXXXXXXXX
V16066	\$ 4,240.31	XXXXXXXXXXXX
V16067	\$ 1,250.66	XXXXXXXXXXXX
V16068	\$ 6,825.84	XXXXXXXXXXXX
V16069	\$ 2,569.32	XXXXXXXXXXXX
V16070	\$ 3,915.11	XXXXXXXXXXXX
V16071	\$ 1,099.12	XXXXXXXXXXXX
V16072	\$ 3,184.55	XXXXXXXXXXXX
V16073	\$ 1,393.35	XXXXXXXXXXXX
V16074	\$ 2,452.11	XXXXXXXXXXXX
V16075	\$ 3,075.53	XXXXXXXXXX ⚡ XXXXX
V16076	\$ 2,146.42	XXXXXXXXXXXX
V16077	\$ 3,249.69	XXXXXXXXXXXX
V16078	\$ 4,794.10	XXXXXXXXXXXX
V16079	\$ 2,682.60	XXXXXXXXXXXX
V16080	\$ 1,757.67	XXXXXXXXXXXX
V16081	\$ 49.44	XXXXXXXXXXXX
V16082	\$ 3,057.33	XXXXXXXXXXXX
V16083	\$ 182.65	XXXXXXXXXXXX
V16084	\$ 2,449.31	XXXXXXXXXXXX
V16085	\$ 1,166.07	XXXXXXXXXXXX
V16086	\$ 3,331.85	XX ⚡XXXXXXXXXXXX
V16087	\$ 3,170.82	XXXXXXXXXXXX
V16088	\$ 4,841.15	XXXXXXXXXXXX
V16089	\$ 4,272.17	XXXXXXXXXXXX
V16090	\$ 1,686.76	XXXXXXXXXXXX

CHECK	TOTAL	VENDOR
V16091	\$ 1,706.55	XXXXXXXXXXXX
V16092	\$ 1,353.30	XXXXXXXXXXXX
V16093	\$ 1,419.75	XX XXXXXXXXXXXX
V16094	\$ 4,117.19	XXXXXXXXXXXX
V16095	\$ 4,540.93	XXXXXXXXXXXX
V16096	\$ 1,216.15	XXXXXXXXXXXXXXXX
V16097	\$ 1,133.04	XXXXXXXXXXXX
V16098	\$ 3,022.15	XXXXXXXXXXXX
V16099	\$ 2,959.51	XXXXXXXXXXXX
V16100	\$ 2,008.96	XXXXXXXXXXXXXXXX
V16101	\$ 3,661.05	XXXXXXXXXXXXXXXX
V16102	\$ 2,540.93	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
V16103	\$ 3,944.84	XXXXXXXXXXXX
V16104	\$ 2,782.06	XXXXXXXXXXXX
V16105	\$ 1,000.81	XXXXXXXXXXXX XXX
V16106	\$ 1,169.85	XXXXXXXXXXXXXXXX
V16107	\$ 1,334.86	XXXXXXXXXXXXXXXXXXXX
V16108	\$ 1,066.23	XXXXXXXXXXXX
V16109	\$ 3,683.18	XXXXXXXXXXXX
V16110	\$ 3,496.40	XXXXXXXXXXXX
V16111	\$ 2,390.23	XXXXXXXXXXXX
V16112	\$ 849.49	XXXXXXXX XXX
V16113	\$ 2,589.18	XXXXXXXXXXXX
V16114	\$ 2,167.58	XXXXXXXXXXXXXXXX
V16115	\$ 802.82	XXXXXXXXXXXXXXXX
V16116	\$ 2,754.22	XXXXXXXXXXXXXXXX
V16117	\$ 1,318.11	XXXXXXXXXXXX
V16118	\$ 2,962.17	XXXXXXXXXXXX
V16119	\$ 3,114.87	XXXXXXXXXXXXXXXX
V16120	\$ 3,084.87	XXXXXXXXXXXX
V16121	\$ 3,102.85	XXXXXXXXXXXX
V16122	\$ 2,912.09	XXXXXXXXXXXX
V16123	\$ 1,280.23	XXXXXXXXXXXXXXXX
V16124	\$ 1,486.72	XXXXXXXXXXXXXXXX
V16125	\$ 3,885.90	XXXXXXXXXXXX
V16126	\$ 1,241.01	XXXXXXXXXXXX
V16127	\$ 4,087.46	XXXXXX XXXXXXXXXXXX
V16128	\$ 1,116.14	XXXXXXXXXXXX
V16129	\$ 3,009.34	XXXXXXXXXXXX
V16130	\$ 3,551.33	XXXXXXXXXXXX
V16131	\$ 3,734.55	XXXXXXXXXXXXXXXX
V16132	\$ 565.29	XXXXXXXXXXXXXXXX
V16133	\$ 2,711.04	XXXXXXXXXXXXXXXX
V16134	\$ 1,343.44	XXXXXXXXXXXXXXXX
V16135	\$ 4,038.15	XXXXXXXXXXXXXXXX
V16136	\$ 3,419.12	XXXXXXXXXXXXXXXX

\$ 810,070.26

SUNGARD PENTAMATION
DATE: 01/29/2021
TIME: 13:21:14

SELECTION CRITERIA: orgn.fund='100'
ACCOUNTING PERIOD: 6/21

OAKRIDGE SCHOOL DISTRICT 76
SUMMARY EXPENDITURE STATUS REPORT

PAGE NUMBER: 1
EXPSTALL

FUND - 100 - GENERAL FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
1111	PRIMARY, K-3	1,466,045.00	130,622.82	790,113.57	474,930.79	201,000.64	86.29
1112	INTERMEDIATE PROGRAMS	.00	.00	.00	.00	.00	.00
1121	MIDDLE/JR. HIGH PROGRAMS	432,650.00	43,055.64	297,753.79	167,443.97	-32,547.76	107.52
1131	HIGH SCHOOL PROGRAMS	1,054,227.00	79,654.41	481,250.82	353,986.61	218,989.57	79.23
1132	HIGH SCHOOL EXTRACURR.	254,768.00	6,366.68	35,861.67	22,135.80	196,770.53	22.76
1140	PRE-KINDERGARTEN PROGRAM	36,085.00	.00	.00	.00	36,085.00	.00
1141	PRE-K	.00	.00	.00	.00	.00	.00
1210	TALENTED AND GIFTED	500.00	.00	.00	.00	500.00	.00
1221	LEARN CENTERS/STRUC&INTE	966,164.00	44,096.71	441,284.53	166,335.76	358,543.71	62.89
1250	LESS RESTRICT.W/DISABILI	.00	.00	.00	.00	.00	.00
1260	EARLY INTERVENTION	3,000.00	.00	.00	.00	3,000.00	.00
1271	REMEDATION	13,864.00	.00	.00	.00	13,864.00	.00
1272	EDUCATIONALLY DISADVANTA	.00	.00	.00	.00	.00	.00
1280	ALTERNATIVE EDUCATION	180,076.00	6,766.43	47,356.65	27,570.88	105,148.47	41.61
1291	ENGLISH LANGUAGE LEARNER	1,815.00	.00	.00	.00	1,815.00	.00
1299	OTHER PROGRAMS	.00	.00	.00	.00	.00	.00
1460	SPECIAL PROG. SUMMER SCH	11,272.00	.00	.00	2,888.47	8,383.53	25.63
2112	ATTENDANCE SERVICES	146,539.00	11,615.03	64,609.35	62,046.03	19,883.62	86.43
2115	STUDENT SAFETY	15,000.00	.00	.00	.00	15,000.00	.00
2120	GUIDANCE SERVICES	161,607.00	11,133.32	77,430.36	48,338.04	35,838.60	77.82
2130	HEALTH SERVICES	1,015.00	.00	.00	171.70	843.30	16.92
2150	SPEECH PATHOLOGY/AUDIO	109,129.00	7,764.09	54,336.92	31,413.47	23,378.61	78.58
2160	OTHER STUDENT TREATMT SV	.00	.00	.00	.00	.00	.00
2190	SERV.DIRECTION-STUD.SUPP	.00	.00	.00	.00	.00	.00
2213	CURRICULUM DEVELOPMENT	.00	.00	.00	.00	.00	.00
2222	LIBRARY/MEDIA CENTER	55,973.00	4,869.97	34,142.40	19,551.61	2,278.99	95.93

SUNGARD PENTAMATION
DATE: 01/29/2021
TIME: 13:21:14

SELECTION CRITERIA: orgn.fund='100'
ACCOUNTING PERIOD: 6/21

OAKRIDGE SCHOOL DISTRICT 76
SUMMARY EXPENDITURE STATUS REPORT

PAGE NUMBER: 2
EXPSTALL

FUND - 100 - GENERAL FUND

FUNCTION	TITLE	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
2223	MULTIMEDIA SERVICES	.00	.00	.00	.00	.00	.00
2230	ASSESSMENT AND TESTING	.00	.00	.00	.00	.00	.00
2240	INSTRUCTIONAL STAFF DEVE	18,000.00	.00	.00	.00	18,000.00	.00
2310	BOARD OF ED SERVICES	43,091.00	624.91	861.64	8,906.61	33,322.75	22.67
2321	OFFICE OF SUPERINTENDENT	359,236.00	20,084.98	109,636.73	163,351.48	86,247.79	75.99
2329	OTHER EXECUTIVE ADMIN	124,867.00	4,243.80	130.00	100,977.80	23,759.20	80.97
2410	OFFICE OF PRINCIPAL SERV	422,820.00	30,371.48	351,483.75	153,174.87	-81,838.62	119.36
2520	FISCAL SERVICES	153,859.00	12,205.14	204,062.58	73,464.59	-123,668.17	180.38
2541	SERVICE AREA DIRECTION	.00	.00	.00	.00	.00	.00
2542	CARE,UPKEEP OF BLDGS SVC	855,881.00	59,633.60	414,369.10	276,640.03	164,871.87	80.74
2543	CARE,UPKEEP OF GROUNDS	43,429.00	4,227.23	14,582.67	19,139.45	9,706.88	77.65
2551	SERVICE AREA DIRECTION	47,288.00	3,468.23	26,069.77	22,768.65	-1,550.42	103.28
2552	VEHICLE OPERATION SERVIC	228,794.00	379.70	346,545.40	40,312.83	-158,064.23	169.09
2553	REIMBURSABLE FIELD TRIPS	14,249.00	.00	17,749.00	.00	-3,500.00	124.56
2554	NON-REIMBURSABLE TRIPS	42,272.00	.00	42,272.00	.00	.00	100.00
2558	SPECIAL ED TRANSPORT SVC	155,699.00	.00	.00	6,493.96	149,205.04	4.17
2660	TECHNOLOGY SERVICES	209,728.00	10,927.98	61,055.86	107,203.17	41,468.97	80.23
2700	SUPP. RETIREMENT PROGRAM	.00	.00	.00	.00	.00	.00
3360	WELFARE SERVICES	2,743.00	170.06	1,190.62	680.34	872.04	68.21
3361	WELFARE ACTIVITIES	45,000.00	.00	.00	.00	45,000.00	.00
3390	COMMUNITY SAFETY NET	.00	.00	.00	.00	.00	.00
4000	FACILITIES	10.00	.00	.00	.00	10.00	.00
5110	LONG-TERM DEBT	3,163.00	.00	3,162.88	.00	.12	100.00
5215	BUS REPLACEMENT TRANSFER	137,430.00	.00	.00	.00	137,430.00	.00
5220	FOOD SERVICE TRANSFER	.00	.00	.00	.00	.00	.00

SUNGARD PENTAMATION
DATE: 01/29/2021
TIME: 13:21:14

SELECTION CRITERIA: orgn.fund='100'
ACCOUNTING PERIOD: 6/21

OAKRIDGE SCHOOL DISTRICT 76
SUMMARY EXPENDITURE STATUS REPORT

PAGE NUMBER: 3
EXPSTALL

FUND - 100 - GENERAL FUND

FUNCTION	- - - - TITLE - - - -	BUDGET	PERIOD EXPENDITURES	ENCUMBRANCES OUTSTANDING	YEAR TO DATE EXP	AVAILABLE BALANCE	YTD/ BUD
6110	OPERATING CONTINGENCY	398,842.00	.00	.00	.00	398,842.00	.00
7000	UNAPPROP END FUND BALANC	.00	.00	.00	.00	.00	.00
TOTAL	GENERAL FUND	8,216,130.00	492,282.21	3,917,312.06	2,349,926.91	1,948,891.03	76.28
TOTAL REPORT		8,216,130.00	492,282.21	3,917,312.06	2,349,926.91	1,948,891.03	76.28

2018 BOND Oakridge School District			Projects/Activities							Bond Proceeds	
										OSCIM Grant	
Date paid	Vendor	Invoice	Interest	Closing Costs	Advertising	A/E Services	Construction	Misc Owner Expense			
11/21/2017	Daily Journal	743526386			\$ (259.90)				\$ (259.90)		
11/21/2017	Daily Journal	743527547			\$ (561.20)				\$ (561.20)		
1/10/2018	Dead Mt. Echo				\$ (66.00)				\$ (66.00)		
1/24/2018	State of Oregon	Prepay		\$ (200.00)					\$ (200.00)		
2/27/2018	Guard Publishing				\$ (130.00)				\$ (130.00)		
3/7/2018	Zions Bank	6637551-1		\$ (8,050.00)					\$ (8,050.00)		
3/7/2018	Guard Publishing	7184285			\$ (425.00)				\$ (425.00)		
3/7/2018	Daily Journal	743635444			\$ (115.00)				\$ (115.00)		
3/7/2018	Daily Journal	743659173			\$ (400.20)				\$ (400.20)		
3/7/2018	Pivot	00001				\$ (7,438.28)			\$ (7,438.28)		
3/22/2018	Moody's	266392		\$ (15,000.00)					\$ (15,000.00)		
3/31/2018	LGIP	March 2018	\$ 8,763.37						\$ 8,763.37		
4/30/2018	Pivot	00003				\$ (24,243.46)			\$ (24,243.46)		
4/30/2018	LGIP	April 2018	\$ 11,602.23						\$ 11,602.23		
5/17/2018	Pivot	00002				\$ (24,347.84)			\$ (24,347.84)		
5/31/2018	LGIP	May 2018	\$ 11,682.59					\$ (65.00)	\$ (65.00)		
6/26/2018	Amazon										
6/6/2018	Pivot	00004				\$ (30,523.34)			\$ (30,523.34)		
6/26/2018	Pivot	00005				\$ (17,209.84)			\$ (17,209.84)		
6/30/2018	LGIP	June 2018	\$ 12,588.26						\$ 12,588.26		
6/30/2018	Pivot	00006				\$ (31,803.37)			\$ (31,803.37)		
7/31/2018	LGIP	Jul-18	\$ 12,463.70						\$ 12,463.70		
8/20/2018	McKenzie Commercial	2					\$ (14,443.00)		\$ (14,443.00)		
8/31/2018	LGIP	Aug-18	\$ 12,049.77						\$ 12,049.77		
9/30/2018	LGIP	Sep-18	\$ 12,351.99						\$ 12,351.99		
9/30/2018	Pivot	00007				\$ (13,479.30)			\$ (13,479.30)		
9/30/2018	Pivot	00008				\$ (43,501.98)			\$ (43,501.98)		
10/8/2018	Brothers plumbing	5106					\$ (775.00)		\$ (775.00)		
10/13/2018	McKenzie Commercial						\$ (13,672.00)		\$ (13,672.00)		
10/22/2018	Pivot	00007B				\$ (54,714.75)			\$ (54,714.75)		
10/30/2018	Pivot	00009				\$ (36,750.62)			\$ (36,750.62)		
10/31/2008	LGIP	Oct-18	\$ 13,891.96						\$ 13,891.96		
11/16/2018	Pivot	00010				\$ (69,961.62)			\$ (69,961.62)		
11/30/2018	LGIP	Nov-18	\$ 13,459.38						\$ 13,459.38		
12/31/2018	LGIP	Dec-18	\$ 13,437.15						\$ 13,437.15		
12/11/2018	Cascade Plumbing	20642					\$ (98.00)		\$ (98.00)		
12/19/2018	Pivot	00011				\$ (99,800.56)			\$ (99,800.56)		
1/31/2019	LGIP	Jan-19	\$ 16,592.92						\$ 16,592.92		
1/31/2019	McKenzie Commercial	3					\$ (2,285.00)		\$ (2,285.00)		
1/31/2019	Pivot	00012				\$ (68,456.45)			\$ (68,456.45)		
2/28/2019	LGIP	Feb-19	\$ 13,087.78						\$ 13,087.78		
2/14/2019	Pivot	00013				\$ (69,354.01)			\$ (69,354.01)		
2/28/2019	Oakridge, City						\$ (1,620.71)		\$ (1,620.71)		
2/28/2019	Oakridge, City						\$ (38,241.16)		\$ (38,241.16)		

2018 BOND Oakridge School District		Projects/Activities						
		Bond Proceeds OSCIM Grant						
Date paid	Vendor	Invoice	Interest	Closing Costs	Advertising	A/E Services	Construction	Misc Owner Expense
2/28/2019	Oakridge, City						\$ (57,698.97)	\$ (57,698.97)
3/25/2019	Pivot	00014				\$ (16,281.87)		\$ (16,281.87)
3/31/2019	LGIP		\$ 13,852.69					\$ 13,852.69
4/5/2019	Oakridge, City						\$ (5.48)	\$ (5.48)
4/17/2019	McKenzie Commercial						\$ (62,148.00)	\$ (62,148.00)
4/1/2019	ODE							\$ (420.00)
4/26/2019	Pivot	00015				\$ (31,237.47)		\$ (31,237.47)
4/30/2019	LGIP		\$ 13,496.68					\$ 13,496.68
5/31/2019	LGIP		\$ 13,949.36					\$ 13,949.36
5/31/2019	ODE							\$ (325.00)
5/20/2019	PIVOT	00016				\$ (15,162.35)		\$ (15,162.35)
6/30/2019	LGIP		\$ 13,605.95					\$ 13,605.95
6/7/2019	McKenzie Commercial						\$ (82,539.00)	\$ (82,539.00)
6/7/2019	Amazon						\$ (1,020.17)	\$ (1,020.17)
6/10/2019	Banner Bank						\$ (3,898.01)	\$ (3,898.01)
6/17/2019	Pivot					\$ (20,712.44)		\$ (20,712.44)
6/30/2019	McKenzie Commercial						\$ (622,376.00)	\$ (622,376.00)
6/30/2019	McKenzie Commercial							\$ (3,292.00)
6/30/2019	Pivot					\$ (22,460.85)		\$ (22,460.85)
6/30/2019	Western Mobile						\$ (1,050.00)	\$ (1,050.00)
7/31/2019	LGIP		\$ 11,048.01					\$ 11,048.01
7/24/2019	Crim Info Services							\$ (317.00)
8/20/2019	FEI							\$ (5,118.50)
8/20/2019	Crim Info Services							\$ (182.00)
8/20/2019	Office Depot							\$ (8.70)
8/27/2019	McKenzie Commercial						\$ (1,093,147.00)	\$ (1,093,147.00)
8/27/2019	Pivot					\$ (22,482.74)		\$ (22,482.74)
8/27/2019	PACE						\$ (17,018.00)	\$ (17,018.00)
8/31/2019	ODE						\$ 40.00	\$ 40.00
8/31/2019	LGIP INT		\$ 12,981.70					\$ 12,981.70
9/23/2019	McKenzie Commercial						\$ (2,778,199.00)	\$ (2,778,199.00)
9/12/2019	Crim Info Services							\$ (50.00)
9/16/2019	Pivot					\$ (33,323.61)		\$ (33,323.61)
9/30/2019	FEI						\$ (88.00)	\$ (88.00)
9/30/2019	Home Depot						\$ (1,142.85)	\$ (1,142.85)
9/30/2019	LGIP		\$ 6,308.83					\$ 6,308.83
10/31/2019	LGIP		\$ 7,708.33					\$ 7,708.33
10/11/2019	Work Pointe							\$ (29,339.92)
10/11/2019	Crim Info Services						\$ (26.00)	\$ (26.00)
10/11/2019	McKenzie Commercial						\$ (605,852.00)	\$ (605,852.00)
10/21/2019	Pivot					\$ (21,252.80)		\$ (21,252.80)
10/31/2019	ODE							\$ (15.00)
11/30/2019	LGIP		\$ 7,319.01					\$ 7,319.01
11/18/2019	Pivot					\$ (11,524.43)		\$ (11,524.43)

2018 BOND Oakridge School District		Projects/Activities						
		Bond Proceeds OSCIM Grant						
Date paid	Vendor	Invoice	Interest	Closing Costs	Advertising	A/E Services	Construction	Misc Owner Expense
11/18/2019	McKenzie Commercial						\$ (316,215.00)	\$ (316,215.00)
12/17/2019	McKenzie Commercial						\$ (216,541.00)	\$ (216,541.00)
12/31/2019	LGIP		\$ 6,914.04					\$ 6,914.04
1/9/2020	Pivot					\$ (14,620.01)		\$ (14,620.01)
1/12/2020	Banner Bank							\$ (156.50)
1/16/2020	Budget Blinds							\$ (1,415.20)
1/30/2020	Pivot					\$ (4,305.13)		\$ (4,305.13)
1/30/2020	McKenzie Commercial						\$ (38,475.00)	\$ (38,475.00)
1/31/2020	LGIP		\$ 7,237.67					\$ 7,237.67
2/10/2020	McKenzie Commercial						\$ (24,752.00)	\$ (24,752.00)
2/21/2020	Pivot					\$ (3,351.25)		\$ (3,351.25)
2/29/2020	LGIP		\$ 6,885.57					\$ 6,885.57
3/11/2020	BOLI							\$ (7,500.00)
3/16/2020	McKenzie Commercial						\$ (248,277.00)	\$ (248,277.00)
3/24/2020	Pivot					\$ (3,712.50)		\$ (3,712.50)
3/24/2020	School Speciality							\$ (8,548.90)
3/24/2020	McKenzie Commercial							\$ (4,969.00)
3/31/2020	LGIP		\$ 6,326.57					\$ 6,326.57
4/24/2020	Integrated Electronics							\$ (294.00)
4/24/2020	Pivot					\$ (8,659.25)		\$ (8,659.25)
4/24/2020	McKenzie Commercial							\$ (472.00)
4/30/2020	LGIP		\$ 4,942.89					\$ 4,942.89
5/12/2020	McKenzie Commercial						\$ (130,288.00)	\$ (130,288.00)
5/19/2020	McKenzie Commercial						\$ (117,293.00)	\$ (117,293.00)
5/31/2020	LGIP		\$ 3,562.16					\$ 3,562.16
6/4/2020	Pivot					\$ (25,505.50)		\$ (25,505.50)
6/4/2020	School Speciality							\$ (5,615.40)
6/11/2020	McKenzie Commercial						\$ (912,783.00)	\$ (912,783.00)
6/17/2020	Pivot					\$ (16,554.50)		\$ (16,554.50)
6/30/2020	LGIP		\$ 2,917.00					\$ 2,917.00
6/30/2020	Oakridge PR							\$ (707.77)
6/30/2020	Amazon							\$ (1,187.04)
6/30/2020	Pacific Plumbing							\$ (585.00)
6/30/2020	McKenzie Commercial						\$ (259,835.00)	\$ (259,835.00)
6/30/2020	PIVOT					\$ (26,067.72)		\$ (26,067.72)
7/31/2020	LGIP		\$ 2,386.04					\$ 2,386.04
7/31/2020	McKenzie Commercial						\$ (175,206.00)	\$ (175,206.00)
8/27/2020	PIVOT					\$ (15,027.00)		\$ (15,027.00)
8/31/2020	LGIP		\$ 1,772.94					\$ 1,772.94
9/14/2020	McKenzie Commercial						\$ (533,322.00)	\$ (533,322.00)
9/14/2020	Banner Bank							\$ (1,519.98)
9/24/2020	PIVOT					\$ (17,646.98)		\$ (17,646.98)
9/24/2020	Gray Bar Electrical							\$ (453.12)
9/30/2020	LGIP		\$ 1,405.38					\$ 1,405.38

[illegible]

17-18 Exp	\$	(160,838.43)		OES Mckenzie Commercial balance as of 11/30/20 (thou CQ #9)	\$	(169,731.00)
18-19 Exp	\$	(1,467,996.77)		OJSH Mckenzie Commercial balance as of 11/30/20 Thru CQ #10	\$	(713,014.00)
19-20 Exp	\$	(7,017,733.22)		OJSH Gym Auditorium Roof (now Seismic grant funded)	\$	-
20-21 Exp	\$	(1,545,046.90)		Pivot contract balance remaining as of 11/13/20	\$	(35,282.75)
Bond Proceeds	\$	6,568,115.73		Designs needed	\$	(25,000.00)
OSCIM	\$	4,000,000.00		Owner Contingency	\$	(40,000.00)
17-18 Int	\$	44,636.45		Science lab furniture	\$	(4,629.00)
18-19 Int	\$	162,239.33		Background Checks	\$	(750.00)
19-20 Int	\$	84,151.78		USDA Grant	\$	600,000.00
20-21 Int	\$	7,549.98		Lockers	\$	(34,820.00)
	\$	675,077.95		Vimasoft/Tech equipment	\$	(5,790.00)
				As of 12/31/20	Unallocated Bond Fund Balance	\$ 246,061.20

Oakridge High School Student Body Fund

BALANCE SHEET

As of January 31, 2021

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
OJSH ASB	516.55
21st Century Grant	0.00
Drama Club	118.92
Total 21st Century Grant	118.92
Academics	19.32
Alt Ed	13.30
Annual	-2,754.00
Art	-117.21
Athletics	0.00
ASB Card Fees	880.00
Contracted	-13,550.00
Entry Fee Expense	-2,133.63
Gate Income	6,224.31
OHS Sport Fees	5,105.00
OJH Sport Fees	4,960.00
Other Expense	-7,434.45
Other Income	500.00
PE Uniforms	98.00
Travel & Meals	203.50
Total Athletics	-5,147.27
Athletics Restricted	196.63
Batting Cages	88.21
Hurdles	100.00
Total Athletics Restricted	384.84
Athletics Rooter Bus	485.49
Baseball Club	4,640.49
Basketball Boys	3,016.68
Basketball Girls	2,370.13
Bottle Filling Station	950.00
Careers	237.26
Chess Club	43.16
class of 2020	259.87
class of 2021	3,115.75
class of 2022	253.70
Class of 2023	217.70
Class of 2025	36.60
CMN	2,491.83
College Testing	1,023.33
Cross Country	3,682.92
Culinary	913.51

Oakridge High School Student Body Fund

BALANCE SHEET

As of January 31, 2021

	TOTAL
DC Bound	4,140.77
Drama	2,925.86
Entry Fee Income	500.00
Football Club	4,832.86
FRC	3,367.15
Golf Club	250.00
Greenhouse	660.05
Honor Society	2,298.28
Industrial Arts	
Wood Shop	10.00
Total Industrial Arts	10.00
Key Club	431.54
Lego/Robotics	448.53
Library	-104.69
Life Skills	47.06
Math	280.00
Music	763.00
Non-Sufficient Funds	89.23
Office Soda Machine	229.49
OJH Boys Basketball	415.04
OJH C or Better	621.36
OJH Cross Country Team	17.50
OJH Football Club	1,128.18
OJH Girls Basketball	-941.13
OJH Lifeskills	20.00
OJH Recess	143.13
OJH Ski Club	593.00
OJH Student Council	743.88
OJH Student Store	110.32
OJH Track	500.58
OJH Volleyball Club	1,552.74
OJH Wrestling Club	552.67
OJHS Miscellaneous	3,316.35
PE/WT	83.50
Positive Behavior(WMS)	87.00
Principal, Office of	69.26
Radio Club	797.01
Rich Bray Memorial Scholarship Fund	1,175.74
Robotics	713.17
Scholarships	0.00
Community Health	200.00
Double Trouble Scholarship	250.00
Elaine Taylor Memorial	250.00
Fine Memorial	1,300.00

Oakridge High School Student Body Fund

BALANCE SHEET

As of January 31, 2021

	TOTAL
GRAM'S	1,000.00
Kiwanis Scholarship	3,500.00
Oakridge/Westfir Chamber	49.23
Peterson Memorial Scholarship	820.00
Schroeder Gangstad	500.00
Senior Social Club	1,400.00
Total Scholarships	9,269.23
Screenprinting	206.59
SCUBA	381.98
Softball Club	4,361.55
Spanish Club	46.12
Student Council	1,836.28
Teachers	
Bakken/Social Studies	260.15
Batten/Spanish	316.46
DeBoer/Language Arts	1,217.51
Doyle/Pre K	150.00
Frederic/Art	882.05
Fuji/Math	595.56
Hale/JH Sped	600.00
Hale/S Sped	1,034.21
Harrison, Heather/ Business	300.00
Johnson	281.28
Lipe/Science	172.75
Meyers/SPED	708.49
Nguyen/Math and Science	777.49
Rosenblum/Science	542.29
Schmidig/LA	680.60
Scott/Counselor	1,103.83
Skordahl/Alt Ed	452.36
Sokolowski, R/Math	300.00
Sokolowski/Social Studies	243.12
Wilson/Music	648.86
Yarbrough/CTE	472.98
Total Teachers	11,739.99
Technology	824.36
Textbook Fund	1,040.40
Title X (Homeless)	100.00
Towels/PE	95.00
Track Club	2,254.85
Volleyball Club	2,905.26
Camp	132.75
T-Shirts	260.00

Oakridge High School Student Body Fund

BALANCE SHEET

As of January 31, 2021

	TOTAL
Total Volleyball Club	3,298.01
Warrior Project	32.17
Wood Shop	200.00
Wrestling Club	3,665.33
Y.T.P. Store	40.00
Yarbrough/Warrior Woodshop	189.75
Yearbook	193.97
Ziegler Memorial	13,590.00
Zoology	169.17
Total OJSH ASB	103,176.05
Total Bank Accounts	\$103,176.05
Total Current Assets	\$103,176.05
TOTAL ASSETS	\$103,176.05
LIABILITIES AND EQUITY	
Liabilities	
Total Liabilities	
Equity	
Opening Bal Equity	41,144.01
Retained Earnings	53,656.73
Net Income	8,375.31
Total Equity	\$103,176.05
TOTAL LIABILITIES AND EQUITY	\$103,176.05

Oakridge School District

Monthly Enrollment Report

	September 2020	October 2020	November 2020	December 2020	January 2021	February 2021	March 2021	April 2021	May 2021	June 2021
<u>Oakridge Elementary School</u>										
Lifeskills			6	5	5	5				
Kindergarten										
D Harriger		22	21	21	22	22				
E. Gardner		21	22	23	22	21				
Total Kindergarten	0	43	49	49	49	48	0	0	0	0
Grade 1										
Shafor		13	15	15	16	16				
Maher		15	13	15	16	16				
Total Grade 1 Enrollment	0	28	28	30	32	32	0	0	0	0
Grade 2										
Bradbeer		23	22	22	21	21				
McGill		22	20	20	21	21				
Total Grade 2 Enrollment	0	45	42	42	42	42	0	0	0	0
Grade 3										
Durham		22	20	20	20	21				
Standley		21	21	21	21	21				
Total Grade 3	0	43	41	41	41	42	0	0	0	0
Grade 4										
Shaw		17	15	15	16	15				
Tysoe		16	16	16	16	17				
Total Grade 4 Enrollment	0	33	31	31	32	32	0	0	0	0
Grade 5										
Howard		25	25	25	24	23				
D Gordon		25	25	25	24	24				
Total Grade 5 Enrollment	0	50	50	50	48	47	0	0	0	0
Grade 6										
Wilkinson		23	20	21	22	20				
Saxon		23	22	22	22	22				
Total Grade 6 Enrollment	0	46	42	43	44	42	0	0	0	0
<u>Oakridge Elementary School</u>	0	288	283	286	288	285	0	0	0	0
2019-20 Enrollment	325	326	320	320	318	310	309	309	309	309
<u>Oakridge Junior High</u>										
(includes students in the Alternative Ed Program)										
Grade 7 Enrollment		52	51	52	54	54				
Grade 8 Enrollment		36	35	35	35	36				
Total Grade 7-8 Enrollment	0	88	86	87	89	90	0	0	0	0
<u>Oakridge Junior High School</u>	0	88	86	87	89	90	0	0	0	0
2019-20 Enrollment	83	81	82	82	82	79	80	80	80	80
<u>Oakridge High School</u>										
(includes students in the Alternative Ed Program)										
Grade 09 Enrollment		41	41	41	41	40				
Grade 10 Enrollment		48	48	48	49	49				
Grade 11 Enrollment		35	36	35	35	34				
Grade 12 Enrollment		34	32	29	28	26				
Total Grade 9-12 Enrollment	0	158	157	153	153	149	0	0	0	0
<u>Oakridge High School</u>	0	158	157	153	153	149	0	0	0	0
2019-20 Enrollment	163	163	160	159	159	157	159	159	159	159
Students Transported out of area on Daily Basis										
(Not included in other totals)										
<u>Total District Enrollment 2020-21</u>	0	534	526	526	530	524	0	0	0	0
<u>Enrollment 2019-20</u>	572	571	563	562	560	548	551	551	551	551

Oakridge School District No. 76
SCHOOL LUNCH/BREAKFAST PROGRAM
School Year 2020-21
Oakridge Elementary School

REVENUE	July	August	September	October	November	December	January	February
Beginning Cash Balance	\$	\$	\$	\$	\$	\$	\$	\$
Cash Sales	-	-	-	-	-	-	-	-
State Reimbursement	-	-	-	-	-	-	-	-
CACFP Reimbursement	-	-	-	-	-	-	-	-
Interest/Bank Account	0.050	0.040	0.040	0.04	0.04	0.04	-	-
School Match/other	-	-	-	-	1,389.43	-	-	-
REVENUE TOTALS	\$ 0.05	\$ 0.04	\$ 0.04	\$ 0.04	\$ 1,389.47	\$ 0.04	\$ -	\$ -

EXPENSES	September	October	November	December	January	February
Salaries/100's	\$ 3,335.45	\$ 2,645.66	\$ 2,806.89	\$ 3,316.33	\$ 3,134.98	\$ -
Employee Benefits/200's	\$ 1,656.51	\$ 1,747.52	\$ 970.60	\$ 968.19	\$ 974.39	\$ -
Other Purchases/300's	\$ 1,339.76	\$ 1,339.76	\$ 1,339.76	\$ 1,339.76	\$ 1,339.76	\$ -
Materials/Supplies/400's	-	-	-	-	-	-
Food/450	-	-	-	-	-	-
Commodities/416	-	-	-	-	-	-
Dues/640	787.00	-	-	-	-	-
EXPENSE TOTALS	\$ 2,018.09	\$ 2,816.25	\$ 5,117.25	\$ 5,624.28	\$ 5,449.13	\$ -

Ending Balance	\$ (2,018.04)	\$ (2,816.21)	\$ (6,331.68)	\$ (5,732.90)	\$ (3,727.78)	\$ (5,624.24)	\$ (5,449.13)	\$ -
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Beginning Fund Balance (estimated)

Current Month Program Balance

Fund Balance for current month

Spend Down Plan Expenses

OES Program Balance
OES Last Year

\$ 172,960.74
\$42,194.50
\$215,155.24

OJSH
OES
OJSH
OES
OES
OJSH

Balance All Schools
Last year at this time

\$42,194.50
\$11,471.35

Oakridge School District No. 76
SCHOOL LUNCH/BREAKFAST PROGRAM
Oakridge Elementary School

REVENUE	March	April	May	June	Total
Beginning Cash Balance	\$ -	\$ -	\$ -	\$ -	-
Cash Sales	\$ -	\$ -	\$ -	\$ -	-
State Reimbursement	\$ -	\$ -	\$ -	\$ -	-
CACFP Reimbursement	\$ -	\$ -	\$ -	\$ -	-
Interest/Bank Account	\$ -	\$ -	\$ -	\$ -	0.25
School Match/other	\$ -	\$ -	\$ -	\$ -	1,389.43
REVENUE TOTALS	\$ -	\$ -	\$ -	\$ -	1,389.68

EXPENSES	March	April	May	June	Total
Salaries/100's	\$ -	\$ -	\$ -	\$ -	16,002.87
Employee Benefits/200's	\$ -	\$ -	\$ -	\$ -	6,921.47
Other Purchases/300's	\$ -	\$ -	\$ -	\$ -	9,378.32
Materials/Supplies/400's	\$ -	\$ -	\$ -	\$ -	-
Food/450	\$ -	\$ -	\$ -	\$ -	-
Commodities/416	\$ -	\$ -	\$ -	\$ -	-
Dues/640	\$ -	\$ -	\$ -	\$ -	787.00
EXPENSE TOTALS	\$ -	\$ -	\$ -	\$ -	33,089.66

Ending Balance	\$ -	\$ -	\$ -	\$ -	\$ (31,699.98)
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Beginning Fund Balance (0)
Current Month Program Budget
Fund Balance for current year
Spend Down Plan Expenses

Oakridge School District No. 76
SCHOOL LUNCH/BREAKFAST PROGRAM
School Year 2020-21
Oakridge High School/Oakridge Junior High School

REVENUE	July	August	September	October	November	December	January	February
Beginning Cash Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cash Sales	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Reimbursement	\$ -	\$ 34,817.69	\$ 14,419.25	\$ 41,547.54	\$ 28,486.01	\$ 25,098.24	\$ 33,561.00	\$ -
CACFP Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest/Bank Account	\$ 0.040	\$ 0.040	\$ 0.050	\$ 0.04	\$ 0.05	\$ 0.04	\$ -	\$ -
School Match/SFSP	\$ 40,150.65	\$ -	\$ -	\$ -	\$ 1,389.43	\$ -	\$ -	\$ -
REVENUE TOTALS	\$ 40,150.690	\$ 34,817.730	\$ 14,419.300	\$ 41,547.58	\$ 29,875.49	\$ 25,098.28	\$ 33,561.00	\$ -
					\$ -	\$ -		
EXPENSES	July	August	September	October	November	December	January	February
Salaries/100's	\$ 1,554.03	\$ 6,854.97	\$ 5,214.94	\$ 3,252.97	\$ 2,970.34	\$ 3,311.44	\$ 3,116.45	\$ -
Employee Benefits/200's	\$ 9,117.80	\$ 4,168.09	\$ 2,398.15	\$ 834.90	\$ 684.47	\$ 667.80	\$ 641.56	\$ -
Other Purchases/300's	\$ 13,446.92	\$ 1,339.76	\$ 1,339.76	\$ 1,339.76	\$ 1,339.76	\$ 1,339.76	\$ 1,339.76	\$ -
Materials/Supplies/400's	\$ 486.74	\$ 106.97	\$ 276.10	\$ 770.84	\$ 519.91	\$ 176.66	\$ 1,294.21	\$ -
Food/450	\$ 12,907.49	\$ 10,209.04	\$ 11,031.49	\$ 16,150.12	\$ 7,807.11	\$ 5,941.68	\$ 11,236.34	\$ -
Commodities/416	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Dues/640	\$ -	\$ 387.50	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
EXPENSE TOTALS	\$ 37,512.98	\$ 23,066.33	\$ 20,260.440	\$ 22,348.59	\$ 13,321.59	\$ 11,437.34	\$ 17,628.32	\$ -

Ending Balance	\$ 2,637.71	\$ 11,751.40	\$ (5,841.140)	\$ 19,198.99	\$ 16,553.90	\$ 13,660.94	\$ 15,932.68	\$ -
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OHS/OJHS Program Balance \$73,894.48
OHS/OJHS Last Year -\$30,423.73

Oakridge School District No. 76
SCHOOL LUNCH/BREAKFAST PROGRAM
Oakridge High School/Oakridge Junior High School

REVENUE	March	April	May	June	Total
Beginning Cash Balance	\$ -	\$ -	\$ -	\$ -	-
Cash Sales	\$ -	\$ -	\$ -	\$ -	-
State Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ 177,929.73
CACFP Reimbursement	\$ -	\$ -	\$ -	\$ -	-
Interest/Bank Account	\$ -	\$ -	\$ -	\$ -	0.26
School Match/SFSP	\$ -	\$ -	\$ -	\$ -	\$ 41,540.08
REVENUE TOTALS	\$ -	\$ -	\$ -	\$ -	\$ 219,470.07

EXPENSES	March	April	May	June	Total
Salaries/100's	\$ -	\$ -	\$ -	\$ -	\$ 26,275.14
Employee Benefits/200's	\$ -	\$ -	\$ -	\$ -	\$ 18,512.77
Other Purchases/300's	\$ -	\$ -	\$ -	\$ -	\$ 21,485.48
Materials/Supplies/400's	\$ -	\$ -	\$ -	\$ -	\$ 3,631.43
Food/450	\$ -	\$ -	\$ -	\$ -	\$ 75,283.27
Commodities/416	\$ -	\$ -	\$ -	\$ -	\$ -
Dues/640	\$ -	\$ -	\$ -	\$ -	\$ 387.50
EXPENSE TOTALS	\$ -	\$ -	\$ -	\$ -	\$ 145,575.59

Ending Balance	\$ -	\$ -	\$ -	\$ -	\$ 73,894.48
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Oakridge School District No. 76
SCHOOL LUNCH/BREAKFAST PROGRAM
SCHOOL Year 2020-21

REVENUE	July	August	September	October	November	December	January	February
Beginning Cash Balance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Cash Sales	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Reimbursement	\$ -	\$ 34,817.69	\$ 14,419.25	\$ 41,547.54	\$ 28,486.01	\$ 25,098.24	\$ 33,561.00	\$ -
CACFP Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest/Bank Account	\$ 0.09	\$ 0.08	\$ 0.09	\$ 0.08	\$ 0.09	\$ 0.08	\$ -	\$ -
School Match	\$ 40,150.65	\$ -	\$ -	\$ -	\$ 2,778.86	\$ -	\$ -	\$ -
REVENUE TOTALS	\$ 40,150.74	\$ 34,817.77	\$ 14,419.34	\$ 41,547.62	\$ 31,264.96	\$ 25,098.32	\$ 33,561.00	\$ -

EXPENSES	September	October	November	December	January	February
Salaries/100's	\$ 1,932.06	\$ 7,240.50	\$ 8,550.39	\$ 5,898.63	\$ 5,777.23	\$ 6,251.43
Employee Benefits/200's	\$ 9,418.10	\$ 4,472.05	\$ 4,054.66	\$ 2,582.42	\$ 1,655.07	\$ 1,615.95
Other Purchases/300's	\$ 14,786.68	\$ 2,679.52	\$ 2,679.52	\$ 2,679.52	\$ 2,679.52	\$ 2,679.52
Materials/Supplies/400's	\$ 486.74	\$ 106.97	\$ 276.10	\$ 770.84	\$ 519.91	\$ 1,294.21
Food/450	\$ 12,907.49	\$ 10,209.04	\$ 11,031.49	\$ 16,150.12	\$ 7,807.11	\$ 11,236.34
Commodities/416	\$ -	\$ -	\$ -	\$ -	\$ 95.70	\$ 264.80
Dues/640	\$ -	\$ 1,174.50	\$ -	\$ -	\$ -	\$ -
EXPENSE TOTALS	\$ 39,531.07	\$ 25,882.58	\$ 26,592.16	\$ 28,081.53	\$ 18,534.54	\$ 23,077.45
ENDING BALANCE	\$ 619.67	\$ 8,935.19	\$ (12,172.82)	\$ 13,466.09	\$ 12,730.42	\$ 10,483.55

Oakridge School District No. 76
SCHOOL LUNCH/BREAKFAST PROGRAM
SCHOOL Year 2020-21

REVENUE	March	April	May	June	Total
Beginning Cash Balance	\$ -	\$ -	\$ -	\$ -	-
Cash Sales	\$ -	\$ -	\$ -	\$ -	-
State Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ 177,929.73
CACFP Reimbursement	\$ -	\$ -	\$ -	\$ -	-
Interest/Bank Account	\$ -	\$ -	\$ -	\$ -	0.51
School Match	\$ -	\$ -	\$ -	\$ -	\$ 42,929.51
REVENUE TOTALS	\$ -	\$ -	\$ -	\$ -	\$ 220,859.75

EXPENSES	March	April	May	June	Total
Salaries/100's	\$ -	\$ -	\$ -	\$ -	\$ 42,278.01
Employee Benefits/200's	\$ -	\$ -	\$ -	\$ -	\$ 25,434.24
Other Purchases/300's	\$ -	\$ -	\$ -	\$ -	\$ 30,863.80
Materials/Supplies/400's	\$ -	\$ -	\$ -	\$ -	\$ 3,631.43
Food/450	\$ -	\$ -	\$ -	\$ -	\$ 75,283.27
Commodities/416	\$ -	\$ -	\$ -	\$ -	\$ 360.50
Dues/640	\$ -	\$ -	\$ -	\$ -	\$ 1,174.50
EXPENSE TOTALS	\$ -	\$ -	\$ -	\$ -	\$ 179,025.75

ENDING BALANCE	\$ -	\$ -	\$ -	\$ -	\$ 41,834.00
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OSBA Model Sample Policy

Code: BDDH
Adopted:

Public Comment at Board Meetings

All Board meetings, with the exception of executive sessions, will be open to the public. The Board invites district community members to attend Board meetings to become acquainted with the program and operation of the district. The Board may include public comment as an agenda item during its board meetings, during which members of the public may be invited to share their comments, ideas and opinions with the Board.

Procedures for Public Comment at Meetings

The Board establishes the following procedures for public comment for in-person meetings during which public comment will be heard. This information will be accessible and available to all patrons attending a Board meeting.

1. Public comment is limited to its designated place on the agenda.
2. A person desiring to provide public comment will complete [a sign-in sheet or sign-in card] and submit it to the Board secretary prior to the Board meeting.
3. A person speaking during the public comment portion of the meeting should state their name and, if speaking for an organization, the name of the organization. A spokesperson should be designated to represent a group with a common purpose.
4. A person speaking during the public comment portion of the meeting may comment on an agenda item or on a topic not on the published agenda.
5. Statements should be brief and concise. [A person giving public comment is limited to an established time limit of [three] minutes. The [Board chair] has discretion to waive time limits or extend the overall time allotted for public comment. Additional time will be allocated in a fair and equitable manner.] [Time limits will be determined based on the number of commenters and the amount of time available for public comment.] If a person has more comments than time allows or is unable to comment due to time constraints, the person is encouraged to submit additional comments to the Board in writing [through the district office].
6. Inquiries from the public during the designated portion of the agenda, when possible, may be responded to by the Board chair or referred to the superintendent for reply. Inquiries may, at the discretion of the Board chair, be referred to the superintendent for response at a later time. The Board will not respond to inquiries that are expected to be addressed during another designated portion of the agenda.
7. Topics raised during the public comment portion may be considered for inclusion as agenda items at future Board meetings in accordance with Board policy BDDC – Determining Agenda for Regular Meeting.

If public comment will be held as part of a virtual meeting, procedures for public comment will be included on the published agenda.

Members of the public are able to submit written comments or materials to the Board through the district office (in person, physical mail or email address). Materials submitted at least [48] hours prior to a Board meeting] will be provided to the Board prior to the Board meeting, and will be acknowledged during the Board meeting. Written materials¹ submitted may not warrant action by the Board.

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. Individuals requesting assistance, aids or accommodations are encouraged to notify the district at least 48 hours, consistent with Board policy BD/BDA – Board Meetings, prior to the board meeting with the request.

Comments Regarding Staff Members

A person commenting during the designated portion of the agenda may offer objective criticism of district operations and programs. The Board will not hear comments regarding any individual district staff member. The Board chair will direct the visitor to the procedures in Board policy [KL - Public Complaints] for Board consideration of a legitimate complaint 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, a supervisor and the Board]].

END OF POLICY

Legal Reference(s):

¹ Written materials may include proposals, petitions, or reports. Proposals, petitions, or reports may be referred to the superintendent or the Board for consideration and recommendation.

[ORS 165.535](#)
[ORS 165.540](#)
[ORS 192.610 - 192.690](#)
[ORS 332.057](#)

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

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. 12101 et. seq., 29 U.S.C. 705.

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).

Oakridge School District

Classified Employee Appreciation Week

Resolution 21-06

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Oakridge Board of Directors proclaims March 1-5, 2021, to be **CLASSIFIED EMPLOYEE APPRECIATION WEEK**; and

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

Adopted this _____ day of _____, 2021.

Signed:

Chair, Oakridge School District Board of Directors

Attest:

Superintendent/Clerk

Lane Education Service District
2021-23 Local Service Plan - Year One
Component District Board Action

As required by ORS 334.175, Lane Education Service District has developed a Local Service Plan. The process in developing this plan included analysis of all resolution and core service offerings available to component school districts.

The 2021-23 Local Service Plan - Year One was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on January 5, 2021.

The Local Service Plan contains all services mandated by law. Local Service Plan services are intended to: Improve student learning; enhance the quality of instruction provided to students; assure equitable access to resources; and maximize operational and fiscal efficiencies.

The Board of Directors of the Oakridge School District has completed their annual review of the Lane ESD 2021-23 Local Service Plan - Year One which includes services for:

- Students with Special Needs
- Instruction, Equity and Partnerships (School Improvement)
- Technology
- Administrative and Support
- Custom Services

The Lane ESD 2021-23 Local Service Plan provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

BE IT RESOLVED that the Board of Directors of Lane County School District Oakridge School District No. 76 hereby authorizes the approval the Lane ESD 2021-23 Local Service Plan - Year One and requests the Lane ESD to provide the services described during the 2021-22 (year one) fiscal year in accordance with ORS 334.175.

This resolution adopted this _____ day of __, 2021.

Chairman or Clerk
School District No. 76

**Memorandum of Understanding Between the Oakridge School District and the
Oregon School Employees Association Chapter #46
Regarding Employee Safety During The COVID Pandemic**

January 29, 2021

The Oakridge School District (OSD) and the Oregon School Employees Association Chapter #46 (OSEA), hereby agree to the following Memorandum of Understanding (MOU) for the purpose of setting forth the terms and conditions regarding Employee Safety during the COVID pandemic.

- a. If a bargaining unit member is exposed to or contracts COVID 19 while on district property, as determined by the county health authority, such that the employee is quarantined, the employee may use, in accordance with medical directives, FFCRA leave (up to 10 days of full pay). The District will extend the same benefit under the same terms, in accordance with FFCRA rules, in case quarantine is ordered during Jan.1-June 30, 2021, even if the FFCRA is no longer in effect.
- b. Employees are required to place their absence in Frontline (AESOP) as soon as they are aware they will be absent from work. The District problem solves if a sub is not assigned.

2. Health Training Requirements:

Review the Operational Blueprint for Reentry with all staff.

Train all staff on updated protocols, policies, and guidelines to adhere to physical distancing requirements and recommendations outlined in this guidance and the Operational Blueprint for Reentry.

- Provide ongoing training to staff on new building procedures, cleaning protocols, and COVID 19 safety requirements.
- Train all staff on how to access ODE/OHA updates and review requirements.
- Educate all school personnel to know and recognize the most likely symptoms of COVID-19 and how to protect students and staff from transmissions.
- Train staff on confidentiality requirements under FERPA, HIPAA, and local policy regarding student and staff health information, including a COVID-19 diagnosis

OTHER:

3. This Memorandum shall expire on June 30th, 2021 and shall not set precedent for any future action.
4. During this time period, this Memorandum of Understanding (MOU) may be reopened by either party for renegotiation upon any of the following:
 - a. Executive Orders or ODE rules are issued that conflict with or modify the terms of this MOA.
 - b. The State issues mandatory regulations or statutes that contradict or modify the terms of this MOU.
 - c. Any other binding direction, such as a court decision, that invalidates or prohibits one or more parts of this MOU.

For the District: For the Association:

Oakridge Superintendent:

_____ Date

School Board Chair:

_____ Date

MEMORANDUM OF AGREEMENT
Between
OAKRIDGE SCHOOL DISTRICT
And
Oregon School Employees Association Chapter 46
Regarding
EMPLOYEE RETIREMENT PROVISIONS
DURING 2020-2021 School Year

The following provisions will apply to all OSEA bargaining unit members, hereafter referred to as employee(s), who retire during the term of the 2020-2021 school year. This agreement shall not serve as precedent for future contracts. In order to qualify for these benefits, the employee must be eligible for full Oregon PERS retirement (not early), must choose PERS retirement and must notify the District of his/her intent to retire no later than April 1, 2021.

1. All employees who retire under the provisions of this agreement, will choose one of the following options:
 - a. District will provide 100% of the 2021-2022 cap on medical/vision/dental insurance for the retiree and qualifying dependents for a period of 12 months beginning October 1, 2021.
 - b. District will pay employees a \$12,000 cash incentive at the time of retirement. This payment shall be completed no later than October 1, 2021. District cost of FICA and Medicaid and PERS cost will be deducted from this \$12,000 (note: intent is that the total cost to District is \$12,000).

Oregon Employee Association President Date

Oakridge School Board Chairperson Date

Oakridge School District Superintendent Date