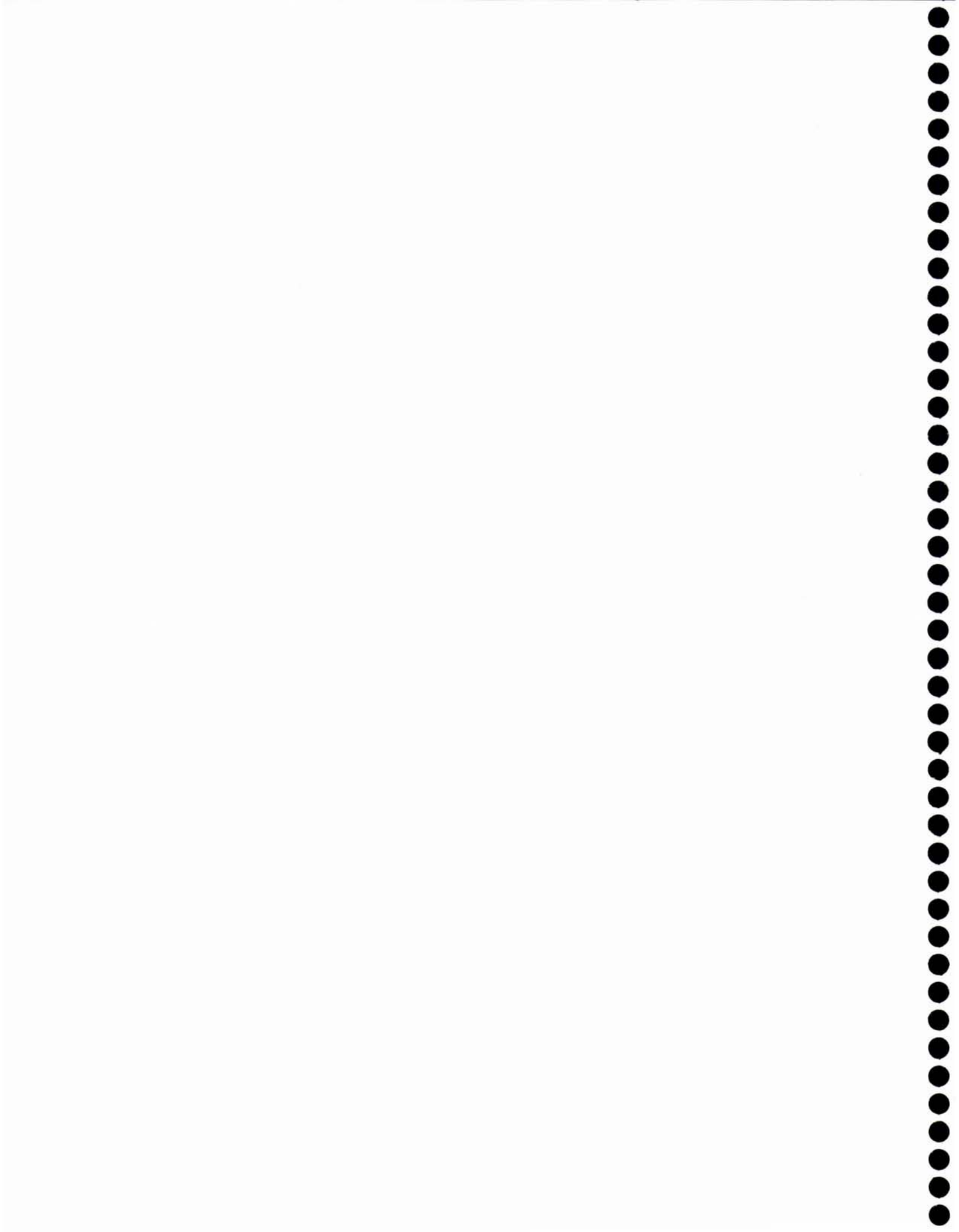




**Douglas**  
**Education Service District**

**2010-2011**

*Annual Report*





# **2010-2011 Annual Report**

## **Douglas Education Service District**

### **Roseburg, Oregon**

#### INTRODUCTION

581-024-0208

#### Mission, Roles and Goals

- (1) Each district shall provide regionalized core services to component school districts as provided in ORS 334.175(2) ... The goals of these services shall be to : improve student learning, enhance the quality of instruction, provide professional development to component school district employees, provide students equitable access to resources and maximize operational and fiscal efficiencies for component school districts (ORS 334.175 (1) (a)-(f))
- (2) In accordance with ORS 334.005 the mission and roles of the districts are as follows:
  - (a) 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.
  - (b) An education service district plays a key role in:
    - (A) Ensuring an equitable and excellent education for all children in the state;
    - (B) Implementing the Oregon Education Act for the 21<sup>st</sup> Century;
    - (C) Fostering the attainment of high standards of performance by all students in Oregon's public schools; and
    - (D) Facilitating inter-organizational coordination and cooperation among educational, social service, health care and employment training agencies.

## Adoption/Planning Calendar/Resolutions

### 2011-2012 Local Service Plan Calendar:

October 12 - Meet with local district superintendents to review services currently being provided by the ESD and modify service plan for the 2010-2011 school year. Consider any service modifications for 2011-2012.

November 9 - Present proposed 2011-2012 Local Service Plan to local district superintendents for approval. Unanimously approved.

December 9 - Local Service Plan presented to ESD Board of Directors for approval. Unanimously approved.

December 17 - Local Service Plan copies distributed to all local districts for approval. Unanimously approved.

### 2011-12 Local Service Plan Resolution

<u>Component School District</u>	<u>Student Enrollment</u>	<u>Adoption Date</u>
Oakland	534	2/18/2011
Sutherlin	1398	11/22/2010
Elkton	213	02/14/2011
Yoncalla	300	02/14/2011
Winston-Dillard	1518	03/9/2011
Riddle	418	01/19/2010
Glendale	386	02/16/2011
South Umpqua	1479	01/19/2011
Camas Valley	146	01/20/2011
North Douglas	380	04/06/2011
Glide	670	01/24/2011
Roseburg	6310	01/26/2011
Days Creek	210	02/10/2011



Douglas County Oregon School District Enrollment  
October 1, 2010 (Fall Membership 3 Year Comparisons)

AttdDist InstID	District	2008-09 Total Enrollment	2009-10 Total Enrollment	2010-11 Total Enrollment	0910 to 1011 Enrollment Difference (%)	10-11 Male	10-11 Female	10-11 American Indian/ Alaskan Native	10-11 Asian/ Pacific Islander	10-11 Black/ African American	10-11 Hispanic	10-11 White	10-11 Multi- Racial	10-11 Unknown
1995	Camas Valley SD 21J	146	146	150	2.74%	90	60	1	0	1	5	125	18	0
1993	Douglas County SD 15	239	226	233	3.10%	108	125	10	4	0	33	174	12	0
1991	Douglas County SD 4	6522	6406	6337	-1.08%	3223	3114	117	104	35	536	5273	272	0
1980	Douglas ESD/Riverside/TLC	18	0	9	900.00%	6	3	0	1	0	0	8	0	0
1998	Elkton SD 34	148	195	240	23.08%	129	111	1	0	0	13	215	11	0
2000	Glendale SD 77	412	425	376	-11.53%	215	161	11	3	0	31	325	6	0
1992	Glide SD 12	705	691	668	-3.33%	336	332	21	5	1	40	584	17	0
1996	North Douglas SD 22	388	407	389	-4.42%	197	192	8	4	2	33	330	12	0
1990	Oakland SD 1	562	519	531	2.31%	274	257	17	2	1	25	452	34	0
1999	Riddle SD 70	441	418	406	-2.87%	206	200	4	7	0	18	324	53	0
1994	South Umpqua SD 19	1645	1580	1519	-3.86%	786	733	48	12	3	124	1234	98	0
2003	Sutherlin SD 130	1416	1398	1382	-1.14%	689	693	41	9	9	159	1113	51	0
2002	Winston-Dillard SD 116	1541	1477	1513	2.44%	797	716	16	17	18	93	1334	35	0
1997	Yoncalla SD 32	321	288	300	4.17%	158	142	19	3	3	22	234	19	0
<b>TOTALS:</b>		<b>14504</b>	<b>14176</b>	<b>14053</b>	<b>-0.87%</b>	<b>7214</b>	<b>6839</b>	<b>314</b>	<b>171</b>	<b>73</b>	<b>1132</b>	<b>11725</b>	<b>638</b>	<b>0</b>
		<b>(-328)</b>		<b>(-123)</b>		<b>14053</b>					<b>14053</b>			

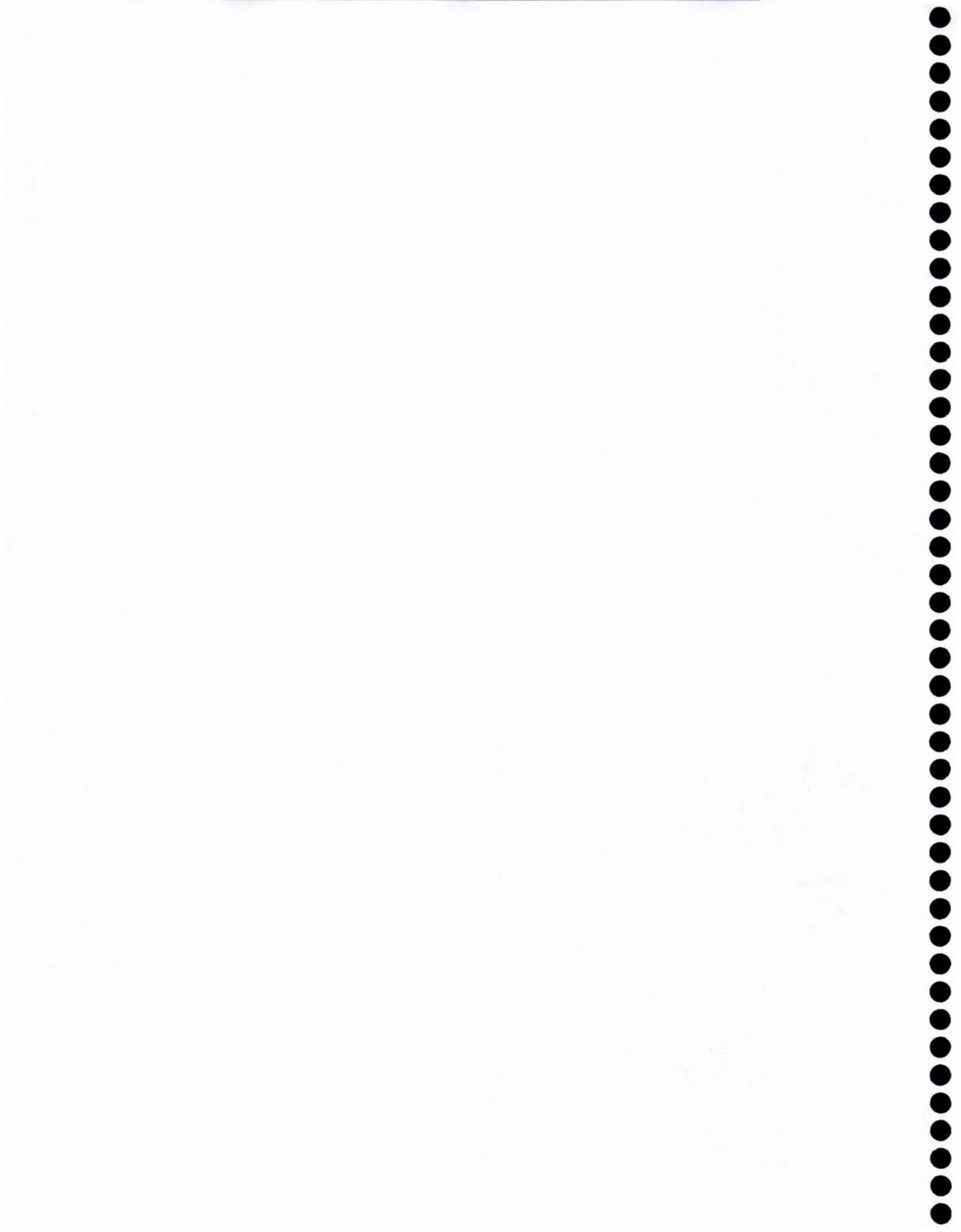
County enrollment difference from 08-09 to 09-10 is -328.  
 County enrollment difference from 09-10 and 10-11 is -123.  
 County enrollment difference from 08-09 to 10-11 is -451.

Fall Membership 2008-09 includes all institutions who submitted data in the Fall Membership collection of 2008-09. These data represent a snapshot of enrollment on October 1, 2008. Data includes public schools, programs, Educational Service Districts, and School Districts. Includes students enrolled in kindergarten through grade 12\*. Data are reported by attending district and school. Data is based on number of students enrolled as of October 1st regardless of their FTE. These data include students for whom districts receive State School Funds and those students for whom private tuition was paid.

Fall Membership 2009-2010 includes all institutions who submitted data in the Cumulative ADM collection, period 2 collection and only includes students who show enrollment that included October 1, 2009. Data includes public schools, programs, Educational Service Districts, and School Districts. Includes students enrolled in kindergarten through grade 12. Data is based on number of students enrolled as of October 1st regardless of their FTE. These data include students for whom districts receive State School Funds and those students for whom private tuition was paid.

\*In 2008-09 students enrolled in a GED program, Adult High School Diploma program, or Other Post Secondary Education may have been submitted with an enrolled grade of "AE". These students were also included in 2008-09 Fall Membership report. In 2009-10, students enrolled in these programs were identified by districts with a specific enrolled high school grade and also continue to be reported in Fall Membership.

Fall Membership 2010-2011 includes all institutions who submitted data in the Cumulative ADM collection, period 2 collection and only includes students who show enrollment that included October 1, 2010 (or first enrollment day in October). Data includes public schools, programs, Educational Service Districts, and School Districts. Includes students enrolled in kindergarten through grade 12. Data is based on number of students enrolled as of October 1st regardless of their FTE. These data include students for whom districts receive State School Funds and those students for whom private tuition was paid.







# 2011-2012 Local Service Plan



**Douglas**  
Education Service District  
*"Service is our Middle Name"*



# LOCAL SERVICE PLAN OVERVIEW

The 2011-2012 local service plan is designed to first and foremost perpetuate the services jointly adopted by the ESD Board and the component school districts for the 2009-2010 school year and the 2010-2011 school—with minor modifications. Due to uncertainties regarding the shape of ESDs in the future and funding issues impacting Oregon, the Douglas County school districts have chosen to perpetuate the existing LSP with minor modifications.

Based upon the current fiscal condition in the State of Oregon and projections for the next few years, it has been the goal of the ESD to provide local districts with a stable level of programs, services, and funding. The goal is to avoid increasing costs and keep intact the full amount available through Menu B. It also assists local school districts in addressing maintenance of effort requirements.

Modifications to the Local Service Plan would include potential outcomes of the Governor's Reset agenda should they become mandated by the Oregon Legislature. Those services include but are not limited to business services, accounting, information technology, human resources, transportation, and selected education programs. The capacity of the ESD to provide contracted support in those areas or to become a part of cooperative efforts is included in the Douglas ESD goals for 2010-2011 and within the local service plan.

Last year, the superintendents decided collectively that one of the major goals of the ESD should be to enhance its footprint in the area of professional development. One of the most significant outcomes of that direction was the Southwest Oregon Leadership Conference which was held on August 9-10 and which drew 185 participants. Other components have included programs for substitutes, new teacher seminars, the support of professional development opportunities for teachers, specialized trainings such as the sexual misconduct training, specialized training technology staff, and a response to individual district requests for support.

The fundamental purpose of a local service plan is to outline ways in which the Douglas ESD can be responsive to the needs of the school districts it serves. This will continue to be the goal of the 2011-2012 document.

Respectfully Submitted,  
George Murdock,  
Superintendent



# SERVING ONE OF OREGON'S

There are some who suggest that rural education in this state is an Eastern Oregon phenomenon, but in Douglas County, which covers a remarkable 5,071 square miles, the boundaries extend from the edge of Crater Lake National Park to the Oregon Dunes along the Pacific Ocean, north to within less than a mile of Cottage Grove and south almost to Grants Pass.

Within these vast parameters are rural venues like Elkton, Drain, Camas Valley, Tiller, Days Creek, Riddle, Glendale, Oakland, and Yoncalla. In the middle, are more populous school districts like South Umpqua in Myrtle Creek, Winton-Dillard, Glide, Roseburg, and Sutherlin.



In all, there are 13 districts served by the Douglas ESD, an agency which binds these far-flung educational entities together. A 14th Douglas County school district, Reedsport, is served by the South Coast ESD. Education service districts play many roles. While they serve all school districts, admittedly they are particularly critical to small districts which have limited staff to handle the tremendous demands placed upon them by the complexities of today's education equation.

Conversely, the Douglas ESD also plays many roles in the Roseburg School District—the county's largest. Among those services are speech and language services, network support, production services, attendance support, secondary transitions, a complex needs classroom, consulting teachers, media, early childhood/early intervention, staff development, data retrieval, programs for hearing and visually impaired students, substitute calling, mental health therapy, leadership training, programs for students with orthopedic impairments and more. Many of these same items are provided in each of the other districts plus other services based upon district needs and interests.

Another mission of the Douglas ESD is to help local school districts assure students that, no matter where they live, they are provided access to a quality education and, whenever possible, the same learning tools enjoyed by students who live adjacent to metropolitan areas. In Douglas County, students aren't just a number, they are real people.

For the past several decades, ESDs have been a frequent topic of discussion on the Oregon Legislature. Based upon several major studies and the work of the Reset Committee, there's no doubt ESDs will continue to garner attention in Salem. Education officials who have met with the Douglas County superintendents have been reminded that one shoe does not fit all and that they are quite satisfied with the model that exists to serve their schools. That model has been created mutually and focuses on the priorities of the districts in this part of Oregon.

# LARGEST COUNTIES

That being said, one of the primary responsibilities of an ESD is to help create efficiencies and a model for effective service. As resources become tight, there is an expectation the role of the ESD will expand in the area of cooperative services. At the time, on a more global scale, the shape and complexion of ESDs might also change as new and broader models of regional service come into play.

Together, the education service district and the local school districts have formed a partnership in order to help make that happen.





# ADMINISTRATION

## George Murdock - Superintendent

Charan Cline - Assistant Superintendent

Andy Boe - Director Special Education

Asthika Welikala - Director of Technology

Barbara Taylor - Director Business Services

Venice Anderson - Assistant Director Business Services

Diana Roberts - Coordinator OTAP/RSOI

Susan Graham - Director Regional EI/ECSE Services

Michael Mahoney - Coordinator Douglas County EI/ECSE & Psychological Behavioral Services

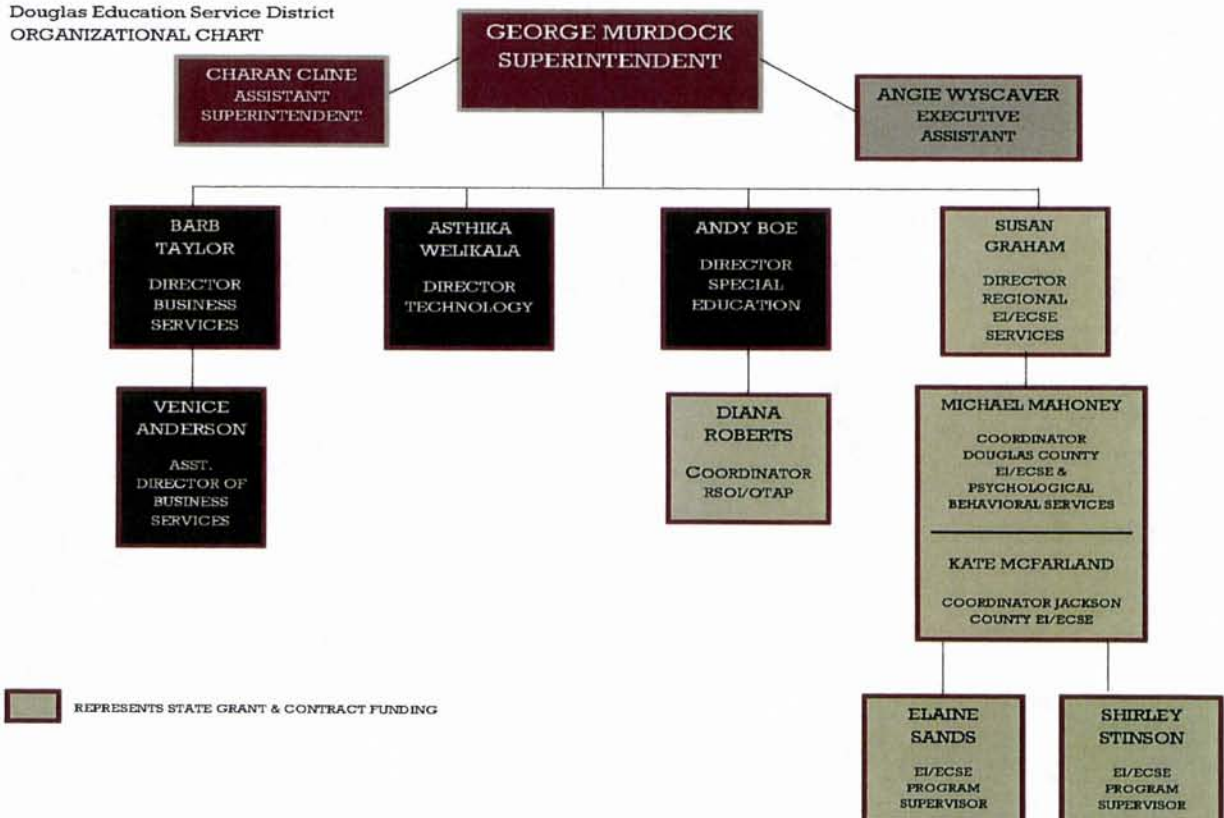
Katherine McFarland - Coordinator Jackson County EI/ECSE

Elaine Sands - Program Supervisor Jackson County EI/ECSE

Shirley Stinson - Program Supervisor Jackson County EI/ECSE

Angie Wycaver - Executive Assistant (Superintendent & Board)

Douglas Education Service District  
ORGANIZATIONAL CHART



# BOARD OF DIRECTORS

<u>DIRECTOR</u>	<u>ZONE</u>	<u>TERM EXPIRES</u>	<u>TO CONTACT</u>
<b>Bernis Wagner, Vice Chair</b> 145 Corona Loop Roseburg, OR 97471	At Large Position #1	June 30, 2013	(cell) 643-3906 (fax) 673-8041 <a href="mailto:oregongirl@rosenet.net">oregongirl@rosenet.net</a>
<b>Patrick Starnes</b> 1881 Strickland Canyon Rd. Roseburg, OR 97471	At Large Position #2	June 30, 2011	(home) 679-0229 (cell) 580-9120 <a href="mailto:umpquapromise@live.com">umpquapromise@live.com</a>
<b>Ferne Healy</b> 2867 NW Kline St. Roseburg, OR 97470	1	June 30, 2011	(home) 672-4735 (cell) 580-9076 <a href="mailto:fhealy@charter.net">fhealy@charter.net</a>
<b>Harry McDermott</b> PO Box 477 Roseburg, OR 97470	2	June 30, 2013	(home) 672-6600 (fax) 672-6677 <a href="mailto:h_mcderm@rosenet.net">h_mcderm@rosenet.net</a>
<b>Hank Perry, Chair</b> 3860 Azalea-Glen Rd. Glendale, OR 97442	3	June 30, 2011	(home) 832-2663 (cell) 218-0422 <a href="mailto:iptomato@frontiernet.net">iptomato@frontiernet.net</a>
<b>Gary Kinnett</b> 939 Buckhorn Rd. Roseburg, OR 97470	4	June 30, 2013	(home) 672-9383 <a href="mailto:kinnett.gary@gmail.com">kinnett.gary@gmail.com</a>
<b>Donna Murray</b> 369 Pleasant Valley Drive Yoncalla, OR 97499	5	June 30, 2013	(home) 849-2406 <a href="mailto:smalltimelivestock@gmail.com">smalltimelivestock@gmail.com</a>



# COMPONENT DISTRICTS

## **Camas Valley SD**

PO Box 57 • 197 Main Camas Rd  
Camas Valley 97416-0057  
Superintendent: Paul Young

## **Days Creek SD**

PO Box 10 • 11381 Tiller Trail Hwy  
Days Creek 97429-0010  
Superintendent: Laurie Newton

## **Elkton SD**

PO Box 390  
Elkton 97436-0390  
Superintendent: Mike Hughes

## **Glendale SD**

PO Box E • 303A Mehlwood Ln  
Glendale 97442-0605  
Superintendent: Lloyd Hartley

## **Glide SD**

301 Glide Loop Dr  
Glide 97443-9744  
Superintendent: Don Schrader

## **North Douglas SD**

PO Box 428  
Drain 97435-0428  
Superintendent: Charan Cline

## **Oakland SD**

PO Box 390 • 537 NE Locust  
Oakland 97462-0390  
Superintendent: Nanette Hagen

## **Riddle SD**

PO Box 45 • 401 First Ave  
Riddle 97469-0045  
Superintendent: Dave Gianotti

## **Roseburg SD**

1419 NW Valley View Dr  
Roseburg 97470-1767  
Superintendent: Larry Parsons

## **South Umpqua SD**

558 SW Chadwick Ln  
Myrtle Creek 97457-9798  
Superintendent: Steve Kelley

## **Sutherlin SD**

531 E Central Ave  
Sutherlin 97479-9532  
Superintendent: John Lahley

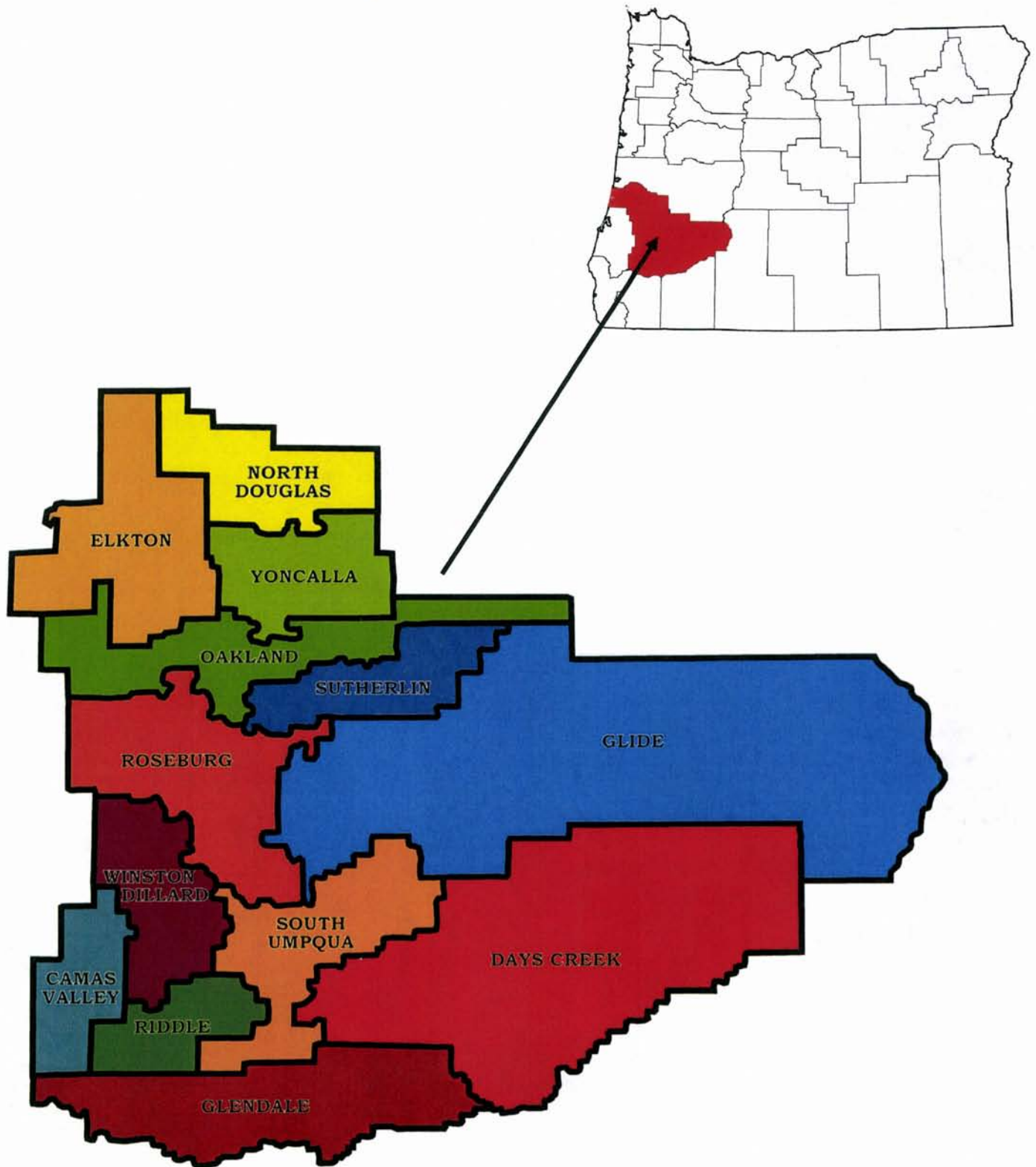
## **Winston-Dillard SD**

620 NW Elwood  
Winston 97496-8568  
Superintendent: Duane Yecha

## **Yoncalla SD**

PO Box 568  
Yoncalla 97499-0568  
Superintendent: Marc Thielman

# LOCATION OF COMPONENT DISTRICTS





# PURPOSE OF THE LOCAL

## Purpose of the Local Service Plan

As a result of HB 3184, the annual resolutions process has been merged into the development of a local service plan which is to be developed jointly by the Education Service District and its component school districts. This local service plan must include the following services:

- (a) **Programs for children with special needs**, including but not limited to special education services for at-risk students and professional development for employees who provide those services.
- (b) **Technology support for component school districts** and the individual technology plans of those districts, including but not limited to technology infrastructure services, data services, instructional technology services, distance learning, and professional development for employees who provide those services.
- (c) **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 address school wide behavior and climate issues, and professional technical education and professional development for employees who provide those services.
- (d) **Administrative and support services for component school districts**, including but not limited to services designed to consolidate component school district business functions, liaison services between the Department of Education and component school districts and registration of children being taught by private teachers, parents, or legal guardians pursuant to ORS 339.035.
- (e) **Other Services**, Included in this category are other services required by state or federal law designed to meet regional needs.

The Board of Directors of the Douglas ESD believe that the creation of a local service plan in cooperation with its member districts and the clear articulation of every program and service offered by the DESD will lead to enhanced understanding, more effective communication, and greater equity of service for all students.

## ESD Assurances

The Douglas ESD will:

- Exert leadership by collaborating in the design and implementation of policy priorities, efficiencies, and partnerships at the state, regional, and local levels;
- Ensure accountability— within statutory governance limits - by acting in a supporting role when appropriate and by facilitating, convening, and brokering activities which help local school districts meet state and federal requirements;
- Meet regularly with school district leadership to discuss emerging issues and challenges and consider mutual roles in their solution;
- Be accountable to agreements reached;
- Respect the integrity of its partnership with each district and the responsibilities and expectations that frame the foundation for effective partnerships;
- Monitor Douglas ESD employee performance
- Direct ESD staff to discuss building level issues regarding service provision with building administrator unless directed otherwise by the school district;
- List program managers service-by-service so problems are identified and resolved in a timely fashion.



# SERVICE PLAN

Further, Douglas ESD will deliver the following services to local districts:

## Universal services:

1. Provide speech therapy services including screening, evaluation and direct therapy focusing on improving classroom communication skills and enhancing literacy development according to students' Individual Education Plan IEP.
2. Provide classroom instruction for students with complex needs subject to placement by individual student IEP teams. Provide consultative services on an itinerant basis for students with orthopedic impairment, autism, traumatic brain injury and/or other health impairment.
3. Provide federally mandated (Child Find under Individuals with Disabilities Education Act [IDEA 2004]) developmental evaluations for children birth-5 years of age suspected of having a developmental delay or disability. Evaluations are comprehensive in nature and consider all areas of development as well as parent input and concerns. Provide leadership, direction and support for all services and programs under the special education umbrella including technical assistance and training. Grant research and writing is provided subject to the approval of the Special Education Advisory Committee.
4. Provide and support a wide area network infrastructure including network security hardware/software, bandwidth considerations, distance learning, video conferencing, instructional technology and emerging technologies, cooperative agreements for purchase of hardware and software, and maintenance and enhancement of technical skills for local districts technology personnel.
5. Provide delivery of digital curriculum and materials to school personnel and students to enhance instruction and student learning.
6. Provide leadership, direction and support for all services and programs under the school improvement umbrella including compliance issues relative to No Child Left Behind [NCLB], OAR Division 22 standards, continuous improvement planning, state monitoring visits (Title programs) submission of desk audit materials, related technical assistance and training. Grant research and writing is provided subject to the approval of the Education Services Advisory Committee.
7. Provide registration to home schooled students.
8. Provide registration, scheduling and payroll management for licensed substitutes.
9. Provide conversion of transcript records to digital format with online access to the district.
10. Provide twice weekly courier services to all schools outside Roseburg.  
Provide daily point for pick-up by couriers from Roseburg and Umpqua Community College.
11. Provide support and consultation to districts with less than 1000 ADM in dealing with attendance issues.





# PURPOSE OF PLAN CONT.

## Local District Assurances

- Ensure accountability by supplying required data to measure success of Local Service Plan programs;
- Agree to meet regularly with the ESD to discuss emerging issues and challenges and consider mutual roles in their solution;
- Be accountable to agreements reached;
- Work with Douglas ESD to analyze student achievement data, as appropriate, and design solutions that can be delivered through regional and statewide collaboration;
- Report immediately to the Douglas ESD program manager any concerns regarding Douglas ESD employee performance and work with manager to correct problem;
- Provide appropriate work space to ESD staff person for service provision;
- Inform Douglas ESD who the school district and/or building contract(s) for each service are. This contract person will collaborate to set work priorities for the ESD staff person in their district.

In cases where the district is the service provider using Douglas ESD funding, the district will:

- Collect and report in a timely fashion outcome data as specified in the performance measures of the Local Service Plan;
- Implement the Action Plan in the Local Service Plan, or, in consultation with the Douglas ESD contact, implement an alternate Action Plan with deliverables leading to achievement or performance measures within the district;
- Report whether the action Plan deliverables are met, nearly met, or not met as of November 1 and April 1;
- Submit an audible record verifying actual spending of Douglas ESD funds for each specific service.

## Dispute Resolution

A determined effort shall be made to settle any difference at the lowest possible level using a progressive approach: informal, verbal between managers; informal, verbal between superintendents; written between superintendents. Confidentiality as it applies to students and staff shall be maintained, however there shall be transparency of issues among superintendents when the issue may impact other districts. External facilitators may be utilized to resolve complex difficult issues.

## Approval

The criteria for approval of the Local Service Plan is two thirds of the component districts with at least 50 percent of the students represented voting in favor of the plan (ORS 334.175(5)(a)(b)). The first step in the approval process is for the plan to be submitted to the Douglas County Superintendents. That took place at their meeting of November 9, 2010. At that meeting, John Lahley moved to approve the 2011-12 Local Service Plan. The motioned was seconded by Dave Gianotti. The motion passed unanimously. It is then submitted to the ESD Board at their December 9 meeting. After approval by the board, it is submitted to each component school district for approval by the local boards.

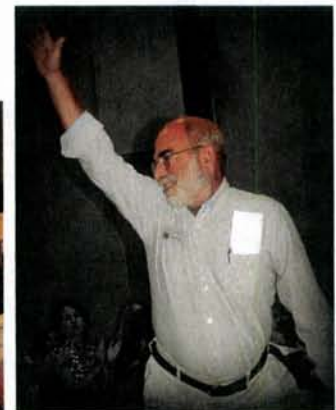
## Amendment Procedure

The Local Service Plan can be amended by a resolution of constituent districts and approval of the ESD Board using the same criteria to approve the original plan (ORS 334.175 (6)).

# BOARD GOALS

## 2010-2011 Board Goals

1. Continue to provide local school districts with a consistent and stable level of programs and services despite the impending state budget crisis
2. Continue to explore how the ESD can foster more efficient and effective management systems in local school districts including services in the area of business, technology, special education oversight, and contracted administrators
3. Implement the state-mandated review of efficiency and effectiveness in terms of services that impact payroll, accounting, and printing
4. Continue to position the Douglas ESD as an effective alternative for contracted services during a period of declining resources.
5. Create a long-term plan for updating the main ESD office building and the replacement of the EI/ECSE Center
6. Continue to build a strong professional development program with specific offerings for teachers, administrators, classified employees, and substitutes



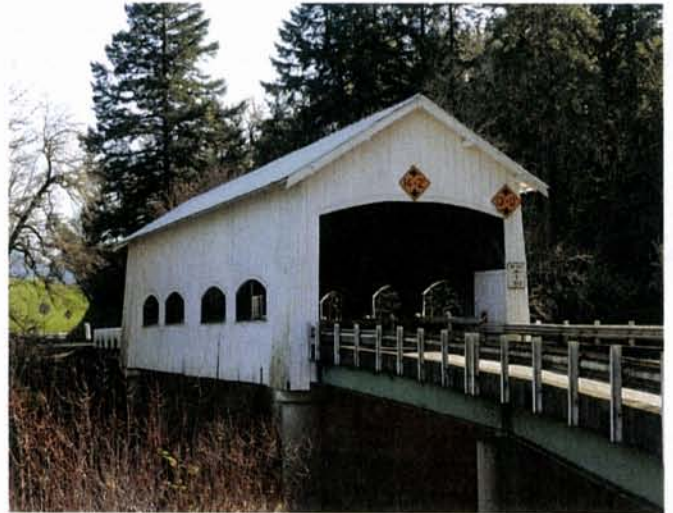


# THE HISTORY OF THE ESD

It would be difficult to pinpoint the exact date when public education was founded in Douglas County.

Early schools were rudimentary operations and there was no mandate requiring records of student attendance or achievement—let alone the actual existence of the schools themselves.

But based upon historical trends among Oregon's settlers, once a community was founded, the schools emerged quickly. Pioneers, who looked sparingly at the provisions they could load on their wagons, placed a premium on the inclusion of books. Those books, carried thousands of miles across the country, formed the foundation upon which early education was built.



Those who have done research on the subject say some of the first schools in the county were at Days Creek, Elkton, Oakland, Glide, Umpqua, Winston-Dillard, and Yoncalla. The first school at Days Creek, which opened in 1853, was in a log cabin. Oakland was organized as a district in 1854, the same year that saw schools operating at Myrtle Creek, Umpqua and Winston-Dillard. Roseburg, which eventually consolidated 16 districts, began as a private school in 1854.

At one time, Douglas County had as many as 171 individual school districts. As the schools, many of them consisting of a single room, began to vanish, sometimes their history went by the wayside. Today, only fourteen school districts remain. Shortly after Douglas County came into existence, a county superintendent was chosen to oversee the far-flung schools that stretched across more than 5,000 square miles.

The superintendent was required to make at least one annual visit to each school and with transportation nothing like it is today, some of those visitation trips consumed several days. Today, although it's an ambitious undertaking, it's possible to visit every district in a single day. The position of county superintendent, which in the case of Douglas County dates back about 160 years, went through a series of transitions ultimately morphing into today's education service district.

Just as services provided by local school districts have changed dramatically over the years, so too have the services available through the ESD. Major initiatives like special education, early childhood education, sophisticated teacher training, internet support and connectivity, and a host of other services, were unheard of in the isolated schools which first dotted the county.

Today, the entity which got its start seeking to weave together a series of one-room schools now finds itself inextricably interwoven into the fabric of everyday life in a county-wide system of schools which looks much different than it did more than a century-and-a-half ago.

And yet, sixteen decades later, the fundamental mission remains the same – provide the children of Douglas County with the best possible educational experience.



# ORGANIZATION

The Douglas ESD has been organized into five divisions which coincide with the mandates of the local service plan. These divisions and their chief administrators include:

- Special Programs
- Technology
- School Improvement
- Administration and Support Services
- Major State Grants/Contracts

## Annual Performance Measure

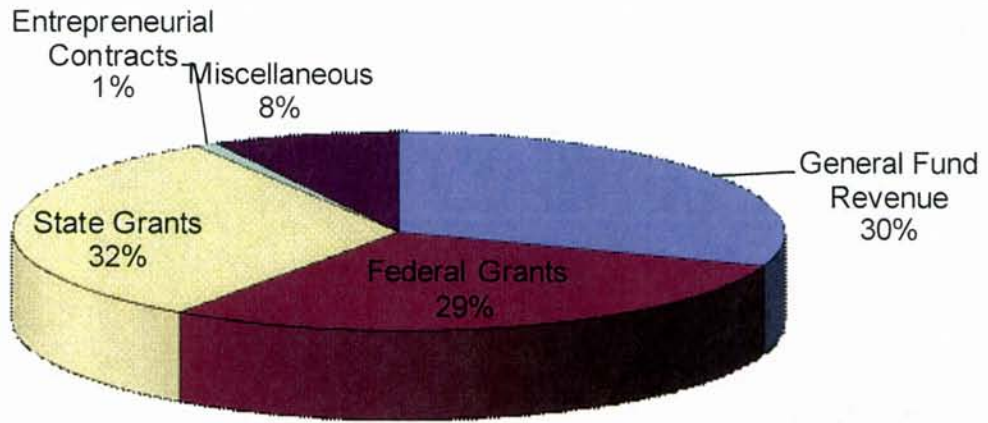
This local service plan will be measured annually by the component school districts using a four-point rating scale. The ESD shall submit a list of all services provided under the local service plan to each local district for the purpose of measuring the effectiveness of each service. A summary of this performance measurement shall be provided to all local school district boards, all local school district superintendents, and to the board of the ESD. Each department shall be responsible for the development of this rating instrument and for its implementation.



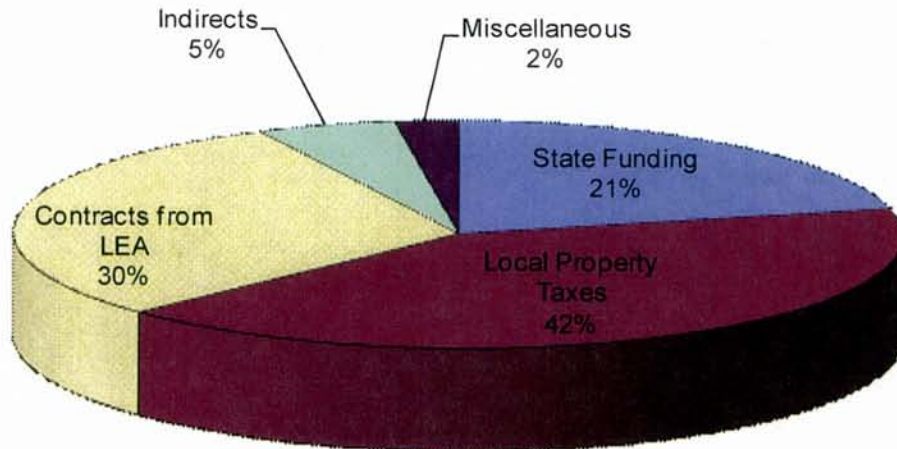


# REVENUE DETAIL (GENERAL & ALL FUNDS)

## ESD Revenue Detail - All Funds

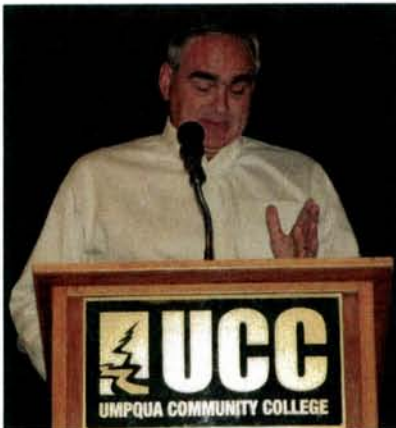
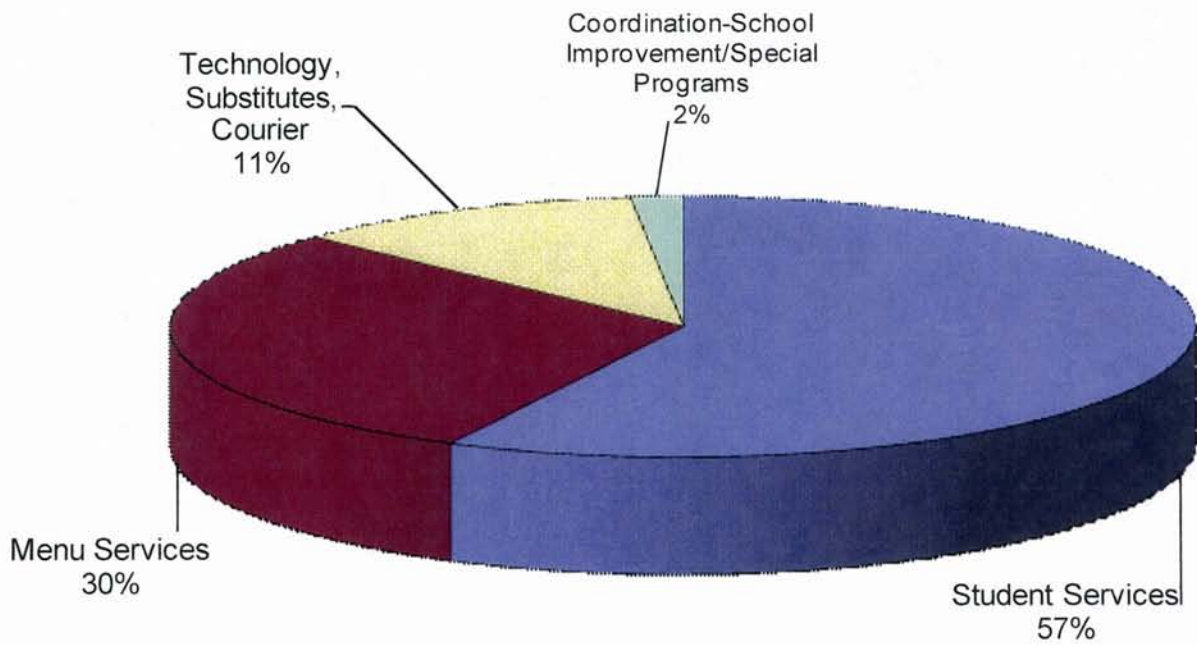


## ESD General Fund Revenue Detail



# EXPENDITURES

## General Fund Resolution Expenditures





# SPECIAL PROGRAMS

## **Speech Therapy: 16.9 FTE**

Speech and language services are provided by licensed speech-language pathologists and speech - language assistants. Students who qualify receive services according to their IEP, with therapy services focusing on improving classroom communication skills and enhancing literacy development.

## **STUDENTS WITH LOW INCIDENCE CONDITIONS**

### **Complex Needs Classroom: 3.95 FTE**

Direct services are provided students who meet the definition of complex needs. This includes a placement option at Fir Grove School in a self-contained classroom for elementary age/functional level students with chronic and/or fluctuating health status who need intensive support in the form of frequent monitoring and judgments about their care. Staffing includes a Licensed Practical Nurse.

### **Low Incidence Itinerant/Consultative Services: 5.9 FTE**

Direct and/or consultative services are provided on an itinerant basis for students with orthopedic impairment, autism spectrum disorder, traumatic brain injury, and/or other health impairment with significant motor involvement. Services are provided by occupational therapists, physical therapists, augmentative communication specialist, complex needs nurse and consulting teachers.

### **Program for Students with Vision Impairment and Deaf/Hard of Hearing**

Brailleists transcribe instructional materials for visually impaired students and sign language interpreters sign for deaf and hard of hearing students so they can access instruction.

## **AT-RISK STUDENTS**

### **Behavior Consultants: 0.8 FTE**

Behavior consultants assess the needs of students referred, conduct Functional Behavior Assessments (FBAs) and develop Behavior Intervention Plans (BIPs), both formal and informal assessments and plans as appropriate, and provide individual counseling. Behavior consultants also provide consultation for behavior management to school and classroom staff and to parents. They further assist with the implementation of Positive Behavior & Intervention Support (PBIS) at the district and school building levels as needed.

### **Mental Health Therapy**

Mental health therapists interview, assess, and if appropriate make diagnoses. Individual and family therapy services are provided as identified. Services are provided by Douglas County Mental Health

### **Enhanced Attendance: 0.68 FTE**

Attendance liaison provides proactive intervention services to students and families to improve student attendance.





# SCHOOL IMPROVEMENT

## Instructional Improvement Services

### **Instructional Services including Grant Research and ODE Liaison: 1.05 FTE**

Leadership, direction, support and coordination of delivery of services within School Improvement to assist districts with compliance issues relative to NCLB, Division 22 standards, Continuous Improvement Planning, and other local, state and federal mandates. Technical assistance to districts prior to state monitoring visits (Title programs) and/or submission of desk audit materials. Link with State Oregon Department of Education, Education Enterprise Steering Committee, US Department of Education or other agencies. Participate in monthly meetings with superintendents, special education, curriculum/school improvement. Disseminate and gather information using email and print. Grant research and writing is provided upon approval of Educational Services Advisory Committee (ESAC.)

### **Professional Development Coordination: 1.0 FTE**

Coordinate resources and delivery of professional development opportunities and content, specifically supporting educators in effective strategies and practice in curriculum, instruction and assessment which lead to improvement in school buildings and districts. Provide school specific on-site professional development for teachers, administrators, and classified staff. Provide professional development for administrators, teachers, new teachers, classified staff, and substitutes in workshops and seminars. Summer professional development programs for administrators and teachers serve educators on a local and statewide level.

### **Secondary Transitions Support including YTP: 1.0 FTE**

Support to schools and/or districts in successful transitions of students from high school to their next steps (work, further education, military, etc.). Staff provide technical assistance with the integration of Career Related Learning Standards and Experiences to meet graduation requirements and technical assistance to students with significant developmental disabilities who need assistance transitioning to employment or post secondary services.

### **Registration of Home Schooled Children**

Provide registration to students home schooled in Douglas County.





# ADMINISTRATION & SUPPORT

## ADMINISTRATIVE AND SUPPORT SERVICES

### **Countywide Licensed Substitute Service: 1.0 FTE**

Registration, evaluation and payment of licensed substitutes. Use of an on-line system for scheduling of substitutes across Douglas County. Professional development programs targeting the unique needs of substitute teachers.

### **Digital Imaging**

Conversion of transcript records to digital format at no cost to component districts, online access for school districts, and expansion to digital retention and retrieval of payroll and other fiscal documents on a fee-for-service basis.

### Contracted Services

Through the creation of cooperatives, consortiums, and individual contracts, the ESD will partner with local school districts to meet their needs in terms of providing quality leadership and opportunities for cost-effective initiatives. These services may include but would not be limited to:

- Superintendent Services – The opportunity for individual districts to contract with the ESD for a superintendent
- Special Education/Program Oversight – The opportunity for districts to contract with the ESD for special education consultation and program leadership
- Technology – The opportunity for districts to contract with the ESD for management and delivery of local technology services
- Business Services – The opportunity for local districts to contract with the ESD for business services including such functions as payroll, accounting, accounts payable, accounts receivable, budget development consultation
- Human Resources - The opportunity for local districts to become members of a human resource consortium or to contract with the ESD to provide assorted human resource functions.

### **Boundary Board**

Douglas ESD Board of Directors addresses boundary issues as outlined in ORS 330.080.

### **Courier/Media - Equipment & Kit Delivery: 0.375 FTE**

Provide courier services to each school in every component district one day a week. Oversees coordination of kits, videos and materials county wide.

## PRINT SHOP

### **Print Shop Services: 2.0 FTE**

Full service color printing, offset press images, bindery, tabbing, graphic arts and wide-format printing. Authorizes print services to UCC, other governments and local non-profits as outlined in the Print Shop Business Plan.



# MAJOR STATE GRANTS/CONTRACTS



## **Oregon Technology Access Program (OTAP): 2.75 FTE**

The Oregon Technology Access Program (OTAP) provides training, information, technical assistance and resources regarding the uses of technology for children with disabilities, statewide. OTAP services are available to anyone concerned with the needs of Oregon's children with disabilities from birth to age twenty-one. The program is administered by Douglas ESD under a contract of the Oregon Department of Education (ODE). Staff is housed in the Roseburg Office, serving districts throughout Oregon.



## **Regional Services for Students with Orthopedic Impairments (RSOI): 1.30 FTE**

RSOI provides services to professionals and families concerned with the needs of young children and students with orthopedic impairments, from birth to 21 years of age. The program provides information, training, resources and referrals to school districts and educational programs throughout Oregon. RSOI is funded by the Oregon Department of Education under a contract with Douglas ESD. Like the contract for OTAP, the Regional Services for Students with Orthopedic Impairments program is housed in the Roseburg Office with RSOI staff serving all districts in Oregon.

## **Early Intervention/Early Childhood Special Education (EI/ECSE): 82.66 FTE**



### **(Direct Service FTE - Douglas & Jackson Counties)**

The Early Intervention/Early Childhood Special Education (EI/ECSE) program provides services for families with children age birth to five who have developmental delays. The Oregon Department of Education contracts with Douglas ESD to coordinate the services for the Southern Oregon region, which includes Douglas, Jackson, Josephine, Klamath and Lake counties. Douglas ESD subcontracts with other educational agencies to provide services in Josephine, Klamath and Lake counties; and directly administers the Douglas and Jackson County Programs. The EI/ECSE program is active in child find activities, and provides information throughout the community in order to reach families who may need services. Referrals are taken from parents and community partners, which may be followed by screening and comprehensive evaluation. For children who are found eligible, a service plan is developed with family input. Services are provided through home visits, toddler groups, ECSE classrooms, speech-language groups, and consultation to community preschools and Head Start programs. The staff of the EI/ECSE program work collaboratively with other community agencies to provide services to young children by serving on advisory boards and providing training to parents, day-care providers and preschool personnel.



### **Assessment: 2.0 FTE**

The Assessment Support Center is a contract with Oregon Department of Education to provide support and training services for the statewide implementation of Oregon Assessment of Knowledge and Skills (OAKS), helpdesk and data collections support for schools in 11 counties in Southern Oregon along with then coordination of four Scoring Centers for the writing assessment.

## **Long Term Care and Treatment: 3.95 FTE**

The Therapeutic Learning Classroom is a partnership between Douglas County Mental Health, local school districts, and Douglas ESD to provide sheltered treatment services for children with diagnosed mental health conditions. The program has two classrooms, one located in the northern region and one in the southern part of Douglas County. Children are placed in the classrooms by Douglas County Mental Health through a collaborative process with the child's resident school district.

## **Teaching American History: 2.0 FTE**

The Teaching American History grant program is administered by the United States Department of Education, funded under Title II-C, Subpart 4 of the Elementary and Secondary Education Act. Our project has three major goals: (a) improve the teaching of American history in the 23 school districts served by the Douglas and South Coast ESDs (b) promote change beyond the individual classroom by creating consistent pedagogical practices from elementary to high school and strong small learning communities; (c) improve student achievement in U.S. history through the improvement in their teachers' instructional practices and content knowledge.



# DOUGLAS EDUCATION SERVICE DISTRICT

**Purpose:** The purpose of DESD is to assist component districts to educate Children

**Vision:** Children achieve educational excellence

**Mission:** DESD provides leadership as well as equitable, high quality, cost effective and locally responsive services to school districts

## Core Values

Our sole reason for existence is to understand and respond to the needs of our districts and to serve the children for whom we have responsibility

### Commitment

This organization and its staff are driven by a passion for serving children and their families

- + Children are provided with appropriate services
- + Children experience academic success through innovative, research-based therapeutic or learning activities

### Hope

We have faith in the potential, dignity, and worth of every child

- + We surround the children and families we serve with possibilities and we provide them with encouragement and confidence

### Expertise

We are recognized for the energy, excellence and ethics we bring to our individual disciplines and to our collaborative ventures

- + Our own learning is critical
- + We advance our profession

### Service

Kids, schools, and communities are our reason for being

- + It's about them - not us
- + We act on our service commitment
- + We deliver on our promises

### Spirit

We have the motivation, fire and inspiration to make a difference

- + We have a low tolerance for bureaucratic barriers
- + We aren't afraid to try something new and different
- + Our attitude sets us apart

In the end, we are an organization whose reputation is built--not by grand schemes--but rather through modest acts of daily practice carried out by dedicated professionals.



# "The future of Douglas County is in our schools today"



## Your Public Schools


Serving the children of Douglas County  
for over 150 years

Camas Valley Schools  
Elkton Schools  
Glide Schools  
Oakland Schools  
Roseburg Schools  
Sutherlin Schools  
Winston-Dillard Schools

Days Creek Schools  
Glendale Schools  
North Douglas Schools  
Riddle Schools  
South Umpqua Schools  
Yoncalla Schools  
Douglas Education Service District

*"Education is more than a luxury:  
it is a responsibility that society owes to itself"*  
Robin Cook





# **District Response**

## **Douglas Education Service District**

### **2010-2011 Performance**

#### Assessment Criteria

- Did the ESD deliver on the service plan that was adopted for 2010-2011 school year?
- Is the ESD responsive to questions about the delivery of services?
- Does the ESD respond to suggestions regarding improvements in the delivery and scope of services?
- Is the ESD providing professional development opportunities?
- Is the ESD transparent in its financial operations and in reporting to the districts?
- Does the ESD function as a partner to school districts in the education process?

# Camas Valley School District 21

P.O. Box 57  
197 Main Camas Road  
Camas Valley, OR 97416

## Douglas ESD

### Satisfaction Survey

2010-2011

Yes  The ESD delivered on the service plan that was adopted for the 2010-2011 school year?

Yes  The ESD was responsive to questions about the delivery of services?

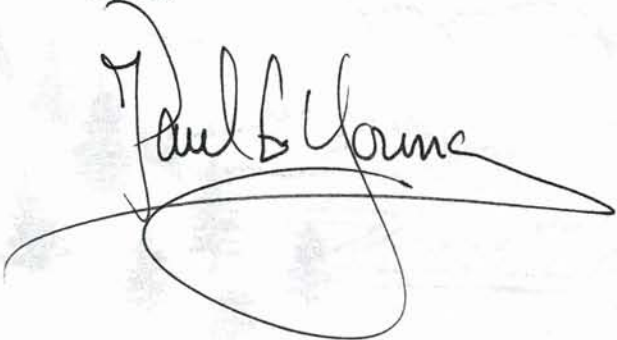
Yes  The ESD responds to suggestions regarding improvements in the delivery and scope of services?

Yes  The ESD provides professional development opportunities?

Yes  The ESD is transparent in its financial operations and in reporting to districts?

Yes  The ESD functions as a partner to school districts in the education process?

Signed,



*Educating for the 21<sup>st</sup> Century*



*Sony, sofab!*

# Douglas ESD

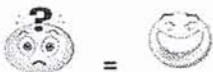


## Satisfaction Survey 2010-2011

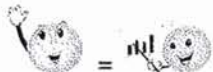


year?

The ESD delivered on the service plan that was adopted for the 2010--2011 school



The ESD was responsive to questions about the delivery of services



scope of services?

The ESD responds to suggestions regarding improvements in the delivery and



appropriate to the needs of the school district.

The ESD provides professional development opportunities which are



The ESD is transparent in its financial operations and in reporting to districts?



The ESD function as a partner to school districts in the education process?

Signed,



*Janice Gustafson*  
*Supt. Douglas Co SD 15*  
*Days Creek*

*"Excellence in Education"*

### Elkton Charter School #34

Elkton High School  
739 River Road  
Elkton, OR 97436  
Ext. #1  
Fax: (541) 584-2227



739 River Road  
P.O. Box 390  
Elkton, OR 97436  
Phone (541) 584-2228  
Fax (541) 584-2227



Elkton Grade School  
15856 St. Hwy 38  
Elkton, OR 97436  
Ext. #2  
Fax: (541) 584-2113

Mike Hughes, Supt./Principal - Ext. 202 & 302

Rita VanCampen, Business Manager - Ext. 213

# Douglas ESD

## Satisfaction Survey

2010-2011

Yes \_\_\_\_\_ The ESD delivered on the service plan that was adopted for the 2009-2010 school year?

Yes \_\_\_\_\_ The ESD was responsive to questions about the delivery of services?

Yes \_\_\_\_\_ The ESD responds to suggestions regarding improvements in the delivery and scope of services?

Yes\_\_ The ESD provides professional development opportunities?

Yes \_\_\_\_\_ The ESD is transparent in its financial operations and in reporting to districts?

Yes The ESD functions as a partner to school districts in the education process?

Signed,





# Douglas ESD

## Satisfaction Survey

2010-2011

The ESD delivered on the service plan that was adopted for the 2010-2011 school year?

The ESD was responsive to questions about the delivery of services?

The ESD responds to suggestions regarding improvements in the delivery and scope of services?

The ESD provides professional development opportunities?

The ESD is transparent in its financial operations and in reporting to districts?

The ESD functions as a partner to school districts in the education process?

Signed,

*Lloyd Hartley*

- All is great!



# Douglas ESD

## Satisfaction Survey

2010-2011

YES  The ESD delivered on the service plan that was adopted for the 2010--2011 school year?

YES  The ESD was responsive to questions about the delivery of services?

YES  The ESD responds to suggestions regarding improvements in the delivery and scope of services?

Not Sure  The ESD provides professional development opportunities which are appropriate to the needs of the school district.

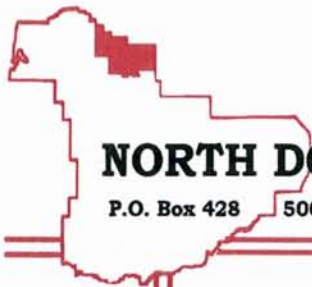
YES  The ESD is transparent in its financial operations and in reporting to districts?

YES  The ESD function as a partner to school districts in the education process?

Signed,

*Don Strader*





# NORTH DOUGLAS SCHOOL DISTRICT NO. 22

P.O. Box 428 500 So. Main St. Drain, OR 97435 (541) 836-2223 (541) 836-7558

5/16/11

## **Douglas ESD** **Satisfaction Survey** **2010-2011**

Yes The ESD delivered on the service plan that was adopted for the 2010-2011 school year?

Yes The ESD was responsive to questions about the delivery of services?

Yes The ESD responds to suggestions regarding improvements in the delivery and scope of services?

Yes The ESD provides professional development opportunities?

Yes The ESD is transparent in its financial operations and in reporting to districts?

Yes The ESD functions as a partner to school districts in the education process?

Signed,

Charan Cline  
Superintendent  
North Douglas School District

COMMITTED  
TO  
EXCELLENCE!

# Douglas ESD

## Satisfaction Survey

2010-2011

Yes \_\_\_\_\_ The ESD delivered on the service plan that was adopted for the 2010--2011 school year?

Yes \_\_\_\_\_ The ESD was responsive to questions about the delivery of services?

Yes \_\_\_\_\_ The ESD responds to suggestions regarding improvements in the delivery and scope of services?

Yes \_\_\_\_\_ The ESD provides professional development opportunities which are appropriate to the needs of the school district.

Yes \_\_\_\_\_ The ESD is transparent in its financial operations and in reporting to districts?

Yes \_\_\_\_\_ The ESD function as a partner to school districts in the education process?

Signed,



Nanette Hagen-Superintendent

Oakland School District





# Riddle School District



## Douglas ESD

Satisfaction Survey

2010-2011

DS The ESD delivered on the service plan that was adopted for the 2010--2011 school year?

DS The ESD was responsive to questions about the delivery of services?

DS The ESD responds to suggestions regarding improvements in the delivery and scope of services?

DS The ESD provides professional development opportunities which are appropriate to the needs of the school district.

DS The ESD is transparent in its financial operations and in reporting to districts?

DS The ESD function as a partner to school districts in the education process?

Signed,



Roseburg Public Schools

# Douglas ESD

## Satisfaction Survey

2010-2011

The ESD delivered on the service plan that was adopted for the 2010--2011 school year?

The ESD was responsive to questions about the delivery of services?

The ESD responds to suggestions regarding improvements in the delivery and scope of services?

The ESD provides professional development opportunities which are appropriate to the needs of the school district.

The ESD is transparent in its financial operations and in reporting to districts?

The ESD function as a partner to school districts in the education process?

Signed,

*Larry C. Parsons*  
Superintendent  
MAY 23, 2011

Roseburg Public Schools  
Administration  
1419 N.W. Valley View Dr.  
Roseburg, OR 97471  
Voice (541) 440-4015  
Fax (541) 440-4003

Eastwood Elementary School  
2550 S.E. Waldon  
Roseburg, OR 97470  
Voice (541) 440-4180  
Fax (541) 440-4182

Fir Grove Elementary School  
1360 W. Harvard Blvd.  
Roseburg, OR 97471  
Voice (541) 440-4085  
Fax (541) 440-4086

Fullerton IV Elementary School  
2560 W. Bradford Drive  
Roseburg, OR 97471  
Voice (541) 440-4081  
Fax (541) 440-4082

Green Elementary School  
4498 S.W. Carnes Road  
Roseburg, OR 97471  
Voice (541) 440-4127  
Fax (541) 440-4017

Hucrest Elementary School  
1810 N.W. Kline  
Roseburg, OR 97471  
Voice (541) 440-4188  
Fax (541) 440-4191

John C. Fremont Middle School  
850 W. Keady Court  
Roseburg, OR 97471  
Voice (541) 440-4055  
Fax (541) 440-4060

Joseph Lane Middle School  
2153 N.E. Vine Street  
Roseburg, OR 97470  
Voice (541) 440-4104  
Fax (541) 440-4100

Melrose Elementary School  
2960 Melrose Road  
Roseburg, OR 97471  
Voice (541) 440-4077  
Fax (541) 440-4078

Roseburg High School  
400 W. Harvard Avenue  
Roseburg, OR 97470  
Voice (541) 440-4142  
Fax (541) 440-8296

Rose Elementary School  
948 S.E. Roberts Avenue  
Roseburg, OR 97470  
Voice (541) 440-4123  
Fax (541) 440-4124

Sunnyslope Elementary School  
2230 S.W. Cannon Road  
Roseburg, OR 97471  
Voice (541) 440-4192  
Fax (541) 229-7815

Winchester Elementary School  
217 Pioneer Way/P.O. Box 778  
Winchester, OR 97495  
Voice (541) 440-4183  
Fax (541) 440-4187

**Whatever  
it takes!**





558 SW Chadwick Lane ♦ Myrtle Creek, OR 97457

# Douglas ESD

## Satisfaction Survey

2010-2011

- The ESD delivered on the service plan that was adopted for the 2010-2011 school year?
- The ESD was responsive to questions about the delivery of services?
- The ESD responds to suggestions regarding improvements in the delivery and scope of services?
- The ESD provides professional development opportunities?
- The ESD is transparent in its financial operations and in reporting to districts?
- The ESD functions as a partner to school districts in the education process?

Signed,

Steve Kelley  
Superintendent  
Steve.kelley@susd.k12.or.us

Phone: 541.863.3115  
Fax: 541.863.5212

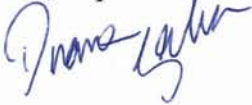


Dr. Duane Yecha, Superintendent Kevin Miller, Human Resources and Special Education

**620 NW Elwood, Winston, OR 97496**

(541) 679-3000 FAX (541) 679-4819

To: George Murdock, Superintendent

From: Duane Yecha 

Re: Douglas ESD Satisfaction Survey for 2010-2011

Date: 5/16/11

Yes, the ESD delivered on the service plan that was adopted for the 2009-2010 and 2010-11 school years?

Yes, the ESD was responsive to questions about the delivery of services?

Yes, the ESD responds to suggestions regarding improvements in the delivery and scope of services?

Yes, the ESD provides professional development opportunities?

Yes, the ESD is transparent in its financial operations and in reporting to districts?

Yes, the ESD functions as a partner to school districts in the education process?



# Yoncalla School District No. 32

Administrative Office  
P.O. Box 568 – Yoncalla, Oregon 97499

Phone: (541)849-2782

Fax: (541) 849-2190

## Douglas ESD

### Satisfaction Survey

2010-2011

yes The ESD delivered on the service plan that was adopted for the 2010--2011 school year?

yes The ESD was responsive to questions about the delivery of services?

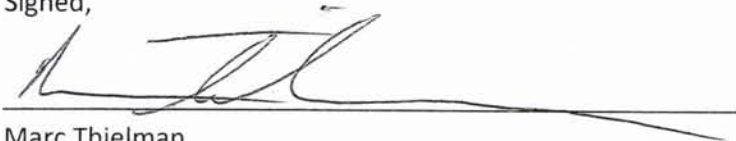
yes The ESD responds to suggestions regarding improvements in the delivery and scope of services?

yes The ESD provides professional development opportunities which are appropriate to the needs of the school district.

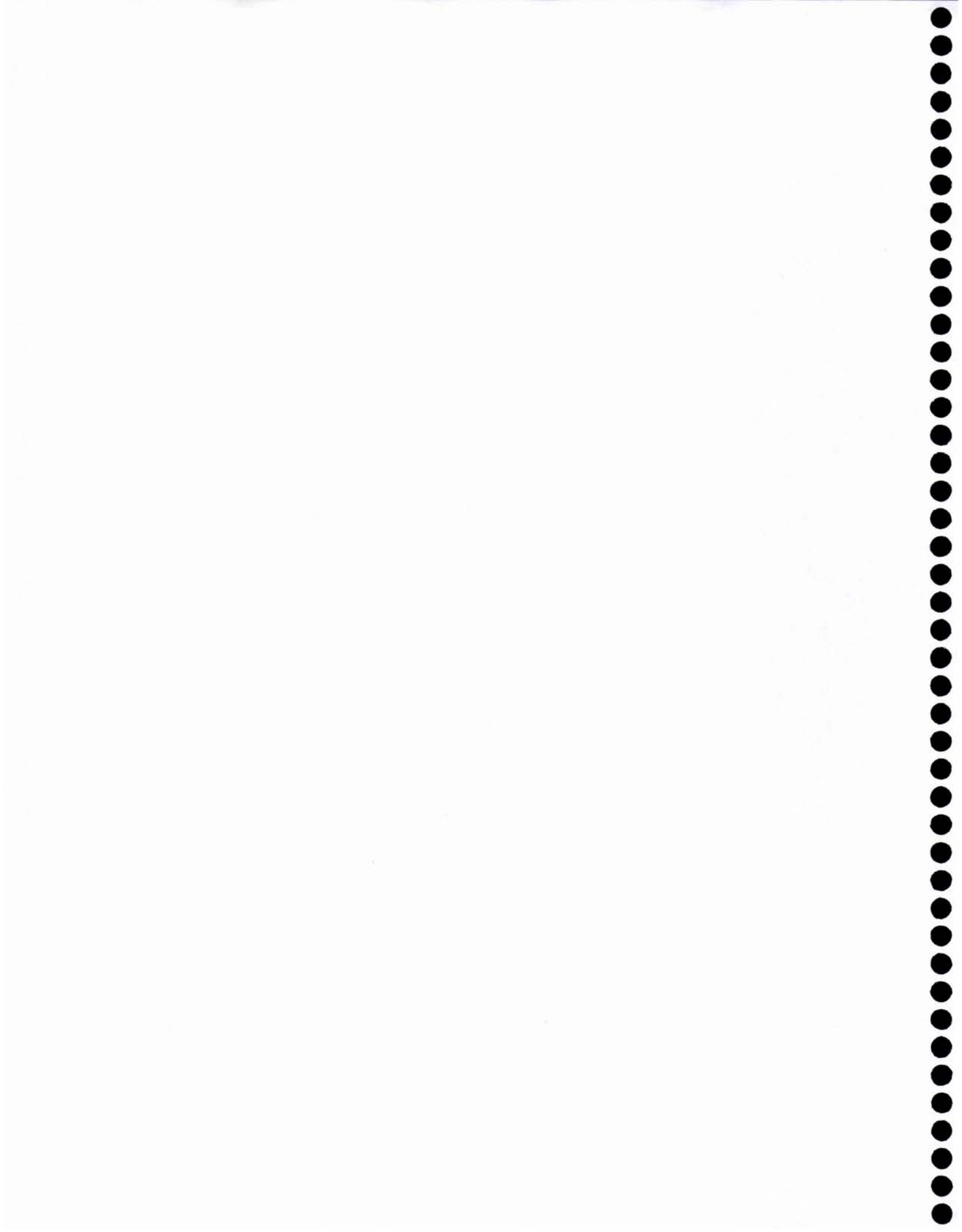
yes The ESD is transparent in its financial operations and in reporting to districts?

yes The ESD functions as a partner to school districts in the education process?

Signed,



Marc Thielman  
Superintendent  
Yoncalla School District # 32





## **Accounting, Payroll & Printing**

The Douglas ESD is required by law during the 2010-2011 school year to examine the status of accounting, payroll, and printing activities in the districts served by the ESD. The ESD has a modern print shop and serves all 13 local districts. In terms of payroll and accounting, the Roseburg school district provides payroll and accounting services which serve approximately half of the student population of Douglas County. There have historically been twelve other systems which serve the other half. That changed a bit this year when the ESD took over all business and human resource services for the Yoncalla School District and took over payroll services for the Glendale School District. A third district is expected to be added during the 2011-2012 school year.

### **Printing**

The ESD print shop serves each of the local school districts plus a number of other non-profit and governmental organizations. In addition, some discussions are being held with other school districts and other ESDs outside of the current configuration. At least one other ESD has examined the efficiency of its own print shop operation and determined it might be cost effective to look to the Douglas ESD for those services.

### **Accounting & Payroll**

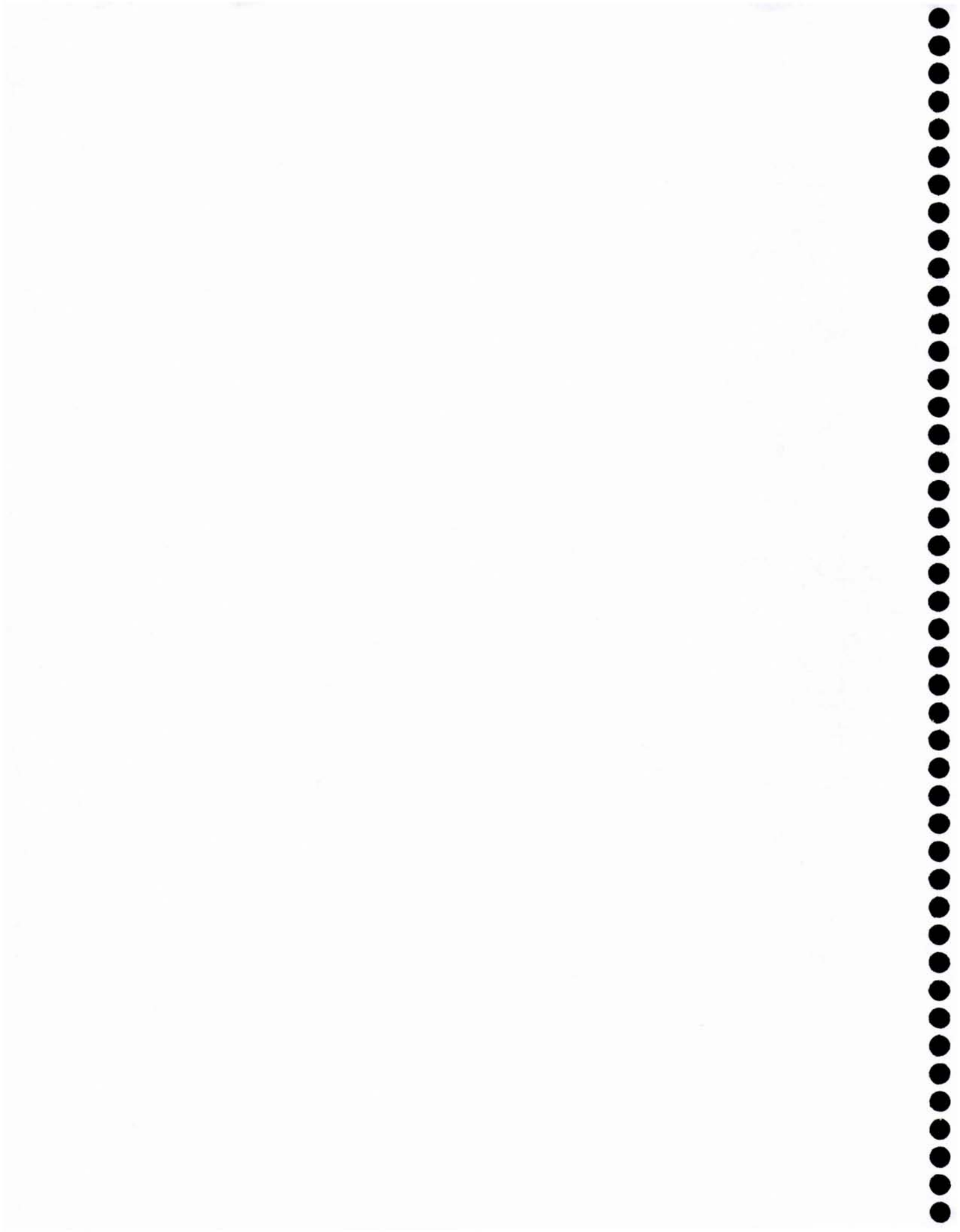
During the past two years, a number of smaller districts in Douglas County have begun working with the ESD to determine the efficiency of contracting all or part of their accounting and payroll services with the ESD.

In the case of the smaller districts, it has generally been determined that on a straight service basis, the work can be done at less cost by the ESD. Two districts, Glendale and Yoncalla, have actually come to the ESD for service. Yoncalla has experienced a saving of \$40,000 a year by contracting for business services with the ESD. Glendale saved approximately \$35,000 by contracting with the ESD for payroll services. As noted earlier, a third district will likely be added for 2011-2012. Several other smaller districts have also worked with the ESD to compare costs and in several cases they have indicated when there is an opening, they will contract with the ESD.

In other districts, the complication comes not when just considering the basic cost of the service but rather because central office support staff in small districts generally wear a variety of hats. While the basic accounting or payroll services could be contracted to the ESD, those personnel might also be the only other person in the office beside the administrator and so they serve in other capacities such as reception, board secretary, lunchroom assistance, student supervision, or handle other secretarial duties.

### **Yoncalla Audit**

The Douglas ESD, in partnership with the Oregon Department of Education, conducted a comprehensive, \$51,000 audit of the Yoncalla School District in order to address serious accounting concerns. This was an almost unprecedented partnership between the state department, an ESD, and a local school district. The audit resulted in fifteen pages of findings and major adjustments in the operation of the district's business functions.





ESD SELF-APPRAISAL REPORT

The following Oregon Administrative Rules have been selected for review for the current year.

INSTRUCTIONS: A "YES" or "NO" response is required for each of the legal requirements listed on the form. For each "NO" response, please explain why the ESD is out of compliance, and when and how the situation will be corrected. Please use the form at the end of this document.

LOCAL SERVICE PLAN (OAR 581-024-0285)

The district has developed and adopted a Local Service Plan. .... YES X NO     

The district's Local Service Plan was approved by the boards of the component school districts via the resolution process on or before March 1. .... YES      NO X

The Local Service Plan included all services and facilities provided by the district including the core services as defined in ORS 334.175. .... YES X NO     

The Local Service Plan contained annual performance measures. .... YES X NO     

Amendments to the Local Service Plan were properly approved according to ORS 334.175 (6). .... YES X NO     

The district expended, or plans to expend, 90% of all amounts received from the State School Fund, including local revenues as defined in ORS 327.019 (1) (b), less the amounts distributed under ORS 327.019 (8) on services approved in the Local Service Plan. .... YES X NO     

The district expended, or plans to expend, 100% of all amounts received from the School Improvement Fund on services adopted in the Local Service Plan through the resolution process. .... YES X NO     

The district has offered to provide component districts services in the following categories:

- Children with Special Needs ..... YES X NO
- Technology Support ..... YES X NO
- School Improvement ..... YES X NO
- Administrative and Support ..... YES X NO

Other services required by state or federal law, or approved in the Local Service Plan, but not included in another category. .... YES X NO     

The district's Local Service Plan addresses the Core Service Goals as required in ORS 334.175 (1)..... YES X NO     

The district has properly documented all entrepreneurial services it provides to non-component school districts, other public, nonprofit and private entities as required in ORS 334.185 and OAR 581-024-0205 (11)..... YES X NO

The district has forwarded, or will forward, a copy of its Annual Report including its 2009-2010 Local Service Plan to the Department by June 30..... YES X NO     

MISSION, ROLES AND GOALS (OAR 581-024-0208)

The district has adopted a statement of goals compatible with the legislated mission, roles and goals as set forth in ORS 334.175. .... YES X NO     

ADMINISTRATION (OAR 581-024-0240)

The district has completed and forwarded promptly all reports required by state and federal governments. .... YES X NO       
All district employees responsible for funds, fees or cash collections are covered under a district board-approved bond. .... YES X NO     

STAFF (OAR 581-024-0245)

The district has assigned licensed personnel in accordance with Rules of Licensures as determined by the Teachers Standards and Practices Commission. .... YES X NO       
The district maintains current personnel policies. .... YES X NO       
The district maintains an organization chart that describes the relationship between the board and its employees. .... YES X NO       
The district makes copies of its policies available to the employees and the public. .... YES X NO     

DISTRICT BOUNDARY BOARD (OAR 581-024-0250)

Minutes of boundary board meetings are recorded and maintained. .... YES X NO       
Boundary board meetings and minutes are separate from the district board meetings and minutes. .... YES X NO       
Records of component districts' boundaries and identification numbers are maintained by the district based on information in the office of the respective county assessor. YES X NO       
Adopted policies related to boundary board matters have been adopted under ORS 330.090. .... YES X NO       
Procedures for conducting hearings, reporting findings and conclusions comply with OAR 581-025-0005 through 0015. .... YES X NO



ATTENDANCE SUPERVISION (OAR 581-024-0255)

The district provides attendance supervision for component school districts of less than 1,000 ADM. This service is in the approved Local Service Plan, and is included in the district's expenditure requirement. .... YES X NO     

CHILDREN INSTRUCTED BY PARENT OR PRIVATE TEACHER (OAR 581-024-0257)

The district has adopted and implemented policies and procedures in accordance with OAR 581-021-0026 through 0029. .... YES X NO     

BUDGETS (OAR 581-024-0260)

The district can provide evidence that the district's budget has been properly developed, adopted and implemented. .... YES X NO     

BUDGET COMMITTEE (OAR 581-024-0262)

The district's budget committee has been appointed according to ORS 334.240, except in counties which have a Tax Supervising and Conservation Commission. .... YES X NO     

The district has adopted policies which assure component districts equitable representation, identify the nomination and appointment procedures, and set terms of office for three years. .... YES X NO     

AUDITS (OAR 581-024-0265)

{The district has insured that an annual audit of its component districts and its own accounts has {been conducted. .... YES X NO     

{The district maintains a file of component districts' and its own audits in the district {headquarters. .... YES X NO     

STATE BOARD ASSISTANCE (OAR 581-024-0270)

The district has assisted the State Board of Education and the Department of Education pursuant to provisions of ORS 334.005 (2) in providing state-level services and support of statutes and standards. .... YES X NO     

The district verifies it has assisted component districts to comply with statutes and rules applicable to their operation. .... YES X NO     

The district has gathered and forwarded information the Department has required or requested. .... YES X NO

The district has, within its capabilities and when requested, provided personnel to assist in Department standardization visits and curriculum improvement. .... YES X NO \_\_\_\_

FACILITIES SAFETY AND EMERGENCY PLANNING (OAR 581-024-0275)

The district maintains inspection reports showing the district in compliance with health and safety regulations. .... YES X NO \_\_\_\_

The district conducts and documents regularly scheduled safety inspections of all facilities and properties under its jurisdiction, including required fire drills if children use these facilities. .... YES X NO \_\_\_\_

The district has posted an emergency medical plan for obtaining first-aid, ambulance, hospital and physician services. .... YES X NO \_\_\_\_

First-aid supplies and qualified first-aid personnel are available at district facilities. .... YES X NO \_\_\_\_

REVIEW OF SCHOOL DISTRICT OPERATIONS (OAR 581-024-0228)

The district has adopted a policy and procedures describing how the district shall work cooperatively with component districts to periodically review their operations. .... YES X NO \_\_\_\_

The results of the review have been reported to the State Board of Education as required in ORS 334.125 (9) (a). .... YES NA NO \_\_\_\_



INSTRUCTIONS: Please provide an explanation for each "NO" response on the Self-Appraisal Report. Duplicate additional forms as needed. Please sign and date each form.

Title and number of legal requirements: OAR-581-024-0285 .....

Explanation:

Two districts failed to approve their Local Service Plan on time. The Local Service Plan was distributed to local districts on December 17, 2011 by the ESD for approval. The majority of districts signed before deadline.

Plan of Correction:

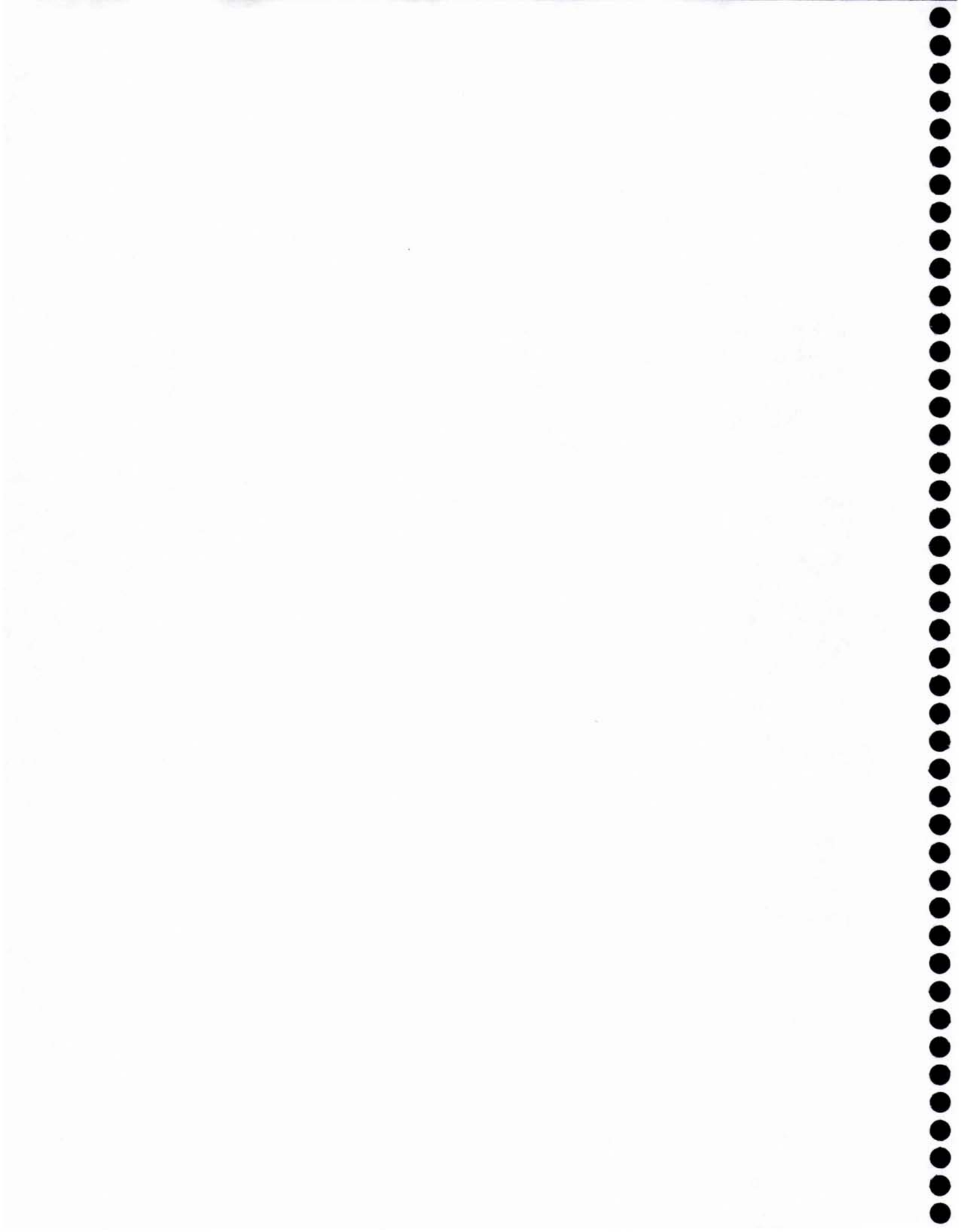
The ESD will continue to encourage local districts to approve Local Service Plan in a timely manner to meet the deadline.

Estimated Date of Completion: \_\_\_\_\_

I DO HEREBY CERTIFY that all representations in this Self-Appraisal Report are true and correct to the best of my knowledge and that the district has evidence to substantiate this appraisal.

George Mundock  
Signature of Superintendent

6/7/2011  
Date









**Sometimes Adversity Creates  
Opportunity**

**The Douglas ESD**

**Because Education Needs New Ideas**

