



LOCAL SERVICE PLAN 2024-25

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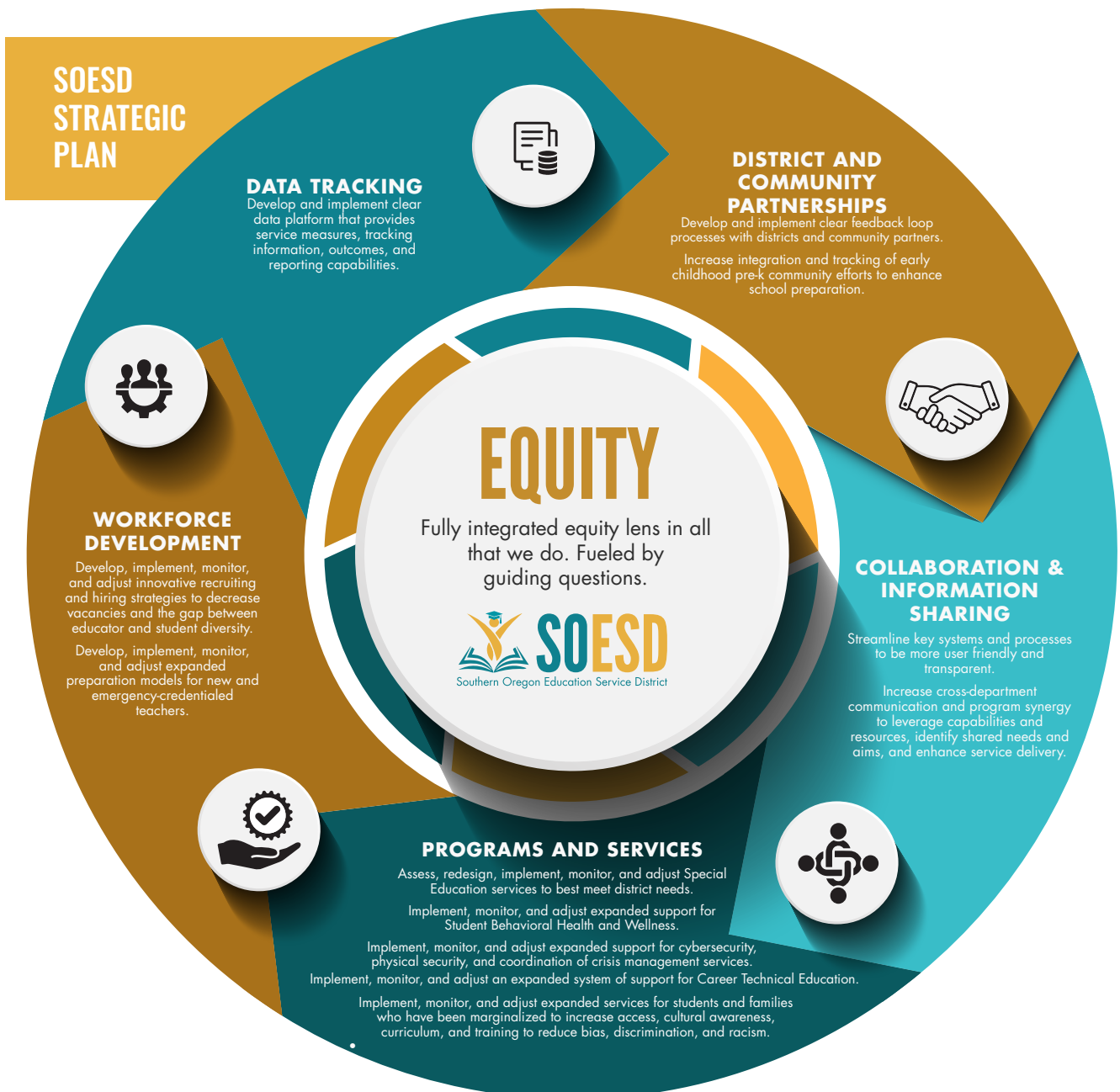


TABLE OF CONTENTS

- Executive Summary3
- Preface.....6
- Local Service Plan Requirements.....7
- Local Service Plan Timeline8
- Organizational Structure.....9
- Financial Summary.....10
- Local Service Plan.....11
 - Administration and Business Services13
 - School Improvement Services14
 - Student Services.....16
 - Technology and Media Services.....21
- 2024-2025 Student Success Act Comprehensive Support Plan Appendix

EXECUTIVE SUMMARY

Southern Oregon Education Service District (SOESD) is proud to present the 2024-2025 Local Service Plan (LSP). The LSP is a product of our collaboration with school districts to deliver services that are responsive to districts' individual and collective needs by providing flexibility in service choices, while maintaining service quality and stability, and leveraging regional advantages in cost effectiveness and increased opportunities for children, students, and families in the communities we serve. The 2024-25 LSP includes the SOESD Student Success Act (SSA) Comprehensive Support Plan (CSP) developed from the top priorities identified by component districts for assisting with development and implementation of their Student Investment Account (SIA) plans for implementing the Student Success Act.



EXECUTIVE SUMMARY CONT.

Strategic Initiatives

The LSP reflects the strategic initiatives of SOESD's recently launched strategic plan that is responsive to input from component districts and staff, students, and families.

EQUITY

Fully integrated equity lens in all that we do, fueled by guiding questions.

DISTRICT AND COMMUNITY PARTNERSHIPS

- Develop and implement clear feedback loop processes with districts.
- Increase integration and tracking of early childhood pre-k community efforts to enhance school preparation.

COLLABORATION & INFORMATION SHARING

- Streamline key systems and processes to be more user friendly and transparent.
- Increase cross-department communication and program synergy to leverage capabilities and resources, identify shared needs and aims, and enhance service delivery.

PROGRAMS AND SERVICES

- Assess, redesign, implement, monitor, and adjust Special Education services to best meet district needs.
- Implement, monitor, and adjust expanded support for Student Behavioral Health and Wellness.
- Implement, monitor, and adjust expanded support for cybersecurity, physical security, and coordination of crisis management services.
- Implement, monitor, and adjust an expanded system of support for Career Technical Education.
- Implement, monitor, and adjust expanded services for students and families who have been marginalized to increase access, cultural awareness, curriculum, and training to reduce bias, discrimination, and racism.

EDUCATOR WORKFORCE DEVELOPMENT

- Develop, implement, monitor, and adjust innovative recruiting and hiring strategies to decrease vacancies and the gap between education and student diversity.
- Develop, implement, monitor, and adjust expanded preparation models for new and emergency-credentialed teachers.

DATA TRACKING

Develop and implement a clear data platform that provides service measures, tracking information, outcomes, and reporting capabilities.

The strategic initiatives define programmatic restructuring and new service offerings in agile response to needs, along with streamlined process adjustments that increase feedback mechanisms for enhanced responsiveness to constituents.

EXECUTIVE SUMMARY CONT.

SOESD has already made significant changes while quickly implementing the initiative priorities:

- Engaged in a thoughtful **organizational redesign of Special Education Services to the new Student Services department**
- Expanded the **Student Behavioral Health and Wellness** program
- Expanded services to **help districts with crisis management**, including **cybersecurity** and a new **Flight Response Team**
- Expanded **Career and Technical Education (CTE)**
- Provided newly designed **New Teacher Training** model and an expanded **Mentoring with a tiered support model** offering a continuum of services for as little and as much support as desired
- Added new Teachers and Educational Assistants to **expand the STEPS Plus Program, increasing access and services for students**
- Expanded **Data systems** support by preparing the launch of:
 - **Student Connect** information platform regarding students served and services provided
 - **Online LSP Portal** with regularly updated financial allocation, service selection, and balance reports
 - **Seventh Edition of the Oregon Project** for Preschool Children who are Blind or Visually Impaired (The OR Project)

SOESD Funding and the Regional Advantage

SOESD utilizes State School Funds to provide services required by the LSP process for school districts in Jackson, Josephine, and Klamath counties that serve approximately 48,000 students representing 9 percent of the students in Oregon. The SOESD geographic region is the largest ESD region in Oregon comprising almost 10,600 square miles, which is larger than seven of the states in the US. SOESD brings added value to our districts surpassing the requirements of the Local Service Plan by historically obtaining over half (51% in 2023-2024) of our annual revenue (\$104,143,899 in 2023-2024) through grants, contracts, and entrepreneurial services, expanding our partners and the area we serve, while providing enhanced or additional highly valued services to benefit our local districts.

SOESD is proud to serve as a progressive leader in the ESD community, within our region, and in the state. This 2024-25 LSP represents the continued leadership of our organization to provide a leading number of highly valued and innovative services aligned with Oregon's initiatives, delivered through a modern business model, in partnership with the districts we serve, and in synergy with our network of ESDs across Oregon.

On behalf of the SOESD board and administrative leadership, I would like to recognize that our success is due to the work of our staff in cooperation with our component districts. It is through staff's service, responsiveness, and expertise – with a focus on customer service and satisfaction – that we have established and continuously build our value on doing what is best for children, families, and our communities.

Respectfully,

Scott Beveridge
Superintendent

PREFACE

This Local Service Plan and accompanying Student Success Act Comprehensive Support Plan have been developed in accordance with legal requirements as a description of services to be provided to component school districts by Southern Oregon ESD during the 2024-25 school year. However, it is important to note that these services can only be provided if adequate funds are available. In the event of a funding change, services will be prioritized in close consultation with the superintendents of the districts served by Southern Oregon ESD.



LOCAL SERVICE PLAN REQUIREMENTS

ORS 334 – Local Service Plan Requirements

ORS 334.005 specifies that the mission of education service districts is to assist school districts and the Department of Education in achieving Oregon’s educational goals by providing equitable, high quality, cost-effective and locally responsive educational services at a regional level. The SOESD local service plan must include the following services as defined in ORS 334.175:

- **Administrative and support services** for component school districts, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents, or legal guardians.
- **Programs for children with special needs**, including but not limited to special education services and services for at-risk students.
- **School improvement services** for component school districts, including, but not limited to services designed to support component school districts in meeting the requirements of state and federal law; services designed to allow the education service district to participate in and facilitate a review of the state and federal standards related to the provision of a quality education by component school districts; services designed to support and facilitate continuous school improvement planning; services designed to address school-wide behavior and climate issues; and services designed to support career and technical education.
- **Technology support** for component school districts and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services and distance learning.

The goals of these services are to:

- Assist component school districts in meeting the requirements of state and federal law;
- Improve student learning;
- Enhance the quality of instruction provided to students;
- Enable component school districts and the students who attend schools in those districts to have equitable access to resources; and
- Maximize operational and fiscal efficiencies for component school districts.

Local Service Plan Approval Process

The Local Service Plan must be approved by the school boards representing two-thirds of the component districts with greater than 50 percent of the students voting in favor of the plan.

Local Service Plan Amendment Process

The Local Service Plan may be amended at any time by the SOESD board if component districts approve an amendment pursuant to the same criteria used to approve the original plan.

LOCAL SERVICE PLAN TIMELINE

Timeline for Local Service Plan Development and Approval Process

Starting in September 2023

Review current Local Service Plan model and any suggested modifications based on input from component school district directors, business officials, and superintendents.

By December 2023

Local Service Plan submitted to component school district superintendents.

By January 2024

- Local Service Plan submitted to SOESD Board for approval.
- Local Service Plan submitted to component school district boards for approval.

January - February 2024

Component school district boards take formal action on Local Service Plan and submit resolution ballots to SOESD.

By March 1, 2024

Approval cycle completed.

Timeline for Local Service Plan Service Selections

March 1, 2024

Projected service costs are published.

March – April 2024

Discussion with component school districts regarding service needs.

By April 2024

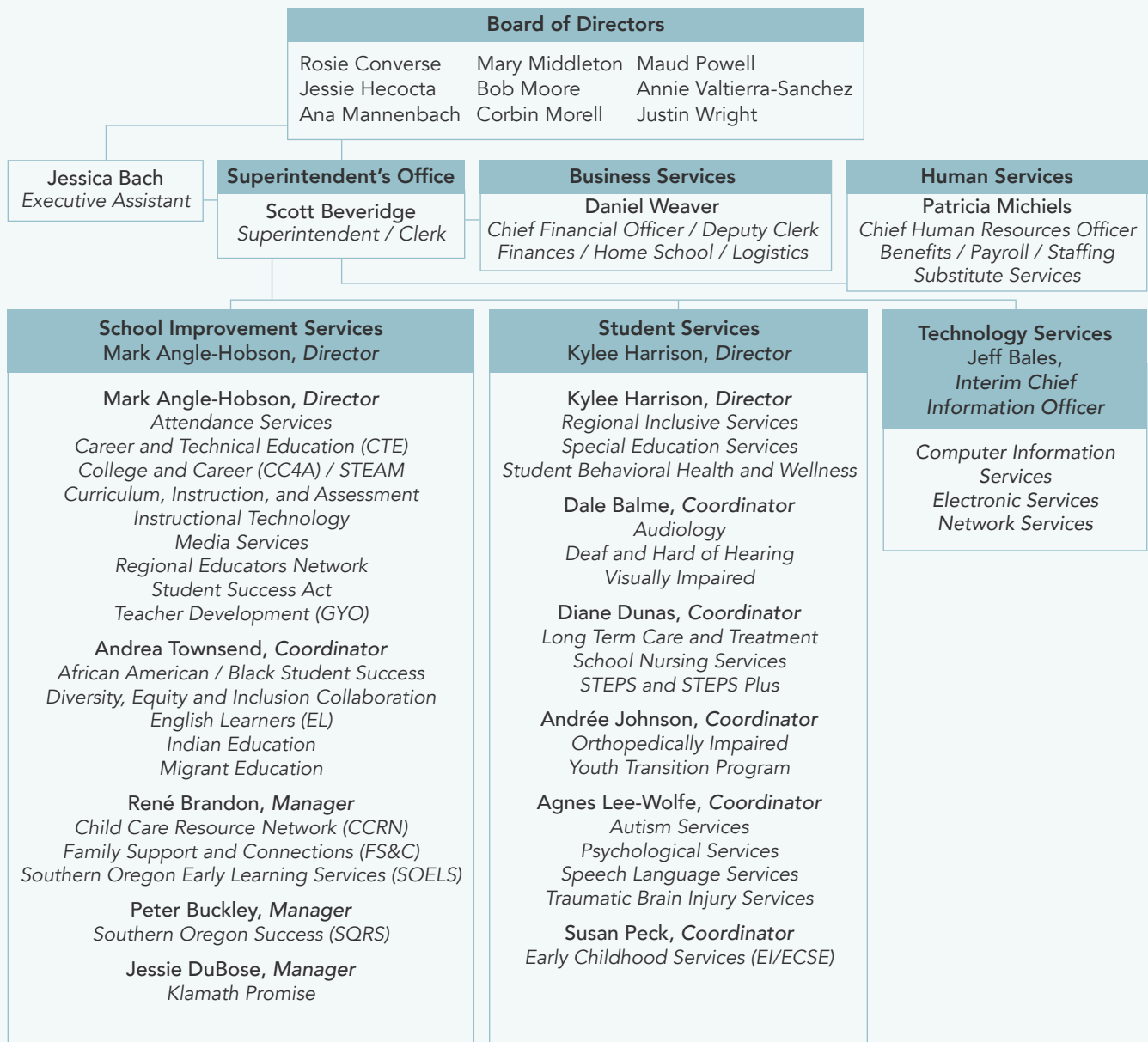
Local Service Plan selections are confirmed by component school districts for all service areas. Special education choices will be for the 24-25 school year. Technology and School Improvement choices will be a commitment for the third year (through the 25-26 school year).

ORGANIZATIONAL STRUCTURE

Local Service Plan Core Services

Southern Oregon ESD is organized into four core service areas to reflect the priorities set forth in the Local Service Plan:

- Administrative and Business Services
- School Improvement Services
- Special Education Services
- Technology Services



Mission

As a responsible partner, we provide services and leadership to optimize educational opportunities for the children, schools and communities we serve.

FINANCIAL SUMMARY

State School Fund

ESDs receive approximately 4.5% of the State School Fund to provide required services of the Local Service Plan to component districts. The ESD funding formula includes property taxes and state income taxes. For the 2023-24 fiscal year, SOESD has budgeted \$13,881,101 from state sources and \$14,050,000 from local property taxes. These combined amounts equal \$27,931,101 and, when added to the remaining budgeted revenues, total \$29,264,579 of general fund resources.

State School Fund Expenditure Requirement for Local Service Plan

State law requires ESDs to expend at least 90 percent of their State School Fund revenue for services approved by component districts in the Local Service Plan.

Grants and Contracts

SOESD brings additional value to our districts surpassing the requirements of the Local Service Plan by obtaining additional revenue beyond State School Fund allocations. We leverage this additional revenue to enhance or provide additional highly valued services. In addition to general fund revenues, SOESD historically obtains over half (\$51% in 2023-24) of our annual revenue (\$104,143,899 in 2023-24) through grants, contracts, and cooperative services.

Entrepreneurial Services

SOESD engages in entrepreneurial activities with the intent of generating both opportunities and revenue to benefit its component school districts, as well as to improve educational resources and services to benefit the communities of Oregon.



LOCAL SERVICE PLAN

Overview

Southern Oregon ESD provides an array of services to our component districts. Those services have been organized within the four “core service areas” as outlined by ORS 334.175 for our Local Service Plan. We have a long-standing, positive working relationship with our districts and together we annually review and revise services to best meet both individual and collective needs. Our 2024-25 Local Service Plan includes all required core services and additional services identified as needed by our local districts.

Agreements

District Allocations: 90% of SOESD’s State School Fund allocation is allocated to each component district based on the previous year’s finalized ADMr.

Essential Core: Approximately 5% of the District Allocations will be budgeted for a small district special education allocation, STEPS Plus classroom space, and leadership in core service areas that ESDs are required to provide: school improvement, special education, and technology.

Menu Service Selections: A variety of existing services will be provided on a menu for districts to utilize and additional items may be added for districts to choose from in the future:

- **Administration and Business:** A variety of administration and business services will be provided through a menu for districts to make selections on a yearly basis.
- **School Improvement Services:** A variety of school improvement services will be provided through a menu for districts to make selections with a three-year rolling commitment. Districts have already identified initial selections on which this LSP is based and may add to their selections.
- **Student Services:** A variety of special education services are provided through a menu where districts can make selections on a yearly basis.
- **Technology Services:** A variety of technology services will be provided through a menu for districts to make selections with a three-year rolling commitment. Districts have already identified initial selections on which this LSP is based and may add to their selections.

Accounting: Rates for the menu of services are projected estimates, but are calculated as actual cost at year end. Districts’ allocations will be billed at year end for actual cost of service utilization from menu selections. Remaining balances of districts’ allocations will be distributed to districts. Underfunded service utilization will be billed to districts.

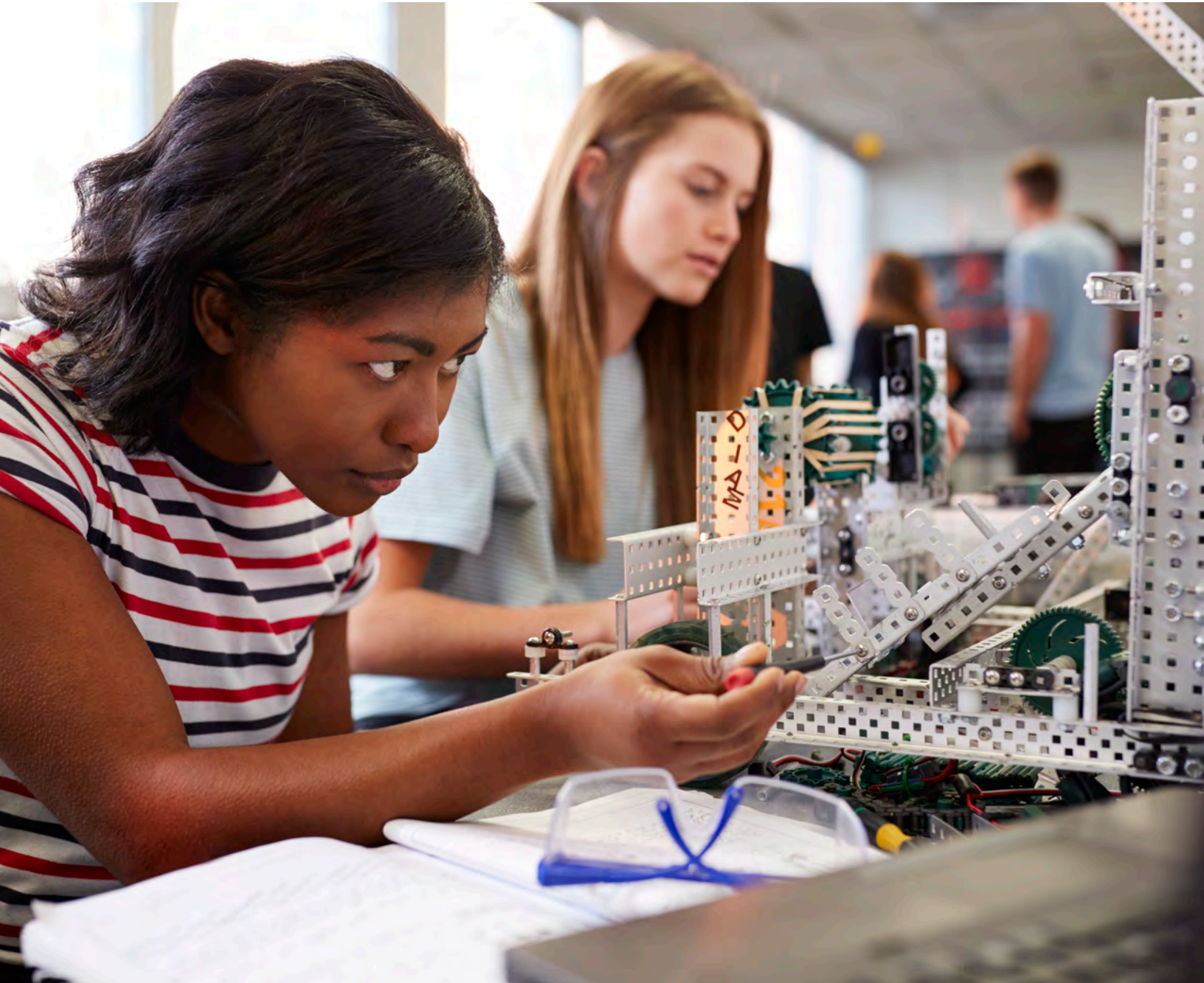
SOESD Service Utilization Levels: To support service stability and quality, each district agrees to utilize a minimum of 30% of their District Allocations available for SOESD services.

Interim Agreements: Intergovernmental agreements between SOESD and component districts can be utilized for excess demand or utilization needs beyond initial base purchase amounts of menu choices (beyond the three-year commitment levels for School Improvement Services and Technology Services).

LOCAL SERVICE PLAN CONT.

Other Services: SOESD offers a variety of additional fee-for-service opportunities such as professional development workshops, cooperative purchasing, and other entrepreneurial services that may include market rate prices. Districts may choose to participate and be billed against their allocations or be invoiced separately depending on the type of opportunity.

Entrepreneurial Fees: Fees are set at the discretion of the ESD for any non-component districts or organizations with revenue to be used for the benefit of component districts.



ADMINISTRATION AND BUSINESS

About Administration and Business Services

SOESD administration works cooperatively with local school districts to offer services that provide equitable educational opportunities for all students. In addition to managing operations of the ESD, the Administration Office facilitates Home Schooling, the Superintendents Association, Business Officials meetings, and a variety of services offered to districts through a menu or as a fee-for-service option:

Civil Rights Coordination

SOESD can be designated as a district civil rights coordinator to meet HB 2881 requirements. SOESD, in collaboration with private investigation services, will assess district compliance with state and federal laws prohibiting discrimination, train staff as prescribed by the ODE, provide guidance on civil rights, coordinate efforts to prevent civil rights violations from occurring and investigate complaints alleging discrimination.

Cooperative Purchasing

The Local Service Plan may be amended at any time by the SOESD board if component districts approve an amendment pursuant to the same criteria used to approve the original plan.

Medicaid Billing

School districts participating in the Medicaid Billing program are reimbursed by a federal program known as Medicaid Administrative Claiming (MAC). The MAC program provides a way of reimbursing K-12 districts for claimable work already being performed by staff.

Substitute Management

SOESD offers recruiting, hiring, training, assignment, payroll, and substitute management services using the Absence Management System for licensed teachers to meet the needs of districts during staff absence.

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Services provided to component districts at no additional cost:

Superintendents Association Meetings

The SOESD Superintendent facilitates meetings throughout the year of area superintendents to enhance educational opportunities for students in the region.

Business Officials Meetings

The SOESD Business Manager facilitates meetings throughout the year of area business officials to enhance educational opportunities for students in the region.

Home Schooling

SOESD provides a centralized registration process for students residing within the thirteen school districts in Jackson, Josephine, and Klamath counties. Registration is required for all students ages six through eighteen who are not enrolled in either public or private school.

SCHOOL IMPROVEMENT SERVICES

About School Improvement Services

School Improvement Services include a multitude of programs to provide support for children from birth through their post-secondary success. We support schools by acting as a liaison between ODE and our thirteen districts, coordinating regional curriculum directors meetings, promoting kindergarten readiness, managing significant grants that create career pathways aligned with employment opportunities, and supporting specific student populations and interventions as well as technical assistance and professional learning for instructional effectiveness that promotes attendance, student achievement, student behavioral health and wellness, high school graduation, and career readiness.

Career Technical Education (CTE)

The CTE program coordinates a broad system of diverse subject areas aligned with career pathways awarding college credit aligned with the global economy. The program works closely with local high schools, community colleges, and industry to facilitate a Federal Carl D. Perkins consortium grant and the Southern Oregon CTE Consortium (SOCTEC). The CTE Department services include Program of Study Approval, Instructor Appraisal and Certification, Professional Development, Federal Carl D. Perkins grant administration, and technical assistance. Additional staffing for CTE support is provided through SOESD's Student Success Act Comprehensive Support Plan.

College and Career / STEAM Hub

College and Career services coordinate K-12, higher education, business, industry, and community partners to bring rigor, relevance, and hands-on project based, contextualized learning through dual-credit courses aligned with career paths leading to high wage, high skill, and high demand occupations. The program coordinates efforts of advanced and dual credit, Career Technical Education, the STEAM (Science, Technology, Engineering, Arts, and Mathematics) hub, and career related learning experiences for teachers and students. The STEAM Hub maintains a lending library of high-tech equipment that can be checked out by educators for use in their classrooms. A STEAM School Improvement Specialist is available to model the equipment, plan and co-teach

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Services provided to component districts at no additional cost:

Child Care Resource Network

The Child Care Resource Network supports the efforts of our Southern Oregon Early Learning Hub, facilitates improvement of child care providers through implementation of the Quality Rating & Improvement System (QRIS), through trainings for providers, as well as business and consumer education to leverage tax benefits and provider networks.

Curriculum Directors Meetings

SOESD facilitates meetings throughout the year of area curriculum directors to enhance educational opportunities for students in the region.

lessons, or observe and provide feedback and support for integration of the equipment into the classroom. The program leverages substantial grant funding to provide service offerings.

Curriculum, Instruction, and Assessment

SOESD provides consultation, planning, and implementation of professional development to increase student success. We support schools by acting as a liaison between ODE and our thirteen districts, coordinating and funding regional training opportunities, facilitating review of instructional and assessment resources, alignment of curriculum and assessment with content standards, and support for teacher effectiveness that promotes student achievement.

Instructional Technology Services / Data Driven Decision Making

SOESD provides training and resources on the effective use of technology for teaching and the use of data driven decision making using relevant metrics by student support teams to provide interventions and wrap-around services that increase student achievement. The program also supports the Southern Oregon Ed Tech Cadre of teachers, and the annual Southern Oregon Ed Tech Summit.

Mentoring New Teachers and Administrators

SOESD provides mentoring for new teachers and administrators through the critical first and second years in their profession. The Mentoring program is built on research that demonstrates increased student achievement and teacher retention, and is expanding support for new teacher induction programs to promote effective instructional practice, lesson and unit design, assessment, and culturally responsive teaching.

SOESD offers a tiered approach for mentoring new teachers and administrators:



Services provided to component districts at no additional cost:

Family Support and Connections

Family Support and Connections is a statewide program designed to help families meet the challenges of being a parent in the world today. Family Support and Connections is available to TANF clients and any other family that is struggling. A local family advocate is assigned to each family to help develop an individual plan to overcome barriers to success.

Regional Educator Network

As one of ten ESDs chosen by the Educator Advancement Council to facilitate the work of Regional Educator Networks statewide, SOESD coordinates the work of the Southern Oregon Regional Educator Network (SOREN). The aim of SOREN is to increase safety, significance and belonging for all. SOREN works to elevate equity-based decision making, connect improvement efforts across school districts, and leverage resources within the region to provide locally responsive, sustainable, and highly effective professional learning throughout the course of an educator's career. Examples of professional learning currently funded by SOREN include, but are not limited to: New Teacher Launch, Teach from Your Best Self, Crafting Your Equity Lens, Positive Discipline/Belong Partners, Belonging Through Dignity, and Studying Skillful Teaching.

Student Success Act

As provided in the Student Success Act legislation, SOESD is committed to providing all districts in the region with technical assistance and professional learning to implement Student Success Act initiatives and Integrated Programs through customized , just-in-time support. SOESD specialists are available to work collaboratively with districts' Integrated Programs teams to utilize a variety of processes, tools, and facilitation supports.

Tier 1: Districts can contract with SOESD to receive technical assistance from a School Improvement Specialist to support best practices in mentoring at a district/systems level.

Tier 2: Districts can contract with SOESD to provide professional learning to district-employed mentors to ensure they have current researched-based strategies for supporting novice educators and are provided with opportunities to build a professional learning community with SOESD-employed mentors.

Tier 3: Districts can contract with SOESD to provide SOESD-employed mentors at various levels of engagement (example: 45, 60, or 90 hours) of one-to-one support to novice educators.

Migrant Education | Indian Education English Learners | Southern Oregon Black/African American Student Success

Migrant Education / Indian Education / EL / SOBAASS services include trainings, presentations and consultations at the building, district, and regional levels to address educational and culturally related academic needs. The program also provides direct academic services to migrant-qualified students, including after school, summer school, and preschool programs designed to support students in meeting challenging academic Reading and Mathematics standards through literacy development. Black and African American youth are supported through management of a consortium of nine districts and two community-based organizations in the region. The program leverages substantial grant funding to provide service offerings.

Regional Achievement Collaboratives

The Southern Oregon Success (SORS) in Jackson / Josephine counties and the Klamath Promise in Klamath County forges connections between schools, community organizations, businesses, and local leaders to drive communities to actively support improving education outcomes



Services provided to component districts at no additional cost:

Southern Oregon Early Learning Services

The Early Learning Hub makes resources and supports more available, more accessible and more effective for children and families that have historically been overrepresented in the opportunity gap and underrepresented in services. SOELS identifies the underserved children in their region, evaluates the needs of those children and families, and then works to ensure that programs and services reach them and effectively meet their needs. Hubs are building outcomes-focused collaborations across K-12 schools, early education, health, human services and business.

Suicide Prevention and Threat Assessment

SOESD's School Improvement Services and Student Services departments collaborate to provide meaningful and effective support for component districts' suicide prevention, intervention and postvention plans as well as training and technical assistance with the threat assessment process. In addition, SOESD hosts threat assessment case management software in our regional data center, assists with data management, and provides staffing for the juvenile and adult Level II Threat Assessment Team in Jackson County.

beyond the classroom. Focused work includes training on the epigenetics of Adverse Childhood Experiences (ACEs), support for trauma informed approaches and resiliency leading toward healthy communities, and increased metrics from early learning, high school graduation and career success across a lifelong continuum.

STUDENT SERVICES

About Student Services

As part of the broad range of services, training and supports for all learners within the region, the SOESD Student Services Department provides evaluative, consultative, and direct special education services to students with disabilities and served through an IEP (Individualized Education Program). Many Special Education services are available in Jackson, Josephine, and Klamath counties, and some services are also available in Douglas and Lake counties. The OR Project curriculum is available worldwide.

Audiological Services

A full range of diagnostic hearing services are provided for children from birth to high school graduation, including pure tone air and bone conduction testing, visual reinforcement and behavioral observation sound field audiometry, speech audiometry, acoustic immittance testing, otoacoustic emissions testing, hearing aid evaluation and ear mold fitting, custom made swim plugs, sound field amplification and personal FM systems.

Assistive Technology Services

SOESD maintains a library of assistive technology for loan as needed, as well as assistance researching and procuring assistive technology to meet the needs of learners within the Southern Oregon region.

Autism Services

Autism specialists work in collaboration with school psychologists, speech and language pathologists, and special education teachers in providing comprehensive evaluations for students birth to age twenty-one. Based on evaluative data, specialists recommend, develop, model, and train district and EI/ECSE staff in a variety of intervention and treatment strategies to address student needs.

CONTACT:

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- 5465 S. Pacific Highway
- Phoenix, OR 97535



Services provided to component districts at no additional cost:

Early Intervention / Early Childhood Special Education / Gilbert Creek Child Development Center

Early Intervention (EI) and Early Childhood Special Education (ECSE) services are provided to children from birth through five years of age, under provisions of the Individuals with Disabilities Education Act. Josephine County Early Intervention Services offers many services to support families and their children with special needs.

Long Term Care and Treatment (LTCT)

Long Term Care and Treatment (LTCT) provides education programs for students who have been placed by state agencies, school districts, or private placement in day and residential treatment facilities. The goal of Long Term Care and Treatment Education Programs is to provide a high quality, therapeutic environment where children will gain the behavior skills and abilities to function successfully in a non-institutional environment.



Services provided to component districts at no additional cost:

Behavioral and Mental Health Services

The SOESD Student Services department, in collaboration with the School Improvement department, provides multi-tiered mental health services, behavioral intervention services, and embedded coaching/support for students across all the continuum of need. In addition to direct student services, SOESD offers staff training, technical assistance, and consultation to component districts to support student wellbeing, self-regulation, and behavioral success.

Deaf and Hard of Hearing Services

American Sign Language interpreters, as well as direct instruction and consultative services provided by teachers of the deaf and hard of hearing, are available to eligible students birth to age twenty-one.

Evaluation Services - Early Intervention / Early Childhood Special Education

Evaluation services are available in Josephine County by our Early Intervention (EI) and Early Childhood Special Education (ECSE) program for children from birth through five years of age to meet child find requirements, in addition to the many services offered to support families and their children with special needs.

Regional Programs for Low Incidence Disabilities

SOESD acts as one of Oregon's eight Regional Programs for students identified as regionally eligible with the districts' IDEA funding added to additional state funding. As the Southern Oregon Region III Program, SOESD provides special education services to children from birth through age twenty-one with hearing impairments, vision impairments, deaf/blindness, autism spectrum disorders, severe orthopedic impairments, and traumatic brain injury in a five-county area (Jackson, Josephine, Klamath, Douglas, and Lake Counties).

Special Education Directors Meetings

SOESD facilitates meetings throughout the year for district special education directors. These meetings provide an opportunity to explore relevant topics related to special education best practices and resources, as well as gather input on support needed within the component districts and explore potential solutions collaboratively.

Transition Network Facilitator – Region V

The role of the Transition Network Facilitator (TNF) is to support the Governor's Executive Order 15-01 to further improve Oregon's systems of designing and delivering employment services for students with disabilities. The TNF works to support the collaborative efforts of Vocational Rehabilitation and Local Education Agencies in Oregon in the implementation of the Workforce Innovate Opportunity Act and the provision of Pre-Employment Transition Services.



Oregon Project for Visually Impaired and Blind Preschool Children (OR Project)

The OR Project is a comprehensive assessment and curriculum designed for use with children birth to six who are visually impaired or blind.

Orthopedic Impairment Services

Occupational and Physical Therapists provide evaluative, consultative, and direct therapy services necessary for students with orthopedic impairments to meaningfully access their educational opportunities and environments. Physical therapy (PT) focuses on postural and gross motor functioning such as head control, sitting, and standing balance. Occupational therapy (OT) focuses on fine motor functioning such as reach/grasp, manipulation, release of objects and coordination of two-handed activities.

Psychological Services

School Psychologists provide a broad range of consultative services to administrators, teachers, and parents, as well as direct evaluative and intervention services to students.

School Nursing Services

Students attending schools may have a variety of chronic and acute health conditions, such as seizures, asthma, diabetes, and severe allergies. Some students may require medical assistive devices and procedures, such as gastric tube feeding, oxygen administration, suctioning, or nebulizer treatments. School nurse consultants help school districts meet the needs of these students, and maintain compliance with Oregon rules and statutes, working under the requirements of both the Oregon Board of Education and the Oregon State Board of Nursing.

STUDENT SERVICES CONT.

Special Education Automation Software (SEAS)

SEAS is a 100% web based special education management system comprised of several modules which together allow districts to manage their special needs programs, including: IEP and forms management, timeline compliance, Medicaid claim generation, assessment reports, and more.

Speech and Language Services

Speech and Language Services provides a broad range of direct and consultative services, including individual speech/language evaluations, participation on IEP teams, individual and group therapy, and co-teaching in language mediated subjects to increase language acquisition and verbal fluency.

STEPS CARE

STEPS CARE classrooms serve students ages five through twenty-one with severe and/or multiple disabilities, including severe intellectual disability, autism, orthopedic impairment, traumatic brain injury, and complex ongoing medical health needs.

STEPS Plus

Students enrolled in STEPS Plus represent a distinct population of students who present difficult and challenging behaviors. They have multiple, severe disabilities, cognitive deficits and/or significant medical/health needs. The disabilities may include developmental disability, hearing and vision impairment, communication disorder, orthopedic impairment, traumatic brain injury, other health impairment, autism and behavioral disorders.

Vision Impaired Services

Braille production and Itinerant special education services are available to serve all identified blind, low vision, or deaf-blind children, birth through age twenty-one.

Youth Transition Program

The YTP program of Southern Oregon Education ESD serves students with disabilities ages fourteen to twenty-one who are eligible for special education services. The purpose of the program is to prepare youth with disabilities (including on IEP, 504, mental health, physical disability or health impairment) for employment or career related post-secondary education or training.



TECHNOLOGY AND MEDIA SERVICES

About Technology & Media Services

Technology and Media Services provides comprehensive services for local school districts to support administrative and instructional technology to increase student success, resulting in significant cost savings while creating other efficiencies.

Courier

The Courier provides pick-up / delivery of materials and equipment from our Media Center, Cooperative Purchasing warehouse, and Electronics Repair program, as well as inter-district and intra-district mail.

Data Center Hosting

Computer Information Services administers SOESD's regional 24x7 data center, serving critical information systems to schools. The data center saves hundreds of thousands of dollars on hardware and software, while creating other efficiencies including staff time savings, reduced power consumption, and data center redundancy.

District Data Center Support

System Analysts maintain data centers deployed in component districts and management of data systems migrated to our regional data center, producing savings on server costs, while increasing IT responsiveness, maximizing up-time, and reducing power, cooling, and rack storage requirements.

District Network Support / VoIP Services

Network Analysts provide support for the design, installation, and maintenance of both wired and wireless local and wide area networks, connectivity to the Internet, video security systems, and Voice over IP phone systems.

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: 101 North Grape Street
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Services provided to component districts at no additional cost:

Technology Director Meetings

SOESD facilitates meetings throughout the year of area technology directors to enhance educational opportunities for students in the region.



Electronic Services

Licensed low voltage and 110v electricians install wired and wireless networks, surveillance systems, access control security systems, and instructional technology such as projectors and electronic white boards. Electronic technicians repair electronic equipment, including iPads and other mobile devices. Electronic materials and devices are provided at greatly reduced wholesale prices.

Follett Destiny

SOESD's Follett Destiny library management software hosted in our regional data center provides access to enriched, educator-reviewed digital content and tools that help students, librarians and educators find, share and use print and digital resources.

Help Desk Software Suite

Computer Information Services produces and hosts the Region-Wide Help Desk for IT departments, print shops, maintenance departments, and more. The software solution provides data tracking and a suite of software tools including asset inventory management and remote technical support capabilities, as well as robust data reporting.

Infinite Visions Hosting

SOESD hosts the Infinite Visions Business Information Services software in our regional data center at reduced costs to districts. Technicians manage service updates and technical support for the system.

Internet Connectivity

Computer Information Services provides cost effective Internet connectivity with access to Internet2 bundled with the benefit of added Internet circuit redundancy, providing substantial and reliable bandwidth to meet the entire region's needs under a single cost savings contract.

Professional Development Management (PDNetworks)

Computer Information Services produces and hosts the PDNetworks software system that allows districts to create and manage staff's TSPC licensing and professional development plans, as well as publish, manage, and track training activities customized to meet district-wide and individual staff goals.

Software Development

Software Developers create mobile applications for school districts, develop web sites, and customize data systems to meet districts' individual student learning and reporting needs.

Southern Oregon Regional Cybersecurity Program

Network Security Analysts utilize network threat assessment and monitoring tools to support a consortium of the region's districts in assessing their cybersecurity stance, monitoring network security, and implementing defense strategies to maintain cyber program health (e.g., email / domain security and data backup integrity), while providing rapid response to cyber threats and attempted intrusion.



STUDENT SUCCESS ACT COMPREHENSIVE SUPPORT PLAN

2024-25

Reducing Academic Disparities and Supporting Student Health and Safety



TABLE OF CONTENTS

Preface.....3

Requirements4

Tiered Behavioral Health Support Plan5

Tier One: Universal Supports6

Tier Two: Group Supports10

Tier Three: Individual Supports11

Supports for Integrated Guidance12

PREFACE

This 2024-2025 Student Success Act Comprehensive Support Plan to reduce academic disparities and support behavioral and mental health is provided to assist districts with the development and implementation of their Integrated Plans for the implementation of the Student Success Act. The services are categorized as potentially free technical assistance services from SOESD or direct technical assistance services at a cost. Free services would be funded using funds SOESD receives from the Student Success Act. The services outlined in this reducing academic disparities and behavioral and mental health support model can be used synergistically with services districts provide in their implementation of supports for students' academic achievement and behavioral and mental health using Student Investment Account or other funds.



REQUIREMENTS

According to HB 3427 (2019), an ESD Comprehensive Support Plan must:

- (A) Align with and support school districts in meeting the performance growth targets of the school districts developing the plan;
- (B) Include the provision of technical assistance to school districts in developing, implementing and reviewing a plan for receiving a grant from the Student Investment Account;
- (C) Provide for coordination with the department in administering and providing technical assistance to school districts, including coordinating any coaching programs; and
- (D) Be adopted and amended as provided for local service plans under ORS 334.175.



STUDENT INVESTMENT ACCOUNT SUPPORT PLAN

Overview

This reducing academic disparities and behavioral and mental health support plan is presented in a tiered support model to assist districts with providing universal, group, and individual support. The services outlined in this reducing academic disparities and behavioral and mental health support model can be used synergistically with services districts provide in their implementation of supports for students' academic and behavioral and mental health.

Tier One

Tier One supports will provide a baseline of knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier One will support educators in effective **core interventions in general education with 80-85% of students meeting expectations** in benchmarks. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

Tier Two

Tier Two supports will provide additional knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier Two will support educators in effective group support **of intense interventions for the 10-15% of students needing more focused interventions to meet expectations**. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

Tier Three

Tier Three supports will provide specialized knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier Three will support educators in effective individualized support for specific students as the **most intense interventions** and resources or **continuation of intense interventions over a long time period** (anticipated to be a year or more) for students with intense and persistent needs. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.



TIER ONE: UNIVERSAL SUPPORTS

About Tier One Supports

Tier One supports will provide a baseline of knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier One will support educators in effective **core interventions in general education with 80-85% of students meeting expectations** in benchmarks. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

Professional Learning Opportunities:

The ESD could provide the following types of professional learning through a School Improvement Specialist or contracted services.



Technical Support Services - available at no cost:

Professional Learning Opportunities Focused on Reducing Academic Disparities and Behavioral and Mental Health

• Family Engagement – Dr. Mapp and Scholastic

- Scholastic’s support is designed to reframe family engagement as an instructional strategy and build the capacity of district leadership and building teams to transform home-school partnerships to improve student outcomes.
- Scholastic Education proposes to support all districts in the SOESD region in the following ways:
 - Provide copies of Powerful Partnerships by Dr. Karen Mapp. We will utilize the books to facilitate a three-part virtual book study prior to starting the three-day workshop series. The virtual book study will provide context for the upcoming training series, establish shared understanding of effective home-school partnerships, and foster collaboration and communication among the group.
 - Conduct the Dr. Mapp Series with school-based teams. Teams will learn “what works” to engage families in learning, “repurpose” existing family events, and develop a year-long action plan for engaging families in partnerships to increase student academic achievement.
 - Provide on-site and virtual coaching to assist district teams’ implementation of new learning, and we will provide consultative support to SOESD leadership to assist in strengthening and sustaining family engagement practices throughout the entire district.
 - Facilitate Effective Practices to Welcome All Families professional learning opportunities.
 - Conduct virtual webinar series on: Process Conditions and 4 C’s
 - Facilitate Reaching All Families professional learning workshops
 - Design and implement Community Engagement Workshops for district leadership based on ODE’s Community Engagement Toolkit

In addition to the days of learning, SOESD will offer ongoing coaching and support through regular PLCs and district specific support throughout the academic year.



Technical Support Services - available at no cost:

• Playworks – K-8 Organized Play

Scholastic's support is designed to reframe family engagement as an instructional strategy and build the capacity of district leadership and building teams to transform home-school partnerships to improve student outcomes.

In addition to the days of learning, SOESD will offer ongoing coaching and support through regular CoPs/PLCs throughout the academic year.

• Equity Professional Learning Opportunities (including PK)

SOESD will offer professional learning opportunities in foundational equity work.

Examples include:

- Recognizing and responding to implicit bias
- Systemic racism
- Micro-aggressions

• Universal Design for Learning (UDL)

A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

• Skillful Teaching

37.5 hours (6 days), eligible for three graduate, undergraduate, or para credits through Fitchburg State University.

The Studying Skillful Teaching program is Research for Better Teaching's cornerstone program for building teachers' capacity – the knowledge and skills as well as the courage and conviction – to promote students' motivation, learning, and increased achievement. It is based on the belief that teaching is a process of decision-making and that skillful teachers never stop learning through experimentation, data analysis, study, and collegial sharing about what works best for their students. This reflective dialogue is consistently rated by our clients as an invaluable asset for building common and coherent language among their educators.

In addition to the six days of learning, SOESD will offer ongoing coaching and support through regular CoPs/PLCs throughout the academic year.

Regional SOESD Studying Skillful Teaching Facilitator Cadre is being developed to provide sustainability and availability for ongoing professional learning.

• Skillful Leadership and Coaching: Analyzing Teaching for Student Results (ATSR)

42 hours (7 days) plus site visit, eligible for three graduate credits through Fitchburg State University.

This is a program for leaders on how to improve classroom teaching and learning. Reflecting the national shift towards learning-focused supervision and evaluation, the Analyzing Teaching for Student Results (ATSR) program helps leaders zero in on the impact of teaching decisions on students. During the program, participants examine high-leverage teaching strategies and use both a common language and a concept system about teaching to support any state framework. The seven-day curriculum provides multiple opportunities for participants to develop keen observation and analytical skills that will support teachers in building their own capacity to impact students' learning. It includes an on-site co-observation with the instructor for each participant.

In addition to the seven days of learning, SOESD will offer ongoing coaching and support through regular PLCs throughout the academic year.



Technical Support Services - available at no cost:

- **Social Emotional Learning Professional Learning**

To be effective, districts need to adopt and implement comprehensive school-wide SEL programs (research-based) that address the five main areas of SEL in a culturally responsive environment.

SOESD can provide training and curriculum to help districts implement and adapt programs to specific needs of schools/cultures.

In addition to the initial workshop, SOESD will offer ongoing coaching and support for educators through regular CoPs/PLCs throughout the academic year and professional learning in SEL for parents.

- **Trauma-Informed Care/Approaches**

Professional learning on the strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma that emphasizes physical, psychological, and emotional safety for everyone, and that creates opportunities for survivors to rebuild a sense of control and empowerment.

- **K-3 Early Learning Strategies** Professional learning on a variety of K-3 reading and math instructional strategies grounded in the Science of Reading Instruction and the Science of Math Instruction which aligns with the latest brain research. SOESD can provide professional learning focused on the identified student needs for teachers and IAs/EAs/Paraprofessionals.

- **Adverse Childhood Experiences (ACEs) - including PK**

Professional learning focused on adverse childhood experiences (ACEs). ACEs are potentially traumatic events that occur in childhood (0-17 years). Creating and sustaining safe, stable, nurturing relationships and environments for all children and families can prevent ACEs and help all children reach their full potential.

- **MTSS Implementation for All Areas**

Coaching and professional learning supports focused on the development, implementation and sustainability of Multi-Tiered Systems of Support in academics, attendance, SEL, behavior, etc.

Supporting Districts in Developing Kindergarten Readiness Programs to Reduce Academic Disparities

- **Kindergarten Readiness Program Development Technical Assistance for Districts**

Preschool Promise coordinator, early learning specialists, and other licensed staff employed by SOESD can provide technical assistance to districts who want to establish new Kindergarten Readiness programs and other district level infrastructure such as portable classrooms. These specialists can also provide strategies and coaching to districts regarding the most effective strategies and process to look at all options and requirements.

- **Kindergarten Readiness Consultant**

Support districts to create programs that align with ODE requirements in staffing and certifications.

Direct Services – available at cost:

Supporting Instructional Practices

Mental and Behavioral Supports

SOESD can provide educators with trauma-informed mentoring that supports leadership and instructional practices that promote equity, behavior supports, and social-emotional learning for all students.

Reducing Academic Disparities

SOESD can provide educators with content specific mentoring that supports leadership and instructional practices that promote equity, differentiation, evidence-based practices, reduction of academic disparities for historically underserved students, and academic achievement for all students.

- **Beginning Teacher Mentors**

SOESD can provide teacher mentors to support beginning teachers with mentoring that supports effective instructional practices, classroom management, and social-emotional learning.

- **Beginning Special Education Mentors**

SOESD can provide special education mentors to support Beginning Special Education Mentor teachers with mentoring that supports effective instructional practices, classroom management, and Beginning Special Education Mentor requirements.

- **Beginning Administrator Mentors**

SOESD can provide administrators with leadership support. Administrator mentors can support beginning administrators that are working in general education, Beginning Special Education Mentors and central office positions.

- **Licensed Mental and/or Behavioral Health Professional FTE**

Licensed mental and/or behavioral health professionals who are acculturated to populations they serve assisting students at school with behavioral and/or mental health challenges on all three tiers:

- Tier-One: Classroom lessons on resilience building and self-regulation (Go Noodle, Brain Gym, Mindful Moments and other Mindfulness Activities, Yoga for Kids), implementation of school-wide social emotional curriculum (Second Step, Kelso's Choices, Bully Prevention, etc.).



Technical Support Services - available at no cost:

Technical Assistance for Integrated Programs Plan

- **Community Engagement Facilitator**

- Professional Learning for Community Organization Facilitators

- **Data Analysis**

- **One-on-One Technical Assistance**

- **Integrated Plan Review and Consolidated Feedback**

- **Longitudinal Performance Growth Targets/ Progress Monitoring**

- **Marketing and Communication**

- **Translation Services**

- Linguava – Provide translation services for documents focused on SIA work. Districts will be able to access services from Linguava using funding available in district/eligible charter school Linguava accounts.

TIER TWO: GROUP SUPPORTS

About Tier Two Supports

Tier Two supports will provide additional knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier Two will support educators in effective group support **of intense interventions for the 10-15% of students needing more focused interventions to meet expectations.** To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.



Technical Support Services - available at no cost:

- **On Demand Training for Certified and Classified Employees***

SOESD can provide in-person and/or virtual trainings for certified staff new to their position/district or classified staff who are new to working as classroom instructional/educational assistants or are experienced IAs/EAs new to their assignment. Topics to include safely addressing physically aggressive behaviors, verbal intervention strategies, how to work as a team to support students in resource/self-contained classrooms, following Behavior Support Plans, following IEP goals, and strategies for supporting emerging bilinguals.

- **321 Insight** purchased in April 2020; license active through June 2024
321 Insight provides online training through their Trauma Informed Series and Para Sharp Series. These are virtual concise and relevant trainings to staff in a format they can easily digest and apply.
- **SOESD's webPD** – These are online, asynchronous course offerings from SOESD on six topics that were selected based on input from the districts and eligible charter schools in the region.

Direct Services – available at cost in partnership with Student Services:

- **Licensed Mental and/or Behavioral Health Professional FTE**

Licensed mental and/or behavioral health professionals who are acculturated to populations they serve assisting students at school with behavioral and/or mental health challenges on all three tiers:

- **Tier-2:** small group counseling, social skills building (teaching specific skills such as relaxation/calming skills, problem solving skills, social skills etc.), implementation of evidence-based social emotional programs (Check-in Check-out, "Check and Connect," reinforcement systems, token boards, success plans, self-monitoring sheets, problem solving sheets, etc.).

TIER THREE: INDIVIDUAL SUPPORTS

About Tier Three Supports

Tier Three supports will provide specialized knowledge and understanding that helps educators meet the needs of all learners. The strategies listed in Tier Three will support educators in effective individualized support for specific students as the most intense interventions and resources or continuation of intense interventions over a long time period (anticipated to be a year or more) for students with intense and persistent needs. To the extent possible, all professional learning offerings will be culturally and linguistically sensitive.

Direct Services – available at cost in partnership with Student Services:

Reducing Academic Disparities and Behavioral and Mental Health

- **Licensed Mental and/or Behavioral Health Professional FTE**

- Tier-3: individual counseling (strategies to address depression, anxiety, anger management, trauma, etc.), crisis de-escalation plans, suicide screening for students at moderate to high risk (interviewing, assessing and communicating with family to establish or strengthen school- and community-based supports).



SUPPORTS FOR INTEGRATED GUIDANCE

About Supports for Integrated Guidance

The supports for Integrated Programs and Planning/Reporting will provide technical assistance to districts and charter schools eligible to apply independently in the areas of Every Day Matters, High School Success, Career and Technical Education, Early Indicator and Intervention Systems, and Continuous Improvement Planning.



Technical Support Services - available at no cost:

- **Every Day Matters (EDM)**
SOESD will work with individual districts and regionally to design and implement professional learning and technical assistance focused on reducing chronic absenteeism. Examples include coaching for school attendance teams, data support using the Chronic Absenteeism Prediction Tool (CAPT), attendance letters, regional attendance collaboratives and monthly attendance inspiration meetings, and supporting the development of community partnerships for supporting attendance.
- **Small/Rural District Support**
SOESD will provide technical assistance to help reduce administrative burden to districts identified by ODE as being eligible based on their designation as small/rural.
- **High School Success (HSS)**
The Career Connected Learning (CCL) Team will work with the Southern Oregon CTE Consortium (SOCTEC) and higher education partners to support planning and application efforts designed to meet HSS requirements to establish or expand district and/or regional efforts and programming for Career and Technical Education and College-level education opportunities.
- **Career and Technical Education (CTE)**
The CTE program coordinates a broad system of diverse subject areas aligned with career pathways awarding college credit aligned with the global economy. The program works closely with local high schools, community colleges, and industry to facilitate a Federal Carl D. Perkins consortium grant and the Southern Oregon CTE Consortium. The CTE Department services include Program of Study Approval, Instructor Appraisal and Certification, Professional Development, Federal Carl D. Perkins grant administration, and technical assistance. Project Managers are available through SSA funding to support CTE at the intersectionality with SSA, specifically as it relates to the CTE and HSS sections of the Integrated Plan.
- **Early Indicator and Intervention Systems (EIIS)**
Interested districts may enter into a consortium agreement with SOESD for the purchase of and support with EIIS.
- **Continuous Improvement Planning**
Specialists will be available to work with individual schools, districts, and regionally to offer technical assistance and/or professional learning that supports the Every Student Succeeds Act (ESSA).