

# School Board Meeting

Monday, January 22, 2024 Doors will open at 6:15pm  
Elmira Elementary School Library, 88960 Territorial Rd, Elmira, Oregon 97437

1. **Call to Order: Public - 6:30 p.m.**

2. **Citizenship Award**

**Presenter:** Principal  
Billie Perrier

3. **Flag Salute led by Citizenship Award Winner**

4. **Public Comment: The Fern Ridge School Board encourages public input. A person wanting to provide public comment will need to complete and submit an Intent to Speak form to the Board secretary by 1:00 pm on the day of the board meeting.**

Public comment is limited to this place on the agenda not to exceed a total of 30 minutes for all commenters. A person giving public comment is limited to an established time limit of (3) three minutes. While speakers may, during public meetings, offer objective criticism of school operations and programs, the Board will not hear personal complaints concerning district personnel nor against any person connected with the school system.

Please state your name and address. If speaking for an organization, state the name of the organization. The Board reserves the right to refer the matter to the administration.

5. **Lane Education Service District 2023-25 Local Service Plan Year Two - Board Action**

**Presenter:** Lane ESD  
Superintendent, Tony  
Scurto

5.A. Lane ESD Service Plan Year 2 Resolution #23-24/03

6. **2024 Bond Update**

**Presenter:** Scott Rose

7. **Monthly Items:**

7.A. Approval of Minutes - Board Action

8. **Business Office**

**Presenter:** Business  
Manager, Quanah  
Bennett

8.A. Enrollment Report - Quanah Bennett, Business  
Manager

8.B. General Fund Revenue and Expenditure Report as  
of December 31, 2023.

9. **Reports:**

9.A. Fern Ridge Education Association

**Presenter:** Jennifer  
Snider-Prutzman

9.B. Student Representatives to the School Board  
Report

9.C. Director of K-12 Programs

**Presenter:** Director

of K12 Programs,  
Michelle Marshall

9.D. Superintendent's Report

**Presenter:**  
Superintendent  
Carpenter

**10. Discussion Items**

10.A. Vote on the renewal of West Lane Charter  
School as per ORS 338.065(5) (d) - Board Action

10.B. 2023-2024 Calendar

**11. Personnel**

11.A. Licensed Employees Resignations/New  
Hires/Transfers/Other

11.A.1. None at this time

11.B. Non-Licensed Personnel Report

**12. Late Items/Closing Comments**

**13. Upcoming Events:**

**February 19 - No School (In Observance of  
President's Day)**

**14. Adjournment**



# Local Service Plan 2023-25 Year Two

**Lane Education Service District**  
1200 Highway 99 North  
Eugene, OR 97402  
Phone: (541)461-8200  
Fax: (541)461-8298



## VISION, MISSION & GOALS

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

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

### *Values*

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

*Commitment* – To districts, student and employee success

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

*Collaboration* – actively engaged with our partners to achieve success

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



## Local Service Plan

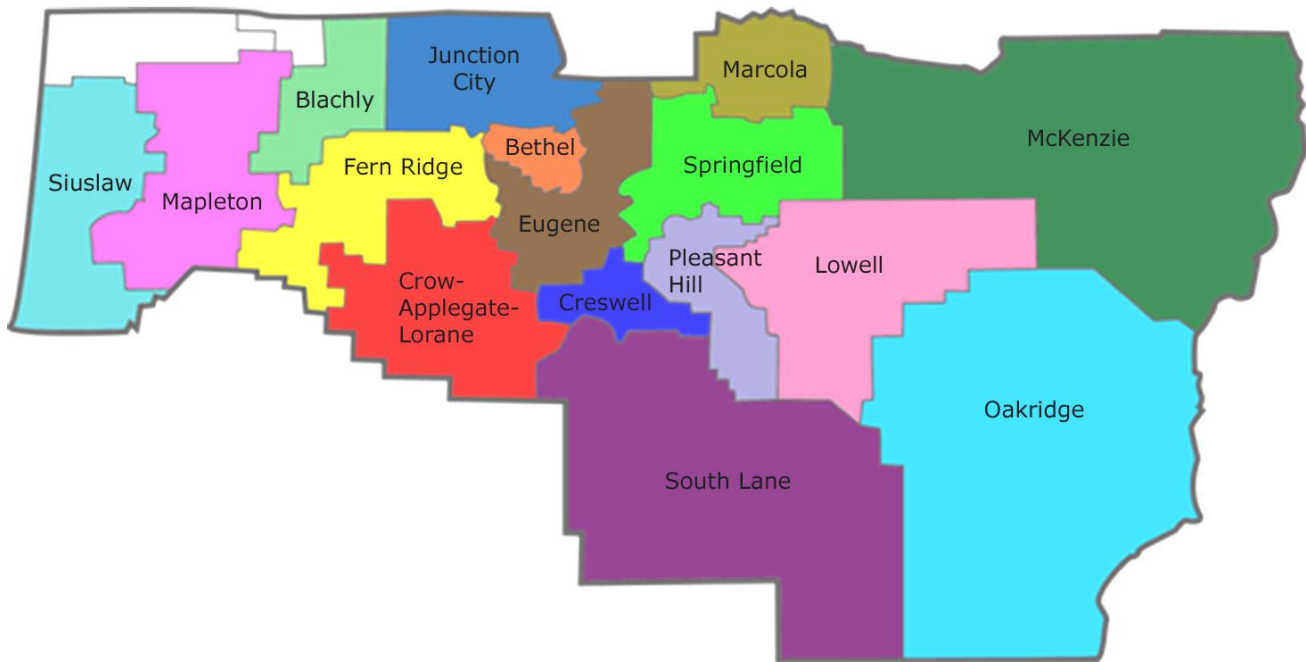
2023-25

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Component Districts



<b>Bethel, #52</b> Superintendent – Kraig Sproles	<b>Mapleton, #32</b> Superintendent – Sue Wilson
<b>Blachly, #90</b> Superintendent – Adam Watkins	<b>Marcola, #79J</b> Superintendent – Terry Augustadt
<b>Creswell, #40</b> Superintendent – Mike Johnson	<b>McKenzie, #68</b> Superintendent – Lane Tompkins
<b>Crow-Applegate-Lorane, #66</b> Superintendent – Heidi Brown	<b>Oakridge, #76</b> Superintendent – Dave McGrath
<b>Eugene, #4J</b> Superintendent – Andy Dey	<b>Pleasant Hill, #1</b> Superintendent – Jim Crist
<b>Fern Ridge, #28J</b> Superintendent – Gary Carpenter	<b>Siuslaw, #97J</b> Superintendent – Andy Grzeskowiak
<b>Junction City, #69</b> Superintendent – Troy Stoops	<b>South Lane, #45J</b> Superintendent – Yvonne Curtis
<b>Lowell, #71</b> Superintendent – Scott Yakovich	<b>Springfield, #19</b> Superintendent – Todd Hamilton



*Lane Education Service District*

Lane Education Service District (ESD) in Eugene, Oregon, serves as a vital hub for educational support and resources in Lane County. Committed to enhancing the quality of education, the ESD collaborates with local school districts to provide a range of services, including professional development for educators, special education programs, and technology integration initiatives. Through its collaborative approach, Lane ESD plays a crucial role in fostering educational excellence and ensuring equitable opportunities for students across the diverse communities within Lane County.

*Core Services and Funding Formula/Allocation Model*

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

2023-25 (Year Two) Local Service Plan

As provided for in ORS 334.177 districts notified the ESD of the intention to withdraw funds by November 1, 2022, as well as the percentage of funds to be withdrawn. Lane County districts have been asked to select a percentage range rather than identifying an exact percentage. No district requested more than 50% of available transit funds.

Because current ADMw numbers are not available during the development or implementation of the 2023-25 (Year Two) Local Service Plan, the most recent ADM figures, as provided by ODE, are used for the Core Services and Funding Formula/Allocation Model.

**Withdrawal of Transit Funds**

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

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

**The 2023-25 Local Service Plan provides three categories of service:**

**Core Services**

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

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

**Menu Services**



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

**Custom Services**

These are services that are developed for an individual district or group of districts based on a specific need. These services may include the assignment of a specific amount of FTE or the provision of a service (e.g. payroll/business services, professional development, technology technician/engineer). Districts order the amount of service desired to meet their needs. Districts are assessed the full cost of the service and may use Flex Funds or district funds to pay for these services.

Changes for 2023-25 (Year Two) Local Service Plan include the following:

**Core Services and Funding Formula/Allocation Model**

1. Legal Services
2. Nursing Services
3. Human Resources Services

**2023-25 Local Service Plan**

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

**Withdrawal from Lane ESD**

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

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

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

**Potential Changes in Funding**

The 2023-25 Local Service Plan continues to provide districts with the flexibility to access Core



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

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

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

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

Process for Selecting Lane ESD Menu Services & Service Levels

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



**Core Service - Decision Making**

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

**District Feedback**

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

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

**Changing Services Included in Core Services**

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

**Timelines**

Proposals that require significant change, such as the establishment of new programs, expansion of specialized services, or increase in fiscal resources allocated to Core Services, should be presented as early as possible, and no later than the Superintendents' Council meeting in October. This timeline allows the Superintendents' Council time to determine if the proposal should move forward to formal feasibility assessment by the ESD. The Superintendents' Council may establish a subcommittee to review feasibility information and make final recommendations regarding proposals. Subcommittee recommendations and feasibility assessment will be presented to the full Superintendents' Council.

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

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

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

**Innovation/Projects**

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

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



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

For 2023-25, the Superintendents' Council approved the use of Innovation/Projects Funds available from the Local Service Plan to fund Research for Better Teaching (RBT) licensing and trainer of trainer licensing. Funding was also set aside for targeted professional development as determined by the Superintendents' Council which includes specific criteria and application process.

**Student Behavior Assistance Fund**

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

**High Cost Pool**

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

**Connected Lane County**

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

**Promise Programs**

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

[Menu Services – Decision Making](#)

**Adding Services to the Menu**

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

**Timelines**

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

Proposals that come forward later in the planning process and that do not require complex program development and are supported by the Superintendents' Council will be placed on the menu if there is



feasible interest to cover the costs of the service. The following services are menu options: nursing, communication (PIO), legal.

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

### **Elimination of Service**

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

### **Establishing Pilot/Custom Services**

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

If implemented as a pilot, the ESD and district will establish criteria for assessing the results of the pilot. All Lane County superintendents will be informed regarding new custom services offerings and options for participating, as well as information gleaned from the pilot(s). Previous custom/pilot services included: Network Engineer service, Technology Technician. Twelve custom/pilot services proposals for 2023-25 are being explored to determine feasibility and will be reviewed by the Superintendents' Council.

### Service Flexibility

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

### **Service Implications**

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

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

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

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



Menu of Services

Current Menu

Below is the Menu of Services for 2023-25 . The Menu of Services includes Core Services provided to all districts without the need to order and services that are offered based on district selection. Core Services are indicated by an asterisk (\*).

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

2023-25 Menu of Services
<p><b>Services to Students with Special Needs</b>  Life Skills ESD and Consortium Placements  Lane School (Special School) Behavior Disorder Placements  Behavior/Autism Spectrum Disorder Consortium Placements  Behavior Disorders – Teacher or Consultant  MLK Jr. Education Center  School Psychologist Services  Speech &amp; Language Pathologist  Augmentative Communication  Sign Language Interpretation Services  Direction Service  Youth Transition Program Services  Nursing Services  Custom Services</p>
<p><b>School Improvement Services</b>  General Education/Instruction Services*  Career &amp; Technical Education   Tragedy Response  Attendance Advocacy/Truancy  Librarian Services  Courier Services  Regional Promise Program/Dual College and High School Credit Courses  Home School  Custom Services</p>
<p><b>Technology Services</b>  Infrastructural Technology Services*  Email Services  Internal District Services  LCTAC- Lane County Technical Advisory Committee  Networking  Professional Development  Learn 360  eRate Support Services  Custom Services</p>
<p><b>Administrative Services/Business Services</b>  Human Resources Services  Legal Services  Substitute Teacher List Subscription  Communication Support Services  Custom Services</p>





**Funding Sources**

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

**State School Fund (SSF) Revenue**

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

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

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

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

**Menu of Services Funding**

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

**Other Services**

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

**Grants**

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



Programs Included in 10% Administrative Revenue

**Home Schooling**

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

Lane ESD is responsible for:

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

**Grant Development**

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



*Federal & State Mandates for Oregon ESDs*

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

**Services to Children with Special Needs**

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

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

**School Improvement Services**

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

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

**Technology Services**

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

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

**Administrative Support Services**

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

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

**Other Services**

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

- Compulsory Attendance required under ORS 339.005 to 339.090.

**Performance Measures**

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

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



*Services to Children with Special Needs*  
**Life Skills Consortium Services**

<p><b>Service Description</b></p>	<p>Lane ESD's and district-operated Life Skills programs form a consortium to serve students with moderate, severe, and profound intellectual disabilities as part of a continuum of services. Classrooms for students in kindergarten through grade 12 are located in a number of elementary, middle and high schools throughout Lane County. Students ages 19-21 are served in "Transition Classrooms".</p> <p>The Life Skills Consortium includes all sixteen districts, with Bethel, Eugene, Junction City and Lane ESD as service providers. The Life Skills Consortium Agreement describes the common unit cost determined annually, resident and serving district responsibilities, the process for resolution of concerns, and Lane ESD's responsibility for the coordination of placements.</p> <p><b>Kindergarten to Grade 12</b></p> <ul style="list-style-type: none"> <li>● Highly individualized instruction in functional academics, daily living skills, and social/communication skills</li> <li>● Inclusion support</li> <li>● Secondary students also receive instruction in vocational skills and community accessibility.</li> </ul> <p><b>Intensive Services Class</b></p> <ul style="list-style-type: none"> <li>● This classroom serves secondary students whose support needs require environmental modifications that may not be feasible on a general education campus.</li> </ul> <p><b>Transition Classes</b></p> <ul style="list-style-type: none"> <li>● Students learn independent living skills to help transition to adulthood.</li> <li>● Students explore community options such as public transportation, leisure and recreation, and employment opportunities.</li> </ul>
<p><b>Goals</b></p>	<ul style="list-style-type: none"> <li>● Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.</li> <li>● Implement evidence-based practices in the education of students with moderate, severe and profound intellectual disabilities to improve student learning.</li> <li>● Enable component districts and the students they serve to have equitable access to resources in Special Education.</li> <li>● Maximize operational and fiscal efficiencies for component districts in the area of Special Education.</li> </ul>
<p><b>Budget</b></p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>



Services to Children with Special Needs

**Behavior Disorder Services**

<p>Service Description</p>	<p>Lane ESD assists districts in meeting the federal requirement to provide a continuum of services for students with the most challenging behaviors.</p> <p><b>Lane School</b>            Lane School is a structured behavior and academic program designed for students in kindergarten through grade 8 who experience significant behavioral, social, and academic difficulties.</p> <p>Lane School is located at the Lane ESD Westmoreland Campus. Services are designed to help students gain the skills needed to be successful in their home school. Students are referred by their resident district and typically attend Lane School for approximately 18 months before transitioning back to their home school.</p>
<p>Goals</p>	<ul style="list-style-type: none"> <li>● Assist component districts in meeting the requirements of IDEA and Oregon Administrative Rules.</li> <li>● Implement evidence-based practices in the education of students with behavioral/emotional disabilities to improve student learning.</li> <li>● Assist districts with targeted interventions addressing the needs of students with behavioral/emotional disabilities.</li> <li>● Enable component districts and the students they serve to have equitable access to resources in Special Education.</li> <li>● Maximize operational and fiscal efficiencies for component districts in the area of Special Education.</li> </ul>
<p>Budget</p>	<ul style="list-style-type: none"> <li>● The annual budget allocation for this service is based on the districts' annual service orders for the service.</li> </ul>



*Services to Children with Special Needs*

**Behavior Disorder –Consultants**

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

**Martin Luther King, Jr. Education Center**

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



Services to Children with Special Needs

School Psychology Services

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



*Services to Children with Special Needs*

**Speech Services**

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

**Augmentative Communication**

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

**Sign Language Interpreting Service**

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



Services to Children with Special Needs

Direction Service

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

2023-25 Grant and Contract Services
<p><b>Early Intervention/Early Childhood Special Education</b> Lane ESD sub-contracts with the University of Oregon (EC Cares) to provide administration and coordination of services to all eligible preschool children with disabilities and their families in the service area.</p>
<p><b>Lane Regional Program - Inclusive Services</b> Lane Regional Low Incidence Program Inclusive Services provides Special Education services for children who have low-incidence disabilities, including; Visual Impairments, Hearing Impairments, Deaf/Blindness, Severe Orthopedic Impairment, Autism Spectrum Disorder and Traumatic Brain Injury.</p>
<p><b>State Hospital</b> Lane ESD provides educational services to 18-21 year old students who are hospitalized for either short-term or long-term care.</p>
<p><b>Juvenile Detention Education Program</b> Lane ESD provides educational services to youth in the Serbu Juvenile Detention Center.</p>
<p><b>Phoenix Treatment Program</b> Lane ESD provides educational services to youth in the Phoenix Treatment Program at Serbu Juvenile Detention Center.</p>
<p><b>System Performance Review &amp; Improvement (SPR&amp;I)</b> SPR&amp;I sub grant awards assist with annual performance data collection and reporting for special education.</p>
<p><b>Extended Assessment</b> Supports training and professional development around the statewide assessment of students with disabilities.</p>
<p><b>IDEA Enhancement</b> Supporting enhancement of activities for students with disabilities in the areas of Response to Intervention (RTI), Positive Behavior Support (PBS), expanded SPR&amp;I, and determination issues.</p>
<p><b>Youth Transition Program</b> The Youth Transition Program is a collaboration between the Vocational Rehabilitation Division, Oregon Department of Education, University of Oregon, Lane County school districts, and Career Learning. The program serves students on Individual Education Plans (IEPs), providing assistance with academic, vocational, independent living and personal-social skills so students can experience success in the workforce.</p>



Services in School Improvement

<p><b>Service Description</b></p>	<p><b>Instruction</b>            General Education/Instruction Services include leadership and professional development to assist districts in implementing research-based instructional practices that address content standards to ensure a quality education for all students.</p> <p>Content specialists provide professional development, consultation, and coaching to teachers in curriculum, instruction, and assessment. Lane ESD has content specialists in the areas of English Language Arts, Math, Science, and Career Technical Education.</p> <p>Services support the implementation of evidence-based practices within all programs to eliminate opportunity and achievement gaps for all underserved or historically underserved students and build upon the assets of each student and family.</p> <p><b>Professional Development</b>            Content specialists coordinate and provide professional development for district staff county-wide at Lane ESD or at the district or classroom level. Professional development is intended to improve high quality instruction, and includes the alignment of content standards and instructional strategies, student data analysis and the use of performance based assessments.</p> <p><b>Consultation/Coaching</b>            Content specialists and staff work with districts to review and adopt curriculum materials, analyze achievement and discipline/attendance data, review evidence-based practices, model and plan implementation strategies.</p> <p><b>Learning Resources</b>            Support is provided for textbook review and curriculum adoption.</p>
<p><b>Goals</b></p>	<p>The goals of the School Improvement service area align with Lane ESD's Strategic Plan, specifically:</p> <ul style="list-style-type: none"> <li>● Create and implement innovative initiatives that directly influence student success</li> <li>● Supporting best instructional practices</li> <li>● Modeling and promoting equitable practice for all</li> </ul>
<p><b>Budget</b></p>	<p>For 2023-25 School Improvement Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.</p>

*Services in School Improvement*

**Career & Technical Education**

<p><b>Service Description</b></p>	<p>Career and Technical Education (CTE) staff provides leadership and services to districts for students to enhance 21<sup>st</sup> century technical skills, career exploration, and successful transition to work or extended schooling.</p> <p>LES D Specialists and staff provides technical assistance to instructors, counselors, and administrators on:</p> <ul style="list-style-type: none"> <li>● Innovative curriculum;</li> <li>● Employment preparation;</li> <li>● Alignment with secondary graduation requirements;</li> <li>● Services to reduce duplication given limited resources.</li> </ul> <p><b>Partnerships with Colleges &amp; Districts</b> CTE Specialists and staff facilitate partnerships between area colleges and districts to address alternative learning options for students to obtain college and/or high school credit.</p> <p><b>Career Counseling and Guidance</b> Staff works to enhance community and college partnerships for career exploration, workplace readiness, and technical skill development.</p>
<p><b>Goals</b></p>	<ul style="list-style-type: none"> <li>● Provide professional development to instructors on Career and Technical Education program design, curriculum and assessment.</li> <li>● Facilitate high school and post-secondary partnerships to support student transitions to college and career opportunities.</li> <li>● Develop business and community partnerships at local, regional and national levels to enhance learning opportunities for students.</li> <li>● Connect Career and Technical Education programs with businesses through sponsoring and coordinating regional events that provide students with career-related experiences.</li> </ul>
<p><b>Budget</b></p>	<p>The annual budget allocation for this service is based on the districts' annual service orders for the service.</p>





**Tragedy Response**

Service Description	Lane ESD coordinates annual training for district tragedy response team members on behalf of subscribing districts.
Goals	<ul style="list-style-type: none"> <li>● Provide districts with cost effective training.</li> <li>● Maximize operational efficiencies for component school districts in maintaining a county-wide Tragedy Responses Network.</li> </ul>
Budget	The annual budget allocation for this service is based on the districts' annual service orders for the service.

**Librarian Services**

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

**Attendance/Truancy and Advocacy Services**

Service Description	<p>Lane ESD provides truancy officers and advocates to assist parents and districts in returning truant students to the classroom. Assistance is also provided in referring persistent truancy cases to Lane County Juvenile Court, Services to Children and Families, or citations for failure to maintain a child in school.</p> <p>This is a state mandated service to districts with less than 1,000 students.</p> <p>Lane ESD also coordinates the work of Conference Officers on behalf of local districts.</p>
Goals	<ul style="list-style-type: none"> <li>● Assist component school districts in meeting the requirements of the Oregon Revised Statutes regarding mandatory school attendance.</li> <li>● Improve student learning and enhance quality education by supporting district efforts to maintain student attendance and recapture ADM funding.</li> <li>● Provide services that allow districts to utilize the ESD's economies of scale and expertise to reduce their administrative costs.</li> </ul>
Budget	Attendance/Truancy Services are fee-based.



**Lane ESD Student Success Act Comprehensive Support Plan<sup>1</sup>**

<p>Service Description</p>	<p>The 2020 Lane ESD Student Investment Act (SIA) Plan is designed to support districts in meeting students' mental or behavioral health needs, and increasing academic achievement for students, including reducing academic disparities for students navigating poverty, homelessness, and/or foster care, students from racial or ethnic groups that have historically experienced academic disparities, students with disabilities, and students who are English language learners.</p> <p>Lane ESD will engage districts in quarterly continuous improvement self-monitoring routines, helping to align the outcomes, strategies, and activities of the Student Investment Account, Everyday Matter, Early Indicator and Intervention System, Small/Rural School Supports, Early Literacy Plans, Continuous Improvement Plan, High School Success Plan, and Career Technical Education.</p> <p>Additionally, Lane ESD will host programming that empowers youth, families, and community members representative of the four focal groups to inform county and district initiatives; establish and support networked learning communities to support academic success, social emotional well-being, community engagement, district capacity, and overall school and community climate; and partner with districts to provide educators and administrators high quality professional learning that supports culturally responsive-sustaining teaching and trauma-informed, restorative leadership.</p>
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1. See appendix

<h2 style="margin: 0;">2023-25 Grant and Contract Services</h2>
<p><b><i>Carl Perkins Consortium Services</i></b>            Lane ESD manages and supports quality Career Technical Education programs and services. Programs of Study articulate with Lane Community College Career Pathways and are based on industry needs. All districts with CTE Programs of Study are included.</p> <p><b><i>Advanced Manufacturing and Construction</i></b>            This grant provides support for a regional advisory committee and industry connections to strengthen the quality of CTE Programs of Study. This grant also sponsors the Construction Utility Career Day.</p> <p><b><i>Apprenticeship Trades Academy</i></b>            Through this grant, Lane ESD is able to provide opportunities for students to experience pre-apprenticeships using local Training Centers.</p> <p><b><i>Lane African American Black Student Success</i></b>            The African American/Black Student Success Program improves academic outcomes for African American/Black students to achieve a vision of an equitable education system in Lane County. The project promotes regular and consistent school attendance, provides students access to culturally responsive teaching and learning supports which contribute to their academic success from early learning to post-secondary, provides rigorous skill enhancement and leadership advocacy programs, and provides students and their families support in navigating educational processes and opportunities.</p> <p><b><i>Lane Regional Promise</i></b>            The overarching purpose of Lane Regional Promise is to foster a college going and career culture that guarantees well-designed opportunities for students to earn credit in college level courses and meaningful career exploration experiences that will set them on a path to a successful post-secondary future.</p> <p><b><i>Lane STEM (Hub)</i></b>            Lane County education, business and community partners submitted a STEM Hub grant proposal to the Oregon Department of Education in December 2015. Lane STEM (Hub) received a 16-month planning grant award in February 2016 and in December 2016 received a program grant award. Lane ESD serves as the backbone organization for the Lane County STEM Hub. Lane STEM coordinates, promotes and supports STEM education</p>



in Lane County by integrating science, technology, engineering, and math in the classroom and beyond. The STEM Hub provides teachers in Lane County with connections to STEM professionals (engineers, scientists, technicians, and analysts) and offers resources for Lane County educators, industry professionals, families, and community members. The vision of Lane STEM is to 1) ignite student interest in, and fuel preparation for, STEM careers; 2) create a STEM-literate citizenry well-positioned to make sound decisions and participate in community STEM-related discourse; 3) foster a diversity of confident educators and students applying and innovating with STEM concepts.

***Migrant Education – Title IC***

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

***English Language Learners – Title III***

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

***Curriculum Directors and Rural School Network***

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

***Western Regional Educator Network (WREN)***

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

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

***Grow Your Own Education Pathways Program***

The Lane County Equity Consortium (LCEC) is a collaborative partnership between the Lane ESD Component Districts (Bethel SD, Eugene 4J, and Springfield SD) and local Education Preparation Programs (Lane Community College, UO, Pacific University, and Bushnell University). These organizations are working together to transform teacher preparation by designing a single pipeline capable of producing effective, culturally and linguistically diverse teachers. The program addresses four distinct areas including recruitment-selection, clinical practice, hiring-placement, and induction supports centered on building culturally responsive affinity groups. Through this funding, we are expanding the current pathways program by adding new partners, strategies, and activities that had not previously been made possible due to funding constraints that will ensure degree completion for our teacher candidates. These efforts will help pursue our goals of diversifying the K-12 education workforce throughout Lane County.

*Technology Services*

**Infrastructural Technology**



<p>Service Description</p>	<p>Lane ESD offers component districts a variety of technology services to support student learning and staff productivity. In small districts technology supports focus on escalated response needs and interaction with contracted service providers; in large districts services are project-based with a specified allocation of service hours, augmenting district technology expertise. Lane ESD technology offerings include:</p> <ul style="list-style-type: none"> <li>● Managed network connectivity, including CIPA compliant filtering, and intrusion protection;</li> <li>● Coordination and engineering support to district initiatives, including securing new implementations;</li> <li>● Hosted services, e.g. email, web, and library services;</li> <li>● Professional development to district technology support staff;</li> <li>● Network engineering and support in the design of districts' infrastructures, with an emphasis on securing infrastructure;</li> <li>● Assistance in the writing, coordination, and implementation of grant activities related to technology infrastructures, including assistance with the filing of eRate;</li> <li>● Internship hiring and placement for college students into an education technology environment;</li> <li>● Erate support to districts through the Universal Service Administration Company's (USAC) Schools and Libraries Program, commonly known as the E-rate Program, to help ensure that schools and libraries obtain high-speed internet access and telecommunications at affordable rates. Each year, the E-rate program offers over \$3.9 billion to bring internet services to classrooms and libraries, providing discounts ranging from 20 to 90 percent to eligible schools and libraries on eligible products and services.</li> </ul> <p>Lane ESD assists districts in applying for and tracking E-rate funding while making sure each district stays in compliance with program rules. Our goal is to help school districts maximize each dollar and get the most out of the E-rate program and any technological funding stream available to the districts.</p>
<p>Goals</p>	<ul style="list-style-type: none"> <li>● Enhance the current network infrastructure to support scalable instructional needs of the component districts, including systems for the effective utilization of network resources in a secure manner.</li> <li>● Develop internal component district technology infrastructures to support robust long-range instructional needs, and to ensure staff and student usability, and security.</li> </ul>
<p>Budget</p>	<p>2023-25 Technology Services are fully funded and available to all districts. Districts do not need to order the service or use their Flex Fund allocation to cover the cost of the service.</p>

*Technology Services*



2023-25 Grant and Contract Services

**LCC Contract**

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

- Network core upgrade purchases (e.g. costly core routing systems, firewall)
- Common wide area network across 16 districts and all LCC sites simplifying instructional access
- Funding for development and "proof of concept" endeavors in direct support to districts



*Administrative Services*

**Business Services**

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

**Courier Services**

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



Administrative Services

Human Resources

<p>Service Description</p>	<p>HR Essential Services - ESD Human Resources can provide contracted daily, seasonal, and emergency essential human resources services at a generalist, specialist, or higher-level coverage to school districts. Services can include HR administrative functions necessary to continue the daily operations or critical operations in an emergency so that work on tasks and service delivery can continue uninterrupted. Service areas also include special research projects and HR audits.</p> <ul style="list-style-type: none"> <li>● HR Help Desk Services – Use the ESD Human Resources Team to manage and help to resolve employee issues efficiently and requests concerning benefits, payroll, licensure, recruitment, onboarding, medical leaves (Family Medical Leave (FMLA), Oregon Family Leave (OFLA), Paid Leave Oregon), ADA reasonable accommodation request, Light Duty Programs, Employee Corrective Action/Progressive Discipline, New Manager Training, plus help with occupational health and safety laws and regulations compliance.</li> <li>● ESD Key Role Search – Upon request, the ESD Human Resources may assist the component school district in selecting a new key role search, including prior to posting understanding a school district’s culture, establishing candidates’ specific requirements, desired qualities, and qualifications, discussing strategies for filling the vacancy followed by supporting the periods of recruitment, reference checks, interviews, and candidate selection. The ESD Human Resources may also serve as a liaison between a recruitment entity and the Superintendent or Board to help orchestrate the placement service.</li> <li>● ESD Legal Services – Draw on the expertise of an interconnected team of lawyers offering you critical and timely support for your school district’s complex and sensitive issues. The comprehensive legal services include:             <ul style="list-style-type: none"> <li>○ Bond Measures</li> <li>○ Business, Corporate, &amp; Related Litigation</li> <li>○ Civil Rights, including Title VII &amp; Title IX Investigations</li> <li>○ Complex Civil Litigation</li> <li>○ Condemnation (Eminent Domain)</li> <li>○ Construction Law</li> <li>○ Employment &amp; Labor Law</li> <li>○ Estate Trusts &amp; Donations</li> <li>○ Human Resource Investigations</li> <li>○ Land Use</li> <li>○ Mediation &amp; Arbitration</li> <li>○ Negotiations</li> <li>○ Personal Injury</li> <li>○ Professional Licensing Actions (Administrative Law)</li> <li>○ Professional Negligence</li> <li>○ Public Contract</li> <li>○ Real Estate Disputes, Transactions &amp; Land Use Law</li> <li>○ School &amp; Public Entity Law</li> <li>○ Special Education</li> <li>○ Student Investigations</li> <li>○ Trust Administration</li> <li>○ Workplace Torts Defense</li> </ul> </li> </ul> <p>An additional benefit to ESD Legal Services enrolled districts will have access to Legal Sessions and Presentations such as Ask Me Anything Session - 101 School Law, Special Education Edition Series, and Legislative School Law Updates.</p>
<p>Goals</p>	<p>The purpose of the HR coverage is to help maintain the school district's essential mission and operations.</p>
<p>Budget</p>	<p>The annual budget allocation for this service is based on the districts’ annual service orders for the service.</p>



*Administrative Services*

**Substitute Teacher List Subscription**

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

<p><b>2023-25 Grant and Contract Services</b></p>	
<p><b><i>Inter-Library Courier</i></b></p>	<p>Lane ESD provides pick-up and delivery of interlibrary loan materials to the Lane County Libraries consortium.</p>
<p><b><i>Substitute Teacher List Subscription</i></b></p>	<p>Lane ESD Substitute Teacher List subscription services to private and alternative schools.</p>

## Narrative Section of Draft Comprehensive Support Plan

**1) List any new districts, eligible charter schools, and YCEP/JDEP programs you support in your region. You only need to answer this if there have been changes, otherwise we have your list from last year.**

n/a

**2) Please describe how your ESD is strategizing and approaching integration of the six programs at ESD level. How is the ESD designing staff positions and teams, setting goals, and envisioning work to support the implementation of the six programs in your region?**

Our district's Integrated Guidance plans and the associated progress markers have informed our ESD's School Improvement Team planning in a multitude of ways. We have developed professional development series with associated goals focused on MTSS, data teams, TSEL and UDL, targeted STEM and CTE programming to respond to the career-connected learning outcomes, organized with our special education department to create more opportunities for integration and amplified youth voice, particularly through our LaneAABBS and Native Youth Wellness programs. We have hired two staff members in direct response to the Integrated Guidance plans: a career connected learning K-12 coordinator and a data/reporting specialist for small/rural districts.

**3) The passage of SB 215 added language that charters and YCEP/DJEP programs are to be included in the supports ESDs provide for SIA (IG). Describe how your ESD supports equity work across all eligible applicants in your region.**

All of our programming (equity focused professional development, access to specialist consultation, etc.) is open to, with targeted invitations sent to, charters and YCEP/JDEP staff.

**4) Describe how your ESD is addressing the root causes of chronic absenteeism and increasing student and family engagement? How is it integrated with the aligned programs across all eligible applicants?**

Our ESD takes a three-pronged approach to this issue: 1) Supporting districts to create on-going, authentic, two-way student/family engagement opportunities, 2) supporting districts to focus on the holistic, well-being of students and families, 3) Supporting districts in their work to improve the quality and relevancy of the instructional/curricular experience of their students. These approaches align with the outcomes and strategies of our districts, reflect the outcomes and strategies in our comprehensive plan and are reflected in both our staffing and programmatic decisions.

**5a) Describe how you're planning to be responsive to small and rural districts (required for under 1650 ADMw and up to 2000 ADMw) in alleviating administrative burden with state funding that replaces previous federal GEER funds.**

We have really increased our attention to this issue in this new comprehensive plan. We have shifted FTE to dedicate a staff member to this project and have begun to meet with rural districts monthly as we work to build more efficient systems for data and reporting, we regularly consider how new programmatic decisions may increase administrative burden to our small/rural districts and we consistently respond to expressed requests for administrative burden reduction.

**5b) Given the funding is now sustained, we're particularly interested to learn more about dedicated staff you have either hired and/or plan to hire to specifically provide small and rural school support.**

We have a 1.0 FTE dedicated to small/rural district data and reporting and 0.5 FTE dedicated to an administrator who oversees this work and seeks to build ESD capacity to reduce burden of small/rural districts. SY23-24 the data coordinator's role is solely reporting with a research report due to the administrator in June 2023. This report will summarize the burden of the required reporting capturing redundancies or areas where it would be more efficient to move data/reporting duties to the ESD. SY24-25, the data coordinator's role will be to work with IT staff at the ESD to build a centralized data system that decreases the administrative burden on rural districts.

**6) Describe how you're planning to support continuous improvement efforts in your region with ESSA Partnership federal funds, knowing that these funds should support regional convenings, professional learning, and/or PLCs (designed to support CSI/TSI schools primarily).**

With school-based plans not due until Sept 2024 we are, as of yet, unsure what the content of these sessions will be. However, we have robust relationships with all the schools identified and we look forward to hosting convening with building principals to determine how best to target these funds.

**7) Describe your partnership with the CTE Regional Coordinator(s) to ensure the development of robust career connected learning, CTE Programs of Study and work-based learning opportunities for students in your region?**

Lane CTE is a critical part of our ESD School Improvement team. We work to integrate programs, weave funds and do whatever we can to support our districts in expanding access and relevancy of their CTE programs. This year we hired a new staff member to seal this integration. Their FTE is dual funded with SIA, CTE & STEM, and their work sits at that integration supporting our districts meet their career-connected learning outcomes. They will also be a partner in our county-wide role out of Grouptrail to track WBL and potentially expand this to track K-12 CCL experiences.

**8) \*\*Please describe specific supports with the intent to improve outcomes for MLs for small districts with less than 20 MLs. (Only answer this if you receive HB 3499 funding)**

## Draft Strategies & Outcomes

		Relevant Strategy				
		S1	S2	S3	S4	S5
<b>Outcome 1</b>	Lane County districts engage in at least quarterly self-monitoring routines (SIA, CIP, HSS, CTE, EDM, EIS alignment) through the use of diverse, disaggregated data to inform plan implementation, support authentic two-way community engagement with youth, families, and community members representative of our focal groups, and drive equitable decision-making and resource allocation in an ongoing continuous improvement process.	X		X		X
<b>Outcome 2</b>	Lane County districts engage in communities of practice aligned to Integrated Plan priorities (closing disparities in academic achievement, supporting mental/behavioral health, etc.) and shared district strategies; this can be linked with positive changes in academic success, social emotional well being, community engagement, district capacity, and overall school and community climate.	X	X	X	X	
<b>Outcome 3</b>	Lane County districts are able to support the well-being of students and families through strong partnerships with community-based organizations. These reciprocal relationships strengthen school-based student and family connections and the community as a whole is positively impacted by the partnership.	X	X	X	X	X
<b>Strategy 1</b>	Coordination of a network of youth leadership/advocacy/affinity groups representative of focal group populations to <b>amplify youth voice</b> to inform district continuous improvement and planning and to strengthen connection to <b>families and local cultural organizations</b> .					
<b>Strategy 2</b>	All <b>communities of practice</b> and program initiatives center belonging, agency, identity, culturally responsive pedagogy and social emotional learning.					
<b>Strategy 3</b>	Provide direct service, consultation, and/or contracting for districts' development of <b>multi-tiered systems of support for academic, social, and emotional needs</b> .					
<b>Strategy 4</b>	Promote increased access to <b>well-rounded</b> and culturally responsive programs (career-connected learning experiences, College Now, after school programs, STEM, etc.)					
<b>Strategy 5</b>	<b>Reduce administrative burden</b> for small and rural school districts.					

**Draft Activities & Budget**

		Full Allocation Amount (2023-25*)	SSA TA	EDM	HSS	Small/Rural	ESSA (Federal)	
	Select ESD	Lane ESD	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00	
		Total Allocation	\$3,911,411.50	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00
		Budgeted for 23-24 (Not including GEER Small/Rural)	\$1,549,911.50	\$1,217,424.69	\$110,491.20	\$23,245.61	\$193,500.00	\$5,250.00
		Unbudgeted Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
		Total Expenditures 24-25	\$2,361,500.00	\$2,032,750.00	\$105,000.00	\$25,000.00	\$193,500.00	\$5,250.00

**Select Funding Source**

Acti vity #	FTE	Object Code	Description of Proposed Activity	Budgeted Amount	SSA TA	EDM	HSS	Small/Rural	ESSA (Federal)	Budget Justification Narrative
1	1	113	1.0FTE Student Success Act Director	\$270,000.00	\$270,000.00					S1, S2, S3, S4, S5 Responsible for carrying out comprehensive plan.
2	1	113	1.0FTE Integrated Guidance Administrator (.75 SIA + .25 Small)	\$184,000.00	\$138,000.00			\$46,000.00		S1, S2, S3, S4, S5 Shares responsibility for carrying out comprehensive plan.
3	0.5	112	.5 Office Manager	\$53,000.00	\$53,000.00					S1, S2, S3, S4, S5 Responsible for documenting/supporting plan implementation.
4	0.1	113	0.1 FTE School Improvement Director	\$20,000.00	\$20,000.00					S1, S2, S3, S4, S5 Shares responsibility for carrying out comprehensive plan with respect to ELD & expanded learning supports
5	1	111	1.0FTE Social-Emotional Learning Specialists	\$146,500.00	\$146,500.00					S2, S3 Provides technical assistance in alignment with many district integrated guidance strategy of improved social emotional learning education and student/staff mental health.
6	1	111	1.0 FTE Data Coordinator Small/Rural Districts	\$84,500.00				\$84,500.00		S1, S3, S5 Provides technical assistance in the goal of Small/Rural fund
7	0.425	111	.425FTE Title 3 Lead/ELD Specialist	\$25,000.00	\$25,000.00					S2, S3 Provides technical assistance in alignment with focal group from district IG plans that was identified in need of support.
8	0.5	111	.25FTE Math Education Specialist	\$50,000.00	\$50,000.00					S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education.
9	0.75	111	.75 ELA/SS Education Specialist	\$135,000.00	\$135,000.00					S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education.
10	1	111	1.0FTE Youth Equity Council/Youth Voice Coordinator	\$140,000.00	\$140,000.00					S1, S2, S5 Provides technical assistance in alignment with the required community engagement of IG. Youth Voice Specialist
11	1	112	1.0FTE Bilingual Desktop Support Technician	\$85,000.00	\$85,000.00					S1, S2, S3, S4, S5 Provides technical assistance to school improvement staff to implement the comprehensive plan.
12	0.25	111	Tiered support: Supplement Attendance Advocate up to .25FTE	\$25,000.00		\$25,000.00				S1 Provides services to districts in achieve goals of EDM.
13	0.5	111	0.5 FTE Career Connected Learning Proj Coordinator	\$45,500.00	\$45,500.00					S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of expanding CCL to K-12.
14	1	111	1.0 FTE 21st Century CCLC Project Coordinator (.5 SIA + .5 Small)	\$91,000.00	\$45,500.00			\$45,500.00		S4, S5 Provides technical assistance for small/rural school districts to expand learning opportunities on Fridays and after school.
15	0.5	111	0.5 FTE Science Specialists	\$73,250.00	\$73,250.00					S2, S4 Provides technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education.

**Draft Activities & Budget**

				Full Allocation Amount (2023-25*)					
	Select ESD	Lane ESD		SSA TA	EDM	HSS	Small/Rural	ESSA (Federal)	
				\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00	
			<b>Total Allocation</b>	\$3,911,411.50	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00
			<b>Budgetted for 23-24 (Not including GEER Small/Rural)</b>	\$1,549,911.50	\$1,217,424.69	\$110,491.20	\$23,245.61	\$193,500.00	\$5,250.00
			<b>Unbudgeted Funds</b>	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
			<b>Total Expenditures 24-25</b>	\$2,361,500.00	\$2,032,750.00	\$105,000.00	\$25,000.00	\$193,500.00	\$5,250.00
16	1	113	1.0 FTE Program Assistant (SE)	\$69,000.00	\$69,000.00				S1, S2, S3, S4, S5 Responsible for documenting/supporting plan implementation.
17	1	111	1.0FTE Native Youth Wellness Program Coordinator	\$140,000.00	\$140,000.00				S2, S3, S4 Provides technical assistance in alignment with focal group from district IG plans that was identified in need of support.
18		31x	Technical assistance for small/rural districts to participate in a facilitated portrait of a graduate community engagement process.	\$60,000.00	\$60,000.00				S1, S2, S4, S5 Contract to facilitate the portrait of a graduate process as identified in district IG plans. CONTRACTED services with Cosgrave reporting to SSA Director
19		31x	Technical assistance for targeted supports for youth experiencing homelessness.	\$15,000.00	\$15,000.00				S1, S5 Contract to facilitate supports for unhoused youth as an identified focal group in district IG plans. CONTRACTED services with 15th Night reporting to SSA Director
20		31x	Technical assistance with EAs/IAs community of practice	\$150,000.00	\$150,000.00				S2, S3 Contract to facilitate PD for EA's and IA's in support for district MTSS. CONTRACTED services with ORSN reporting to SSA Director
21		31x	Technical assistance with Mental Health & Safety Team Supports	\$35,000.00	\$25,000.00	\$35,000.00			S1, S5 Contract to facilitate targeted mental health supports as identified in district IG plans. CONTRACTED services with CBO's reporting to SSA Director
22		31x	Technical assistance with the implementation of district early literacy plans.	\$20,000.00	\$20,000.00				S2, S3 Technical assistance to support the newly integrated program of early literacy. ASSIGN: Literacy Specialist
23		31x	Technical assistance with instructional practices for supporting multilingual learners.	\$20,000.00	\$20,000.00				S2, S3 Technical assistance in alignment with focal group from district IG plans that was identified in need of support. ASSIGN: ELD Specialist
24		31x	Technical assistance on data collection and analysis to improve systems of intervention.	\$17,500.00			\$17,500.00		S1, S3, S5 Technical assistance in the goal of Small/Rural fund ASSIGN: Data/Reporting Coordinator
25		31x	Technical assistance with networked learning opportunities for K-12 career connected learning.	\$25,000.00		\$25,000.00			S2, S4 Technical assistance in alignment with many district integrated guidance strategy of expanding CCL to K-12. ASSIGN: K-12 CCL Coordinator
26		31x	Teacher Regional Pathway expansion to Small and Rural districts	\$30,000.00	\$30,000.00				S1, S2, S5 Technical assistance in alignment with many district integrated guidance strategy of expanding the diversity of their workforce. ASSIGN: Teacher Pathways Program
27		31x	Technical assistance with community engagement with an emphasis on focal student and family engagement	\$45,000.00		\$45,000.00			S1, S2, S5 Technical assistance in alignment with the required community engagement of IG. ASSIGN: Youth Voice Specialist
28		31x	Technical assistance with well rounded education in the humanities with attention to ethnic studies, tribal history / shared history and BH365	\$75,000.00	\$75,000.00				S2, S4 Technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education. ASSIGN: ELA Specialist

**Draft Activities & Budget**

			Full Allocation Amount (2023-25*)	SSA TA	EDM	HSS	Small/Rural	ESSA (Federal)	
Select ESD	Lane ESD			\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00	
Total Allocation			\$3,911,411.50	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$10,500.00	
Budgetted for 23-24 (Not including GEER Small/Rural)			\$1,549,911.50	\$1,217,424.69	\$110,491.20	\$23,245.61	\$193,500.00	\$5,250.00	
Unbudgeted Funds			\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total Expenditures 24-25			\$2,361,500.00	\$2,032,750.00	\$105,000.00	\$25,000.00	\$193,500.00	\$5,250.00	
29	31x	Technical assistance with well rounded education in the STEM and project-based learning fields	\$25,000.00	\$25,000.00					S2, S4 Technical assistance in alignment with many district integrated guidance strategy of improved well-rounded education. ASSIGN: STEM Team
30	31x	Technical assistance with development of curriculum and framework of mental health teaching materials	\$30,000.00	\$30,000.00					S2, S3 Technical assistance in alignment with many district integrated guidance strategy of improved social emotional learning education and student/staff mental health. ASSIGN: SEL Specialist
31	31x	Technical assistance with Native American Social Emotional Wellness supports	\$30,000.00	\$30,000.00					S2, S3, S4 Technical assistance in alignment with focal group from district IG plans that was identified in need of support. ASSIGN: NYW Coordinator
32	31x	Technical assistance with networked learning opportunities for District Leaders with attention to continuous improvement and reduction of administrative burden	\$60,000.00	\$60,000.00					S1, S2, S3, S5 Technical assistance in alignment with the required attention to continuous improvement. ASSIGN: IG Admin
33	31x	Technical assistance with implementation of district Integrated Guidance goals around MTSS, data teams and interventions with attention to students receiving special education services	\$32,000.00	\$32,000.00					S1, S2, S3 Technical assistance in alignment with many district integrated guidance strategy of improved MTSS, data team and intervention systems. ASSIGN: IG Admin
35	31x	Support regional convenings, professional learning, and/or PLCs (designed to support CSI/TSI schools primarily).	\$5,250.00					\$5,250.00	S2, S3, S5 Technical assistance in alignment with required CSI/TSI support. ASSIGN: IG Admin
34	31x	Staff development to build capacity to support districts with this technical assistance	\$25,000.00	\$25,000.00					S2 Professional Development for ESD staff to build in-house capacity to achieve comprehensive plan outcomes. ASSIGN: SSA Director

Funding Source			Object Code	Description
<b>ESD TA</b>	SSA Technical Assistance	This is the largest bucket of state funding from our office aimed at providing technical assistance to support the Student Investment Account work embedded within the Integrated Guidance and alignment of programs.	<b>111</b>	Licensed Salaries
<b>Small/Rural</b>	Small & Rural Support	This is the new state funding that sustains support to small and rural districts to relieve administrative burden. This replaces what has been known as the GEER funding to date.	<b>112</b>	Classified Salaries
<b>EDM</b>	Every Day Matters	This is state funding aimed at working to address the root causes of chronic absenteeism.	<b>113</b>	Administrative Salaries
<b>HSS</b>	High School Success	This is state funding to support the implementation of strategies for High School Success, focused on 8-12th grade.	<b>13x</b>	Additional Salaries
<b>ESSA</b>	ESSA Partnerships	This is federal funding that is aimed at supporting convenings and/or professional learning communities within you region in addition to other continuous improvement efforts.	<b>2xx</b>	Benefits
<b>GEER</b>	Small & Rural Support	This is the new state funding that sustains support to small and rural districts to relieve administrative burden. This replaces what has been known as the GEER funding to date.	<b>31x</b>	Instructional, Professional and Technical Services
			<b>33x</b>	Transportation
			<b>34x</b>	Travel
			<b>35x</b>	Communications
			<b>4xx</b>	Supplies and Materials
			<b>8xx</b>	Miscellaneous
			<b>ADMIN</b>	Administrative Indirect Costs
			<b>OTHER</b>	Other codes not listed

**Oregon Department of Education**  
**Additional ESD Funding**

		EGMS- State Funding						EGMS - Federal Funding			
ESD Region	Grant Number	SSA TA \$	EDM \$	HSS \$	Small/Rural \$	HB 3499 \$	Dashboard \$	Total State Funding	ESSA \$	Total Federal Funding	Total
INDEX CODE		35029	35023								
Clackamas ESD	15218	\$4,068,873.79	\$269,772.11	\$38,011.70	\$38,700.00	\$175,000.00	\$0.00	\$4,590,357.60	\$10,500.00	\$10,500.00	\$4,600,857.60
Columbia Gorge ESD	15219	\$568,047.35	\$50,000.00	\$7,309.94	\$77,400.00	\$0.00	\$0.00	\$702,757.29	\$10,500.00	\$10,500.00	\$713,257.29
Douglas ESD	15220	\$1,054,364.85	\$69,905.89	\$26,315.79	\$425,700.00	\$0.00	\$0.00	\$1,576,286.53	\$10,500.00	\$10,500.00	\$1,586,786.53
Grant ESD	15221	\$428,086.94	\$50,000.00	\$8,771.93	\$193,500.00	\$0.00	\$0.00	\$680,358.87	\$10,500.00	\$10,500.00	\$690,858.87
Harney ESD Region XVII	15222	\$428,086.94	\$50,000.00	\$8,771.93	\$387,000.00	\$0.00	\$0.00	\$873,858.87	\$10,500.00	\$10,500.00	\$884,358.87
High Desert ESD	15223	\$2,040,940.17	\$135,317.23	\$19,005.85	\$38,700.00	\$0.00	\$0.00	\$2,233,963.25	\$10,500.00	\$10,500.00	\$2,244,463.25
InterMountain ESD	15224	\$1,920,465.24	\$127,329.57	\$43,859.65	\$541,800.00	\$160,000.00	\$0.00	\$2,793,454.46	\$10,500.00	\$10,500.00	\$2,803,954.46
Jefferson ESD	15225	\$428,086.94	\$50,000.00	\$4,385.96	\$116,100.00	\$0.00	\$0.00	\$598,572.90	\$10,500.00	\$10,500.00	\$609,072.90
Lake ESD	15226	\$428,086.94	\$50,000.00	\$4,385.96	\$193,500.00	\$0.00	\$0.00	\$675,972.90	\$10,500.00	\$10,500.00	\$686,472.90
Lane ESD	15227	\$3,250,174.69	\$215,491.20	\$48,245.61	\$387,000.00	\$0.00	\$0.00	\$3,900,911.50	\$10,500.00	\$10,500.00	\$3,911,411.50
Linn Benton Lincoln ESD	15228	\$2,634,622.17	\$174,679.19	\$38,011.70	\$199,500.00	\$0.00	\$0.00	\$3,046,813.05	\$10,500.00	\$10,500.00	\$3,057,313.05
Malheur ESD Region 14	15229	\$457,279.25	\$50,000.00	\$11,695.91	\$348,300.00	\$175,000.00	\$0.00	\$1,042,275.15	\$10,500.00	\$10,500.00	\$1,052,775.15
Multnomah ESD	15230	\$6,393,420.22	\$423,892.85	\$39,473.68	\$77,400.00	\$0.00	\$0.00	\$6,934,186.75	\$10,500.00	\$10,500.00	\$6,944,686.75
North Central ESD	15231	\$428,086.94	\$50,000.00	\$11,695.91	\$193,500.00	\$0.00	\$0.00	\$683,282.85	\$10,500.00	\$10,500.00	\$693,782.85
Northwest Regional ESD	15232	\$7,234,359.65	\$479,648.32	\$57,017.54	\$387,000.00	\$0.00	\$220,000.00	\$8,378,025.51	\$10,500.00	\$10,500.00	\$8,388,525.51
Region 18 ESD	15233	\$428,086.94	\$50,000.00	\$5,847.95	\$154,800.00	\$0.00	\$0.00	\$638,734.89	\$10,500.00	\$10,500.00	\$649,234.89
South Coast ESD	15234	\$844,166.79	\$55,969.46	\$19,005.85	\$309,600.00	\$0.00	\$0.00	\$1,228,742.09	\$10,500.00	\$10,500.00	\$1,239,242.09
Southern Oregon ESD	15235	\$3,652,290.65	\$242,152.06	\$49,707.60	\$154,800.00	\$0.00	\$0.00	\$4,098,950.31	\$10,500.00	\$10,500.00	\$4,109,450.31
Willamette ESD	15236	\$6,121,167.56	\$405,842.11	\$58,479.53	\$425,700.00	\$235,375.00	\$0.00	\$7,246,564.20	\$10,500.00	\$10,500.00	\$7,257,064.20
<b>Total</b>		<b>\$42,808,694.00</b>	<b>\$3,000,000.00</b>	<b>\$500,000.00</b>	<b>\$4,650,000.00</b>	<b>\$745,375.00</b>	<b>\$220,000.00</b>	<b>\$51,924,069.00</b>	<b>\$199,500.00</b>	<b>\$199,500.00</b>	<b>\$52,123,569.00</b>

January 22, 2024 – Resolution #23-24/03

**FERN RIDGE SCHOOL DISTRICT 28J**

**88834 Territorial Road**

**Elmira, OR 97437**

**RESOLUTION NO. 23-24/03**

**Lane Education Service District  
2023-25 Local Service Plan - Year Two  
Fern Ridge School District Board Action**

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

The **2023-25 Local Service Plan - Year Two** was developed in collaboration with component district superintendents, Lane ESD administrators and staff, and reviewed and approved by the Lane ESD Board of Directors on December 5, 2023.

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

The Board of Directors of the Oakridge School District has completed their annual review of the Lane ESD **2023-25 Local Service Plan - Year Two** which includes services for:

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

The Lane ESD **2023-25 Local Service Plan** provides a two-year framework which must be approved annually by Lane ESD and component district boards no later than March 1 (ORS 334-175 (5)(b)).

**BE IT RESOLVED** that the Board of Directors of Oakridge School District No. 76 hereby authorizes the approval the Lane ESD **2023-25 Local Service Plan - Year Two** and requests the Lane ESD to provide the services described during the 2024-25 (year two) fiscal year in accordance with ORS 334.175.

This resolution adopted this 22<sup>nd</sup> day of January, 2024.

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Board of Directors, Chair

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Superintendent



**FERN RIDGE SCHOOL DISTRICT 28J**  
School Board Meeting Minutes

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**REGULAR MEETING of the FERN RIDGE SCHOOL BOARD**

**December 18, 2023**

**Zoom Webinar & In-Person Meeting**  
88960 Territorial Rd.  
Elmira, Or 97437

**CALL TO ORDER (Agenda Item 1):** The regular meeting was called to order at 6:39 pm.

We have a shared vision in the Fern Ridge School District: Provide excellence for every student so that each will reach their greatest potential.

Thank you to the members of the public who have joined us. As a reminder, School Board meetings and work sessions are meetings of the Board held in public, providing an opportunity to observe the Board's discussion and actions.

In an effort to conduct official Board business, we ask that the audience be respectful and refrain from questions, comments, and unnecessary noise while the Board conducts the meeting.

There is an opportunity for citizen comment tonight, and the Board looks forward to hearing from those who signed up. I will share some reminders when we get to that portion of the meeting.

Also, please note that all Board meetings are live streamed and posted on the School Board area of the website.

In attendance were Directors Mark Boren, Andrea Larson, Barbara Graham-Adams, Kathleen Pizzola, Lisa McCann, Student Representatives to the Board Gavin Snell and Tristam Woods, and Superintendent Gary Carpenter.

**CITIZENSHIP AWARD (Agenda Item 2):** The December Citizenship Award was presented to Fern Ridge Middle School student, Thomas Larsen.

Principal Johnson shared that her staff unanimously selected Thomas for this recognition. He has been a straight-A student since his first day of 6<sup>th</sup> grade. Teachers and other students view him as a leader. He is always focused, ready to learn, and an exemplary athlete.

**FLAG SALUTE (Agenda Item 3):** Thomas led the flag salute.

**PUBLIC COMMENT (Agenda Item 4):** No request for public comment was received.

**OPEN PUBLIC RENEWAL HEARING FOR WEST LANE CHARTER SCHOOL (Agenda Item 5):**

Chair Boren opened the public hearing for the West Lane Charter School renewal.

**5. A. West Lane Charter School Presentation:** Director Darci Stuller gave the yearly West Lane Charter School presentation during this time. She spoke of the profound impact this school has had on individual student lives. She shared the stories of several students who found the opportunity to earn their high school diploma through the flexibility that West Lane Charter is able to offer.

She explained that while numbers and statistics are important, it's also important to understand the people behind those data points. The smaller size of West Lane Charter plays a role in the care and individual attention staff are able to give to their students.

**5. B. Public Testimony from West Lane Charter Representatives:** A parent, current and former students, and the West Lane Charter School board chair gave testimony to the positive impact they have experienced with the staff and program at West Lane Charter School.

**5.C. Close Public Renewal Hearing on West Lane Charter School:** Chair Boren thanked the speakers and closed the public renewal hearing on West Lane Charter School.

**2024 BOND UPDATE (Agenda Item 6):** Scott Rose shared a draft of the bond plan outline. The district submitted its application for the Oregon School Capital Improvement Matching (OSCIM) grant. More information on who will be awarded the grant won't be available for another day or two.

The total projected budget for the work recommended by the long-range facility planning committee and bond community committee totals \$23.1M. Estimates were shared for each category: safety, mechanical, athletics, education, energy, restrooms, parking, and site work.

Estimated budgets under each category are reflective of recent market bidding results in other districts plus a 6% annual inflation. These budgets also represent an "all in" project cost including construction, designers, professional services, utility costs, permits, furnishings (where applicable), and a 10% contingency.

The projected budget total reflects a \$15.6M bond over two sales minus the capitalized interest plus a \$6M OSCIM grant. It was noted that energy/utility grants are not yet in the calculation as those remain volatile and would be considered post-bond and post-design.

The outcome of the OSCIM grant application will impact how the district, bond committee, and school board choose to move forward with a bond effort.

Director Larson asked about the differences between the May and November elections. Mr. Rose explained that in Oregon, bonds have a slightly higher passage rate in May over November.

Director McCann asked for clarification on the estimates that were presented. Mr. Rose explained that there is a budget for each of the categories. The projects listed would be bid out and would need to fit within the category budget.

## **MONTHLY ITEMS (Agenda Item 7):**

**7. A.** The minutes from the work session and regular meetings on November 20, 2023, were presented for approval.

Director Graham-Adams moved to approve the work session and regular session dated November 20, 2023; seconded by Director Pizzola.

There was a time of discussion around item 4 from the work session minutes. Director McCann asked for clarification about the school comment boxes. These boxes were used for students and are in all but one building and the district office. This is a practice that could continue in the future.

There was an additional time of discussion on the regular meeting minutes item 10C and the balance of the reconsideration committee. Student representative Gavin Snell described the process the students went through for their representative selection process. Superintendent Carpenter described how the district followed the policy for the remainder of the committee members. Principal Vandercar noted that the individual who filed the curriculum challenge asked the district to reconsider the teacher who was asked to be on the committee, and the district agreed to choose another staff member. Board members were not aligned on the issue of whether or not members of a reconsideration committee should be polled on their opinions prior to being selected. Superintendent Carpenter mentioned a proposed update of the curriculum challenge policy is expected from the Oregon School Board Association in the spring of 2024. When that update is released, the board could consider the proposed changes and any other adjustments at that time.

The motion carried with Directors Boren, Larson, Graham-Adams, Pizzola, and McCann voting yes. 5-0.

## **BUSINESS OFFICE (Agenda Item 8):**

**8. A. Enrollment Report:** Business Manager Quanah Bennett reviewed the enrollment report as of December 1, 2023.

**8. B. General Fund Revenue and Expenditure Report:** Business Manager Quanah Bennett reviewed the general fund revenue and expenditure report as of November 30, 2023.

The district has started to receive property tax revenue. The district has received 59% of budgeted revenue and has spent 28% of operating expenditure. This is aligned with where the district was this time last year. The supplemental budget will likely be presented in early 2024.

Director Larson moved to approve the general fund revenue and expenditure report from November 30; seconded by Director Graham-Adams. There was no discussion. The motion carried with Directors Boren, Larson, Graham-Adams, Pizzola, and McCann voting yes. 5-0.

## **REPORTS (Agenda Item 9):**

**9. A. Student Representative to the Board Report:** Student representative Gavin Snell

reported on the home games for basketball. The Interact Club has wrapped up the winter clothing drive. The National Honor Society raised over \$1,000 in gifts and funds to benefit families in the district. Snell also reported the EHS Drama presentation of Oh, Promise Me will happen in January. Tickets are available at the door.

**9. B. Fern Ridge Education Association Update:** FREA president Jennifer Snider reported on her site visits to each school in the district. She recognized the work of Michelle Marshall and Michelle Smith at the district office. Upcoming events include a concert with Mr. Taylor's class.

### **9. C. Director of K12 Programs:**

**9. C.1. Student Investment Account Grant Agreement:** Director of K12 Programs, Michelle Marshall presented the annual Student Success Act – Student Investment Account grant agreement for board approval. It was noted that this agreement will require annual approval.

Director Pizzola moved to approve the SIA agreement; seconded by Director Graham-Adams. There was no discussion. The motion carried with Directors Boren, Larson, Graham-Adams, Pizzola, and McCann voting yes. 5-0.

**9.C.2. Early Literacy Grant Application:** Director of K12 Programs, Michelle Marshall presented details of the district's Early Literacy Success Application. This is a non-competitive grant with a focus on K-2 students. The presentation outlined how the grant dollars can be used and the proposed plan to meet state requirements both this school year and next year.

Director Larson moved to approve the Early Literacy Success Framework; seconded by Director Pizzola. There was no discussion. The motion carried with Directors Boren, Larson, Graham-Adams, Pizzola, and McCann voting yes. 5-0.

### **9.D. Superintendent's Report:**

- Superintendent Carpenter thanked Darci and the West Lane Charter staff/students who shared. A recommendation will be made to the board in January for the board to consider renewal. If the charter is renewed, the process will begin for contract bargaining.
- Title carryover dollars were approved by the state. Some of these funds can be used for school safety. The district will look at purchasing a radio system that will allow all of the schools and the district office to communicate if the phones are down.
- The Veneta Elementary principal position has been posted. The application window for this position closes on January 15, 2024. An interview committee has been finalized and will meet to review applicants when the application window closes.
- The committee reviewed the curriculum challenges and ultimately recommended that the book *The Hate U Give* continue to be a part of the curriculum. The committee did have some recommendations for EHS administration to consider before the 2024-2025 school year.

The individuals who filed the curriculum challenge were informed of the committee's decision and were given information on the appeal process. If the committee's decision were to be appealed, a vote would then come before the school board.

There was a time of discussion around the committee's recommendation of more advanced notice to parents and what the current opt-out process currently looks like for parents. The opt-out process is not included in any board policy and is handled at the building/staff level.

#### **9.D.1. Superintendent Evaluation Plan for 2023-2024:**

Board Chair Boren outlined the superintendent evaluation process that has been used for the past several years. The board could choose to go this route again or could look at a different option such as the paid superintendent evaluation tool available through the Oregon School Board Association.

There was discussion around the evaluation timeline and when the board could start talking about the process for 2024-2025. The current form will be sent out to each board member by the board secretary for review and clarification if any board member has questions.

The longitudinal goals check in can be used as part of the evaluation process. The check-ins are scheduled for three meetings throughout the school year.

#### **DISCUSSION ITEMS (Agenda Item 10):**

##### **10. A. 5<sup>th</sup> Grade Human Growth and Development:**

Superintendent Carpenter previously sent information to the board, including a survey of staff, that showed they do not want to teach the required human growth and development curriculum and prefer to continue with Planned Parenthood (PP).

There was a discussion on how this curriculum will be funded moving forward and how parents can preview material. Planned Parenthood has been used in the district for the past few decades. Pre-COVID, the parent preview night alternated between Veneta and Elmira Elementary schools. PP has agreed to change or adjust any slides if requested by the district.

There was discussion around tabling this item and any action. Superintendent Carpenter requested board action in the interest of time and staff wishes, however, if the board chooses not to approve the use of PP, then he requested they give the district a different direction to pursue as this topic is required by the Oregon Department of Education. After reaching out to several local districts, some have their district nurse present the material to students, others use classroom teachers and some use PP.

Director Larson moved to approve Planned Parenthood for this year because of the impending timeline, but revisit other options before December of 2024.

There was discussion around the concern of reviewing material from an organization that has never worked with the district before and tasking the district with finding a new curriculum so quickly is problematic.

Director Graham-Adams seconded the motion.

Chair Boren restated the motion on the floor and asked if there was any discussion. There was a time of discussion on the timeline of when material is selected and the length of time the board had to consider this issue.

There were interruptions from the audience with comments about the PP slides from last spring. There was discussion around the steps and information shared and how parents can preview the exact presentation that will be shown to students. There was additional discussion once the interruptions ceased around wanting to preview the material and the timeline that the board has been given to make this decision. Information had been shared in the weekly superintendent updates prior to the meeting asking for board action. Superintendent Carpenter again recommended the board take action tonight and if the choice is not to bring in PP, they should provide direction on how to move forward, knowing that teachers do not want to teach the curriculum. It was noted that the board is free to vote on any item regardless of where it is listed on the agenda or if board action is listed. This could be adjusted in future meetings if the board chooses.

The motion carried with Directors Boren, Larson, and Graham-Adams voting yes and Pizzola and McCann voting no 3-2.

#### **10.B. Update on Longitudinal Performance Growth Targets and School Board Goals:**

This presentation was an update on the progress toward longitudinal growth goals. Targets were discussed for all three areas which include: Attendance, 3<sup>rd</sup> Grade English Language Arts, Ninth Grade On-Track, and Four/Five year completion.

Two more progress updates will be presented before the end of the 2023-2024 school year.

#### **PERSONNEL (Agenda Item 11):**

##### **11. A. Licensed Employees Resignations/New hires/Transfers/Other:**

**11. A.1** Resignation of Chanda Diekotto, Temporary 1.0 FTE TOSA at Fern Ridge Middle School, effective January 5, 2024.

**11.A.2.** Retirement of Jon Guldager, 1.0 FTE Measure 90 Coordinator at Elmira High School, effective December 1, 2023.

Director Larson moved to accept the resignation and retirement as listed, seconded by Director Graham-Adams. There was no discussion. The motion carried with Directors Boren, Larson, Graham-Adams, Pizzola, and McCann voting yes. 5-0.

**11. A.2 Non-Licensed Personnel Report:** The non-licensed personnel report was

presented for review:

- Resignation of Dylan Rice, 1.0 FTE Grounds and Maintenance, effective December 15, 2023
- Hiring of Abby Archer, Assistant Track Coach at EHS, effective the 2023-2024 season.
- Resignation of Emmy Erwin, JV Volleyball Coach at EHS, effective December 7, 2023.

**LATE ITEMS/CLOSING COMMENTS (Agenda Item 12):** Director McCann asked for a clarification on the timeline of the board goals. The goal presentation tonight is part of 2023-2024 Board Goal 2.

**UPCOMING DATES (Agenda Item 13):**

**No School Days**

December 18 - January 1: Winter Break

January 15: Martin Luther King Jr. Day

**Elmira Elementary**

Dec 15: 1st & 2nd Spectacular Sing-a-long

Dec 19: PTA Meeting

It was noted during the meeting that there is no EES PTA meeting tomorrow due to winter break.

**Veneta Elementary**

Jan 2 - 23: Ukulele Residency with Jen Sennett

Jan 3: PALS Meeting

Jan 12: Jay Frasier (Magician) Assembly

**Elmira High School**

Dec 19 & 20: Varsity Basketball Tournament at Regis High School

Jan 4: Wrestling at Yamhill Carlton

Jan 12: Varsity Basketball vs La Pine

Jan 12 & 19 at 6:30 pm EHS Theater Presentation of Oh, Promise Me!

Jan 13 & 20 at 1:00 pm EHS theater presentation of Oh, Promise Me!

**ADJOURNMENT (Agenda Item 14):** Chair Boren adjourned the meeting at 8:55 pm.

Attest: \_\_\_\_\_  
School Board Representative

\_\_\_\_\_  
Gary E. Carpenter, Jr., Superintendent

Avg.  
Class  
Size

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
EES Teacher 1	19													19
EES Teacher 2	17													17
EES Teacher 3		23												23
EES Teacher 4		9	15											24
EES Teacher 5			22											22
EES Teacher 6			21											21
EES Teacher 7				22										22
EES Teacher 8				21										21
EES Teacher 9					24									24
EES Teacher 10					25									25
EES Teacher 11						22								22
EES Teacher 12						22								22
<b>Elmira Elementary</b>	<b>36</b>	<b>32</b>	<b>58</b>	<b>43</b>	<b>49</b>	<b>44</b>								<b>262</b>
VES Teacher 1	15													15
VES Teacher 2	16													16
VES Teacher 3	15													15
VES Teacher 4		23												23
VES Teacher 5		23												23
VES Teacher 6		24												24
VES Teacher 7			26											26
VES Teacher 8			26											26
VES Teacher 9				28										28
VES Teacher 10				29										29
VES Teacher 11					26									26
VES Teacher 12					26									26
VES Teacher 13						27								27
VES Teacher 14						28								28
<b>Veneta Elementary</b>	<b>46</b>	<b>70</b>	<b>52</b>	<b>57</b>	<b>52</b>	<b>55</b>								<b>332</b>
<b>Total Elementary</b>	<b>82</b>	<b>102</b>	<b>110</b>	<b>100</b>	<b>101</b>	<b>99</b>								<b>594</b>
<b>Fern Ridge Middle School</b>							98	87	86					271
<b>FRMS Options</b>							1	2	5					8
<b>Elmira High School</b>										106	91	86	78	361
<b>EHS Options</b>											3	15	21	39
<b>EE Bridges (K-2)</b>	1	5	2											8
<b>EE Bridges (3-5)</b>		1		3	1	3								8
<b>VES (Structured Learning)</b>		1	2	1	2	2								8
<b>Home Tutor</b>														-
<b>FRMS Bridges (6-8)</b>							4	2	2					8
<b>Total In-District Enrollment</b>	<b>83</b>	<b>109</b>	<b>114</b>	<b>104</b>	<b>104</b>	<b>104</b>	<b>103</b>	<b>91</b>	<b>93</b>	<b>106</b>	<b>94</b>	<b>101</b>	<b>99</b>	<b>1,305</b>
<i>Change from Adopted Budget (based on ADMr of 1346)</i>														<i>(41)</i>
<b>Out of District Placements</b>	2	3		2	1	2	1	2	1		3	1	6	24
<i>Change from Adopted Budget (based on ADMr of 16)</i>														<i>8</i>
<b>Total WLTL Charter School</b>										9	24	24	29	86
<b>FRSD Attending WLTL</b>										4	13	15	13	45
<i>Change from Adopted Budget (based on ADMr of 65)</i>														<i>21</i>
<b>Total District/ Out of District /Charter School Enrollment</b>														<b>1,415</b>
<i>Change from Adopted Budget (based on ADMr of 1427)</i>														<i>(12)</i>

21.83

23.71


**FERN RIDGE SCHOOL DISTRICT 28J**

## General Fund Revenue and Expenditures

December 31, 2023	ADOPTED 23-24 BUDGET	2023-2024						TOTAL YTD	REMAINING BALANCE
		JULY	AUG	SEPT	OCT	NOV	DEC		
Beginning Fund Balance	4,803,178	-	-	-	-	-	-	-	4,803,178
<b>OPERATING REVENUE:</b>									
PROPERTY TAXES	5,334,638	2,429	9,588	6,597	6,246	3,419,165	1,601,369	5,045,395	289,243
COUNTY SCHOOL FUNDS	20,000	-	-	-	-	-	-	-	20,000
COMMON SCHOOL FUND	209,012	-	-	-	-	-	-	-	209,012
STATE MANAGED COUNTY TIMBER	-	658,672	-	-	-	-	-	658,672	(658,672)
FEDERAL FOREST FEES	-	-	-	-	-	-	-	-	-
OTHER REVENUES	419,514	32,821	59,019	47,900	60,091	54,692	67,680	322,202	97,312
STATE SCHOOL FUND	11,334,714	2,004,655	973,917	948,992	959,693	948,071	961,087	6,796,415	4,538,299
OTHER RESTRICTED GRANTS	-	-	-	-	-	-	-	-	-
RESTRICTED FR FED/GOV ST	-	-	-	-	-	-	-	-	-
INTERUND TRANSFERS	-	-	-	-	-	-	-	-	-
SALE OF FIXED ASSETS	-	-	-	-	-	-	-	-	-
<b>TOTAL OPERATING REVENUE</b>	<b>17,317,878</b>	<b>2,698,576</b>	<b>1,042,524</b>	<b>1,003,489</b>	<b>1,026,030</b>	<b>4,421,927</b>	<b>2,630,136</b>	<b>12,822,683</b>	<b>4,495,195</b>

74%

**TOTAL BUDGETED REVENUE (INCLUDES  
BEGINNING FUND BALANCE)**

22,121,056

12,822,683

<b>OPERATING EXPENDITURES:</b>									
SALARIES	7,840,816	146,183	172,728	612,554	622,338	624,235	626,121	2,804,159	5,036,657
BENEFITS	5,954,679	90,117	111,293	451,547	444,389	445,211	441,826	1,984,384	3,970,295
PURCHASED SERVICES	3,427,959	102,202	101,842	256,942	141,284	334,200	128,777	1,065,246	2,362,713
SUPPLIES & MATERIALS	470,217	27,150	14,365	50,713	56,054	31,238	15,495	195,016	275,201
CAPITAL OUTLAY	-	-	-	-	8,432	-	-	8,432	(8,432)
OTHER	255,287	235,491	11,446	3,139	4,099	5,891	-	260,065	(4,778)
<b>TOTAL OPERATING EXPENDITURES</b>	<b>17,948,958</b>	<b>601,143</b>	<b>411,674</b>	<b>1,374,895</b>	<b>1,276,597</b>	<b>1,440,774</b>	<b>1,212,220</b>	<b>6,317,303</b>	<b>11,631,655</b>

35%

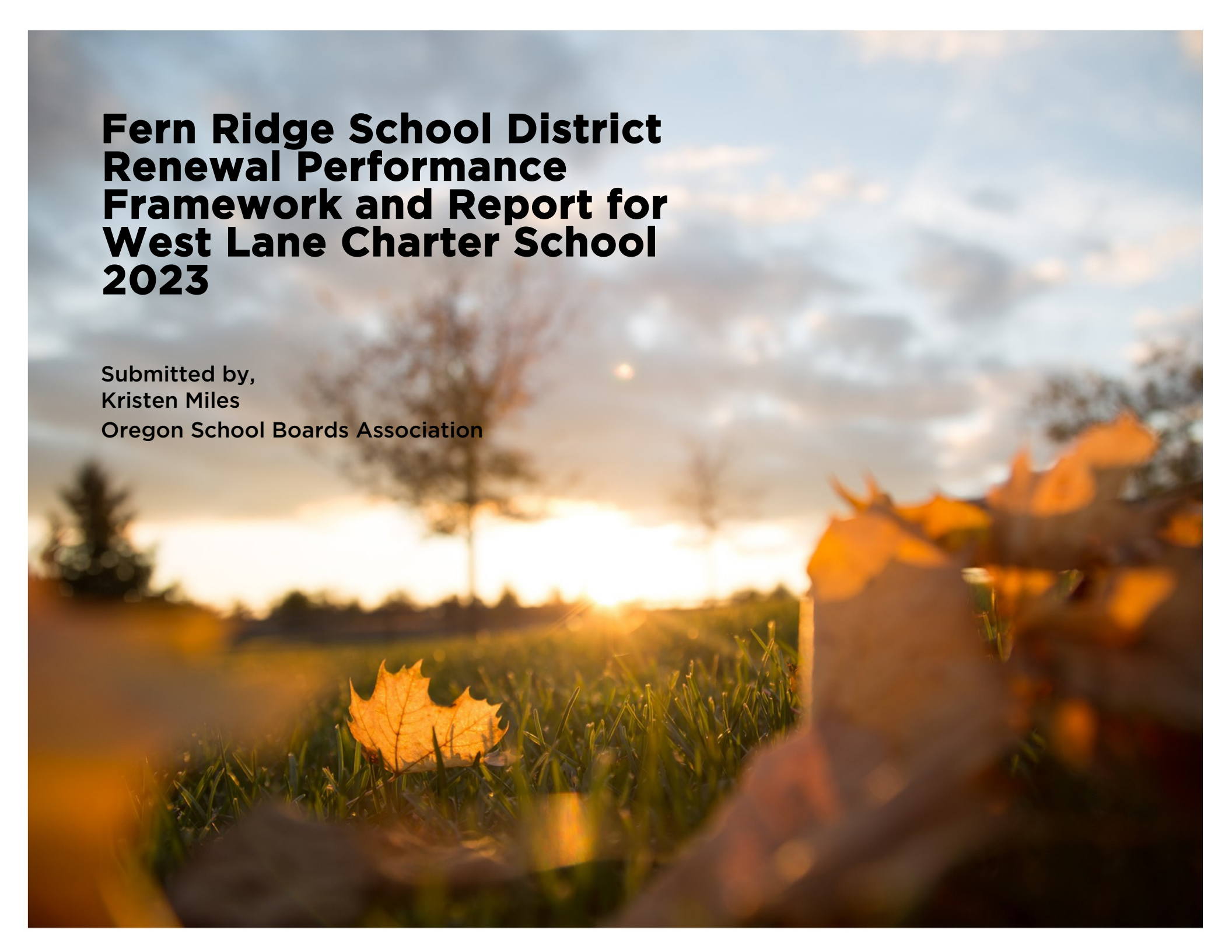
**NON-OPERATING EXPENDITURES**

INTERFUND TRANSFERS	2,068,500	-	-	-	-	-	2,060,000	2,060,000	8,500
CONTINGENCY	2,103,598	-	-	-	-	-	-	-	2,103,598
<b>TOTAL NON-OPERATING EXPENDITURES</b>	<b>4,172,098</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2,060,000</b>	<b>2,060,000</b>	<b>2,112,098</b>

**TOTAL BUDGETED EXPENDITURES**

22,121,056

8,377,303

A photograph of a field at sunset. The sun is low on the horizon, creating a warm, golden glow. In the foreground, a single maple leaf lies on the grass. To the right, a hand is visible holding a paper bag, possibly for collecting leaves. The background shows a line of trees and a cloudy sky.

# **Fern Ridge School District Renewal Performance Framework and Report for West Lane Charter School 2023**

Submitted by,  
Kristen Miles  
Oregon School Boards Association

# INTRODUCTION

Charter schools in Oregon are defined in statute as “...a legitimate avenue for parents, educators and community members to take responsible risks to create new, innovative and more flexible ways of educating children within the public school system. The Legislative Assembly seeks to create an atmosphere in Oregon’s public school system where research and development of new learning opportunities are actively pursued.”  
(ORS 338.015)

The charter schools sponsored by Fern Ridge School District provide educational options for students and families as well as diverse professional opportunities for school employees. While the district provides oversight and support to its sponsored charters, each charter school is an independent, nonprofit organization that has autonomy over its mission, strategic planning, budget, hiring and the development and implementation of its educational program.

Fern Ridge School District is responsible for maintaining high standards for its sponsored charter schools, and for ensuring that charter schools are compliant with all applicable laws, financially viable, their academic programs are successful and their organizations are effective and responsibly managed. The district balances oversight with an understanding of the independence and autonomy afforded public charter schools by law.

OSBA has established the following performance framework, which is largely derived from the “Core Performance Framework and Guidance” developed by the National Association of Charter School Authorizers (NACSA). This performance framework is designed to measure each charter school’s academic, financial and organizational performance, and to “... guide practice, assess progress, and inform decision-making over the course of the charter term and at renewal.”

Because each charter school’s story and perspective on its own performance are critical to a balanced evaluation process, each measure includes space for narrative explanation and/or further description from both the district and the charter school. It is our hope and goal that Fern Ridge School District and the charter school will fully engage in the process of program evaluation each year and at the renewal period, and that this process contributes to the continuous improvement of each charter school and the Fern Ridge School District

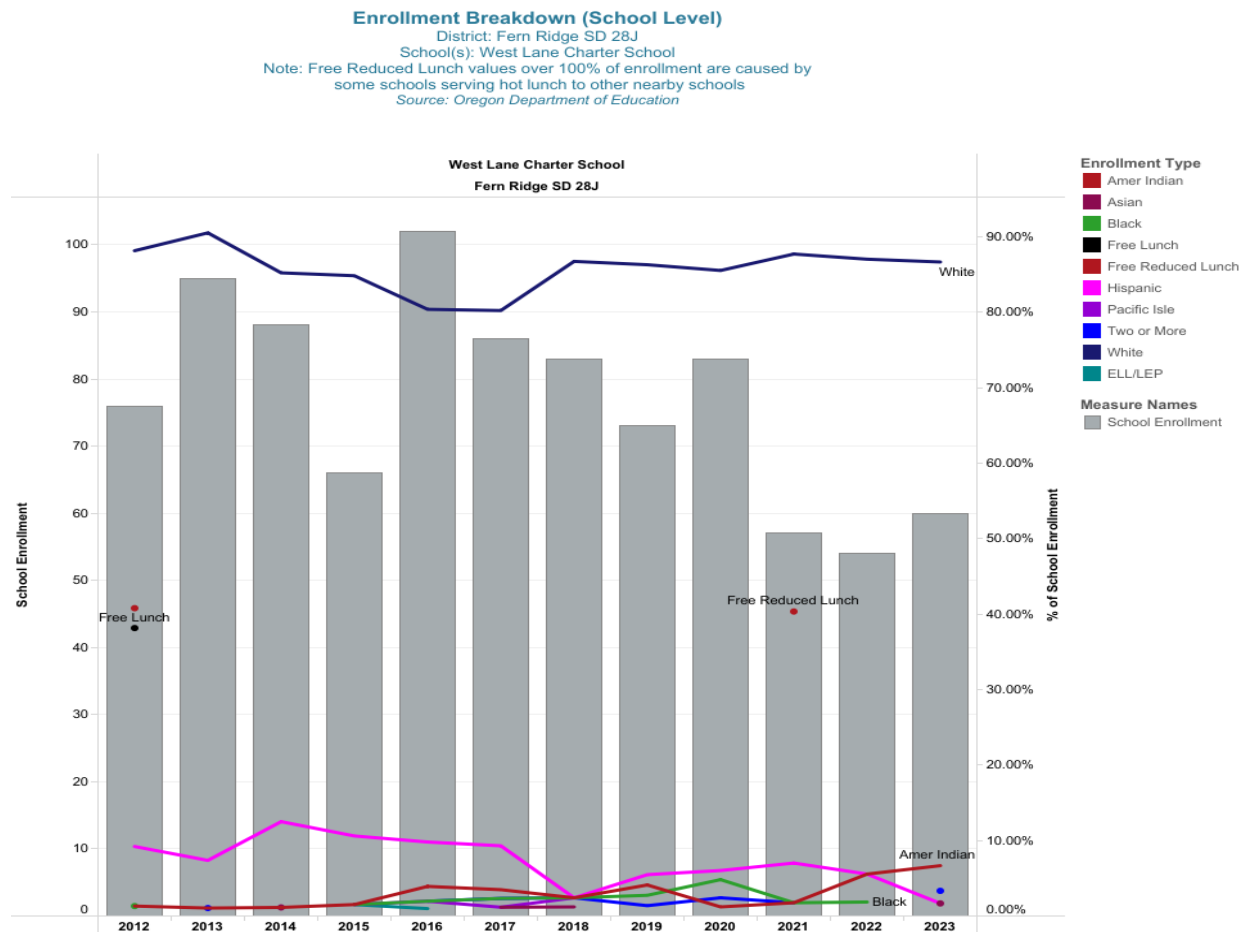
# WEST LANE CHARTER SCHOOL RENEWAL RECOMMENDATION

SUBMITTED BY, KRISTEN MILES, OSBA  
JANUARY 2, 2024

## OVERALL TRENDS

West Lane Charter School (West Lane) is a charter school sponsored by the Fern Ridge School District. Its mission is “guiding students to success by focusing on individual goals”. The school offers a fully virtual 9-12 education, with a small campus where students can get support from teachers in person and complete work. CTE offerings include the following tracks: culinary, tourism and hospitality, and information technology.

West Lane student demographics are indicated below.



Note: West Lane has 20% of students with disabilities and 50% of students have free/reduced lunch.

## ACADEMIC TRENDS

The following information can be gathered from Oregon at-a-glance report:

- Regular attendance rate is 26%, which is a 15% increase since last year. The state average is 62%.
- The percentage of students on track to graduate is 30%. The state average is 84%.
- On-time graduation is 13% which is a 16% decrease from last year. The Oregon average is 81%.
- The 5-year completion rate is 48%, which is a 1% increase from last year. The Oregon average is 87%.

While state performance data is one metric to be considered in renewal, school-specific performance goals and data should be taken into account, particularly in schools that serve populations of students with high mobility rates and high rates of credit deficiency upon enrollment.

The goals that West Lane listed in its contract were:

Year	Chronic Absenteeism	Regular Attenders	Drop-Out Rate	On-Time Graduation	Five Year Completion
2020	45%	55%	55%	15%	28%
2021	41.5%	58.5%	52%	17%	30%
2022	38%	62%	49%	19%	32%
2023	35.5%	65.5%	46%	21%	34%
2024	32%	68%	43%	23%	36%

### Results:

Year	Chronic Absenteeism	Regular Attenders	Drop-Out Rate	On-Time Graduation	Five Year Completion
2020	NA	NA	30.12% Met	17% Met	26% DNM
2021	86.9% DNM	13.1% DNM	26.32% Met	23% Met	30% Met
2022	89% DNM	11% DNM	40.74% Met	29% Met	47% Met
2023	74% DNM	26% DNM	Can find data	13% DNM	48% Met
2024					

West Lane met their drop out, on-time graduation, and five-year completion goals in three of the last four years. One goal was met in the 2023 school year. While the school did not meet its goals in chronic absenteeism and regular attendance, absenteeism has decreased, and attendance has significantly increased—more than doubling over the previous year.

The school noted that the on-time graduation rate for the 2022-23 school year may not have been met the goal due to that cohort of students being 10<sup>th</sup> graders when the pandemic started, and those students faced significant challenges in their academic journey afterward.

The school noted that the attendance criteria from the state has changed since the goals were set (from twice a week check ins to daily check ins) and this impacts attendance data.

West Lane’s plan to address chronic absenteeism includes the following components:

- Foundational “whole school” supports for all students
  - 1:1 Chromebook access and wifi hotspots
  - Instructional labs
  - Conferences
  - IEP/504 accommodations
  - SEL curriculum
  - Attendance reward drawings
- Tier 1: Prevention
  - Engaging school climate and positive relationships
  - Understanding of impact of absences, and monitoring this data
  - Improved attendance rewarded
  - Barriers addressed
  - Weekly calls
  - Postcards/letters
- Tier 2: Early Intervention
  - Attendance meetings
  - Individual attendance plans developed with families
  - Next steps defined
  - Weekly check ins with advisors/mentors
  - Enroll in synchronous courses/work from lab
- Tier 3: Specialized Report
  - Required in-person schooling
  - Coordinated school and interagency response
  - Legal intervention as a last resort (duty to send to school)

## FINANCIAL TRENDS

**Near term indicators:** The school appears to be in a healthy current financial position, having over 200 days’ cash on hand, and enrollment that exceeded budget.

**Long-term indicators:** Most sustainability measures are mixed. The total margin (net income divided by total revenue) is negative. Multi-year cash flow is negative; however, the one-year cash flow is positive and meets standard. The debt-to-asset ratio meets standard. Finally, the school’s total net position, as of June 30, 2023 was at (\$232,768). This represents a \$290,898 decrease from the previous year.

## ORGANIZATIONAL TRENDS

West Lane appears to be in compliance with all other state and contractual requirements as of this writing.

Student rights (including the rights of students qualifying for Special Education services and English Language Learners) are protected, and all students have an equal opportunity to enroll. Student records are handled appropriately.

Teachers are properly licensed for their positions.

## STAFF FEEDBACK

Staff noted a variety of reasons for coming to West Lane: the small school size, flexibility, collaboration, a student-centered focus, and the wraparound services offered by the school.

Staff noted that the attendance rate was one of the single greatest improvements the school is focused on and there are specific plans to work on this with intention.

## COMMENDATIONS AND RECOMMENDATIONS

### **Commendations:**

West Lane continues to serve a diverse population of students, many of whom come to West Lane credit deficient and/or have left other school systems.

The addition of a GED program has been a benefit to students who are unable to complete a traditional degree.

Leadership at West Lane is strong and has been a benefit to the overall stability and health of the school, including the relationship with the district.

### **Recommendations:**

West Lane's long-term financial situation should be monitored closely by both the charter school and the district.

An overall recommendation for West Lane is to continue to focus on attendance, which is part of the school's existing goals.

While on-time graduation saw an increase in each year of this contract, the 2023 year saw a decrease. The school should continue to focus on its graduation rate, though the context of having very few students each year should be kept in mind, as a single student in a small cohort can greatly impact the percentage of students graduating.

The school should ensure that it provides information to the district in a timely manner for students enrolling with an IEP and should ensure that no students are dual enrolled in another school.

The provision that students can only enroll beginning in the second semester of their 9<sup>th</sup> grade year should be removed from the contract, as ORS 338.125(2)(a) states that all students who reside in the school district in which the public charter school is located are eligible for enrollment if space is available.

The school requests access to ESD services, an articulation of a more comprehensive evaluation, and goals that account for the nature of a small school in the contract.

## ALIGNMENT WITH STATUTORY CRITERIA FOR RENEWAL

The school board must use the criteria in ORS 338.065(8)(a)(A-E) to make the renewal decision. Based on my review of the charter school renewal application, I have noted whether the charter school has met or not met the criteria below.

1. Is the charter school in compliance with ORS 338 and all other applicable state and federal laws? ORS 338.065(8)(a)(A)  
 Yes  
 No
  
2. Is the charter school in compliance with the contract? ORS 338.065(8)(a)(B)  
 Yes  
 No
  
3. Is the charter school meeting or working toward meeting the student performance goals and agreements specified in the contract or in any other written agreements between the charter school and the district? ORS 338.065(8)(a)(C)  
 Yes (*the school is working toward the goals set in the contract*)  
 No
  
4. Is the charter school fiscally stable and has it used the sound financial management system described in the contract? ORS 338.065(8)(a)(D)  
 Yes (*though long-term measures should be monitored*)  
 No
  
5. Is the charter school in compliance with any renewal criteria specified in the contract? ORS 338.065(8)(a)(E)  
 Yes  
 No

## RENEWAL RECOMMENDATION

West Lane meets the required renewal requirements as per ORS 338.065. I recommend that the Fern Ridge School Board renew the charter contract.

# ACADEMIC PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the academic performance section of the annual report is to evaluate whether the charter school's educational program is showing success with its students.

Many of the indicators for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance," while the performance targets and ratings are aligned with the targets and ratings in the Oregon Report Card.

## **THE FOLLOWING DATA ELEMENTS AND SOURCES ARE USED TO COMPLETE THE ACADEMIC PERFORMANCE ANALYSIS:**

- The charter school's Oregon Report Card
- The charter school's contract
- The charter school's whole school growth and performance on standardized tests in reading and math
- The charter school's subgroup growth and performance on standardized tests in reading and math
- The district's Oregon Report Card
- Performance and growth information for comparison schools, as defined by the Oregon Department of Education
- The school's graduation rate (where applicable)
- The district's graduation rate (where applicable)
- The school's completion rate (where applicable)
- The district's completion rate (where applicable)
- The school's dropout rate (where applicable)
- The district's dropout rate (where applicable)
- The graduation, completion and dropout rates of comparison schools, as defined by ODE (where applicable)
- The charter school's alignment to Common Core State Standards as evidenced by course syllabi, course descriptions, curriculum alignments, etc. (where applicable)

# ACADEMIC PERFORMANCE

## 1. OREGON SCHOOL RATING SYSTEM:

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS OR EXCEEDS PERFORMANCE EXPECTATIONS COMPARED TO THE DISTRICT.	1A: Is the school meeting acceptable standards according to the state's school rating system?		Identified for intervention or considered failing by the state accountability system	Did not receive passing rating from the state accountability system	Passing rating from the state accountability system	Highest rating from the state accountability system	Comprehensive level of support
	1B: Is the school meeting state designation expectations as set forth by the state and federal accountability system?		Identified as a "Priority" school	Identified as a "Focus" school	No designation	Identified as a "Model" school	See above
	1C: How are Economically Disadvantaged students achieving on state assessments in <b>READING</b> compared to the Economically Disadvantaged students in the district?		Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more	Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%	Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%	Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%	Not enough information for rating

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE SCHOOL MEETS OR EXCEEDS PERFORMANCE EXPECTATIONS COMPARED TO THE DISTRICT.</b></p>	<p>1D: How are Economically Disadvantaged students achieving on state assessments in <b>MATH</b> compared to the Economically Disadvantaged students in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Not enough information for rating</p>
	<p>1E: How are English Language Learners achieving on state assessments in <b>READING</b> compared to the English Language Learners in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Not enough information for rating</p>
	<p>1F: How are English Language Learners achieving on state assessments in <b>MATH</b> compared to the English Language Learners in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Not enough information for rating</p>

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE SCHOOL MEETS OR EXCEEDS PERFORMANCE EXPECTATIONS COMPARED TO THE DISTRICT.</b></p>	<p>1G: How are Students with Disabilities achieving on state assessments in <b>READING</b> compared to the Students with Disabilities in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Not enough information for rating</p>
	<p>1H: How are Students with Disabilities achieving on state assessments in <b>MATH</b> compared to the Students with Disabilities in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Not enough information for rating</p>
	<p>1I: How are students of historically underserved races/ethnicities achieving on state assessments in <b>READING</b> compared to the students of underserved races/ethnicities in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Not enough information for rating</p>

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE SCHOOL MEETS OR EXCEEDS PERFORMANCE EXPECTATIONS COMPARED TO THE DISTRICT.</b></p>	<p>1J: How are students of historically underserved races/ethnicities achieving on state assessments in <b>MATH</b> compared to the students of underserved races/ethnicities in the district?</p>		<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 10% or more</p>	<p>Average subgroup achievement rate is less than the average district performance of students in the same subgroup in the same grades by 1-10%</p>	<p>Average subgroup achievement rate meets or exceeds the average district performance of students in the same subgroup in the same grades by up to 10%</p>	<p>Average subgroup achievement rate exceeds the average district performance of students in the same subgroup in the same grades by at least 10%</p>	<p>Not enough information for rating</p>

## ACADEMIC PERFORMANCE

### 2. STUDENT ACADEMIC GROWTH:

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS OR EXCEEDS ACADEMIC GROWTH STANDARDS COMPARED TO ITS PEERS.	2A: Are students making expected annual academic growth in <b>READING</b> compared to their peers?		Combined median growth percentile of lower than 30	Combined median growth percentile of between 30 and 34.5	Combined median growth percentile of between 35 and 59.5	Combined median growth percentile of 60 or more	Not rated
	2B: Are students making expected annual academic growth in <b>MATH</b> compared to their peers?		Combined median growth percentile of lower than 30	Combined median growth percentile of between 30 and 34.5	Combined median growth percentile of between 35 and 59.5	Combined median growth percentile of 60 or more	Not rated

# ACADEMIC PERFORMANCE

## 3. SUBGROUP GROWTH:

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL DEMONSTRATES INCREASED ACADEMIC PERFORMANCE OVER TIME.	3A: Is the school increasing academic performance over time for Economically Disadvantaged students in <b>READING</b> ?		Combined median growth percentile of lower than 30	Combined median growth percentile of between 30 and 34.5	Combined median growth percentile of between 35 and 59.5	Combined median growth percentile of 60 or more	Not enough information for rating
	3B: Is the school increasing academic performance over time for Economically Disadvantaged students in <b>MATH</b> ?		Combined median growth percentile of lower than 30	Combined median growth percentile of between 30 and 34.5	Combined median growth percentile of between 35 and 59.5	Combined median growth percentile of 60 or more	Not enough information for rating
	3C: Is the school increasing academic performance over time for English Language Learner students in <b>READING</b> ?		Combined median growth percentile of lower than 30	Combined median growth percentile of between 30 and 34.5	Combined median growth percentile of between 35 and 59.5	Combined median growth percentile of 60 or more	Not enough information for rating
	3D: Is the school increasing academic performance over time for English Language Learner students in <b>MATH</b> ?		Combined median growth percentile of lower than 30	Combined median growth percentile of between 30 and 34.5	Combined median growth percentile of between 35 and 59.5	Combined median growth percentile of 60 or more	Not enough information for rating
	3E: Is the school increasing academic performance over time for Students with Disabilities in <b>READING</b> ?		Combined median growth percentile of lower than 30	Combined median growth percentile of between 30 and 34.5	Combined median growth percentile of between 35 and 59.5	Combined median growth percentile of 60 or more	Not enough information for rating
	3F: Is the school increasing academic performance over time for Students with Disabilities in <b>MATH</b> ?		Combined median growth percentile of lower than 30	Combined median growth percentile of between 30 and 34.5	Combined median growth percentile of between 35 and 59.5	Combined median growth percentile of 60 or more	Not enough information for rating

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
<b>THE SCHOOL DEMONSTRATES INCREASED ACADEMIC PERFORMANCE OVER TIME.</b>	3G: Is the school increasing academic performance over time for students of underserved races/ethnicities in <b>READING</b> ?		Combined median growth percentile of lower than 30	Combined median growth percentile of between 30 and 34.5	Combined median growth percentile of between 35 and 59.5	Combined median growth percentile of 60 or more	Not enough information for rating
	3H: Is the school increasing academic performance over time for students of underserved races/ethnicities in <b>MATH</b> ?		Combined median growth percentile of lower than 30	Combined median growth percentile of between 30 and 34.5	Combined median growth percentile of between 35 and 59.5	Combined median growth percentile of 60 or more	Not enough information for rating

## ACADEMIC PERFORMANCE

### 4. STUDENT ATTENDANCE:

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS OR EXCEEDS STUDENT ATTENDANCE EXPECTATIONS	4A: What percentage of students at the charter school are identified as <b>REGULAR ATTENDERS</b> ? (attending 90% of the enrolled days)		Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 10% or more	Percentage of regular attenders is less than the district's percentage of regular attenders in the same grades by 1-10%	Percentage of regular attenders meet or is greater than the district's percentage of regular attenders in the same grades by up to 10%	Percentage of regular attenders is greater than the district's percentage of regular attenders in the same grades by at least 10%	West Lane is 31.6%, Fern Ridge (HS level) is 64.2%

## ACADEMIC PERFORMANCE

### 5. ALIGNMENT OF CORE CLASSES TO STANDARDS (MIDDLE/HIGH SCHOOLS ONLY):

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL'S CLASSES IN CORE SUBJECTS ARE ALIGNED TO OREGON STANDARDS	5A: Is the school aligning all classes in core subjects to <b>COMMON CORE STATE STANDARDS</b> ?		School is not offering all required core subjects and/or has not aligned all classes in core subjects to Common Core State Standards and has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods.	School is offering all required core subjects but has not fully aligned all classes in core subjects to Common Core State Standards and/or has not provided evidence of this through detailed syllabi, course descriptions, curriculum alignments or other methods.	School is offering all required core subjects and has aligned all classes in core subjects to Common Core State Standards and has articulated this through detailed syllabi, course descriptions, curriculum alignments or other methods.		

## ACADEMIC PERFORMANCE

### 6. GRADUATION AND POST-SECONDARY READINESS (HIGH SCHOOLS ONLY):

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS	6A: What percentage of students are graduating within four years of entering high school as compared to other schools in the district?		Average graduation rate is less than the average district graduation rate by 10% or more	Average graduation rate is less than the average district graduation rate by 1-10%	Average graduation rate meets or exceeds the average district graduation rate by up to 10%	Average graduation rate exceeds the average district graduation rate by at least 10%	West Lane graduation rate is 13%; Fern Ridge graduation rate is 63%.

STANDARD	INDICATOR	GRADE LEVEL	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	EXCEEDS STANDARD	SOURCE(S) OF EVIDENCE
<b>THE SCHOOL MEETS GRADUATION AND COMPLETION EXPECTATIONS</b>	6C: What percentage of students receive a regular, modified, extended or adult high school diploma or complete a GED within five years of entering high school as compared to other schools in the district?		Average completion rate is less than the average district completion rate by 10% or more	Average completion rate is less than the average district completion rate by 1-10%	Average completion rate meets or exceeds the average district completion rate by up to 10%	Average completion rate exceeds the average district completion rate by at least 10%	West Lane 5-year completion rate is 48%; the district rate is 83%.
	6E: What percentage of students dropped out during the school year and did not re-enroll as compared to other schools in the district?		Average dropout rate exceeds the average district dropout rate by 4% or more	Average dropout rate exceeds the average district dropout rate by 1-4%	Average dropout rate meets or is less than the average district dropout rate by up to 4%	Average dropout rate is less than the average district dropout rate by 4% or more	West Lane dropout rate is 40.74%; district rate is 3.59%.

# FINANCIAL PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the financial performance section of the annual report is to evaluate whether the charter school is financially viable.

Many of the indicators, performance targets and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance."

The following data elements and sources are used to complete the financial performance analysis:

- The charter school's contract
- The charter school's audited balance sheet and notes for the last three years
- The charter school's projected enrollment and actual enrollment
- The charter school's board-adopted budget
- The charter school's audited income statement and audited cash flow statement
- Annual principal and interest obligations
- Quarterly financial statements, including budget-to-actuals, profit and loss and balance sheet

## FINANCIAL PERFORMANCE

### 8. NEAR-TERM MEASURES:

STANDARD	INDICATOR	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS CURRENTLY FINANCIALLY STABLE.	8A: Current ratio: Current assets divided by current liabilities	Less than or equal to .9	Between .9 and 1.0 or equals 1.0	Greater than or equal to 1.1	2.67
	8B: Unrestricted days cash: Unrestricted cash divided by (total expenses minus depreciation expense) / 365)	Fewer than 15 days cash	Days cash is between 15 and 30 days	60 days cash	210 days cash
	8C: Enrollment variance: actual enrollment divided by enrollment projection in charter school board-approved budget	Less than 85% in the most recent year	Between 85-95% in the most recent year	Equals or exceeds 95% in the most recent year	128%
	8D: Default	School is in default of loan covenant(s) and/or is delinquent with debt service payments		School is not in default of loan covenant(s) and/or is not delinquent with debt service payments	Not in default

# FINANCIAL PERFORMANCE

## 9. SUSTAINABILITY MEASURES:

STANDARD	INDICATOR	FALLS FAR BELOW STANDARD	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS FINANCIALLY STABLE OVER TIME.	9A: Total Margin: Net income divided by total revenue  Aggregated total margin: Total 3-year net income divided by total 3-year revenues	Aggregated three-year total margin is less than or equal to -1.5% and the most recent year total margin is less than -10%	Aggregated 3-year total margin is greater than -1.5%, but trend does not "meet standard" (above)	Aggregated 3-year total margin is positive and the most recent year total margin is positive	Aggregated total margin does not meet standard and is -2.90%.  Total margin falls far below standard at -13%.
	9B: Debt to asset ratio: Total liabilities divided by total assets	Debt-to-asset ratio is greater than 1.0	Debt-to-asset ratio is between .9 and 1.0	Debt-to-asset ratio is less than .9	.36
	9C: Cash flow: Multi-year cash flow = Year 3 total cash - Year 1 total cash  One-year cash flow = Year 2 total cash - Year 1 total cash	Multi-year cumulative cash flow is negative	Multi-year cumulative cash flow is positive, but trend does not "meet standard" (above)	Multi-year cumulative cash flow is positive and cash flow is positive each year	Multi-year cash flow falls far below standard at (\$230,330.)  One year cash flow meets standard at \$142,412, so the trend is positive

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<b>THE SCHOOL IS FINANCIALLY STABLE OVER TIME.</b>	9E: Is the school meeting financial reporting and compliance requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including annual budget, revised budgets (when applicable), quarterly financial reports and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial reporting requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Complete and timely submission of financial reports, including annual budget, revised budgets (when applicable), quarterly financial reports and annual municipal audit</li> <li>• All other reporting requirements related to the use of public funds</li> </ul>	Audit
	9F: Is the school following Generally Accepted Accounting Principles (GAAP)?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• A qualified audit opinion</li> <li>• An audit containing significant findings or conditions, material weaknesses or significant internal control weaknesses</li> <li>• An audit that included a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to financial management and oversight expectations by an annual independent audit, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• An unqualified audit opinion</li> <li>• An audit devoid of significant findings and conditions, material weaknesses or significant internal control weaknesses</li> <li>• An audit that did not include a going concern disclosure in the notes or an explanatory paragraph within the audit report</li> </ul>	

# ORGANIZATIONAL PERFORMANCE: DATA ELEMENTS AND SOURCES

The purpose of the organizational performance section of the annual report is to evaluate whether the charter school as an organization is effectively governed and well run.

Many of the indicators, performance targets and ratings for this section are adopted from the National Association of Charter School Authorizers' "Core Performance Framework and Guidance."

The following data elements and sources are used to complete the organizational performance analysis:

- Site visit observations (both formal and informal)
- The charter school's contract
- Required reporting by the charter school, including all deliverables
- The school's adherence to deliverables and reporting due dates
- Feedback from parents, students, charter school staff and other community stakeholders
- The student information system
- The charter school's internal accountability systems
- Student enrollment forms
- The charter school's adopted board policies
- The charter school's parent/student/staff handbooks
- TSPC
- Assurances by the charter school that it is compliant with all applicable requirements

# ORGANIZATIONAL PERFORMANCE

## 11. EDUCATION PROGRAM:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</b></p>	<p>11A: Is the school implementing the material terms of the education program as defined in the current charter contract?</p>	<p>The school failed to implement the material terms of the education program in all material aspects and the education program in operation does not reflect the material terms as defined in the charter contract, or the schools implemented a modification to the material terms without approval and/or a mutually agreeable amendment to the contract.</p>	<p>The school implemented the material terms of the education program in all material aspects and the education program in operation reflects the material terms as defined in the charter contract, or the school has gained approval for a modification to the material terms.</p>	<p>Charter contract</p>
	<p>11B: Is the school complying with applicable education requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to education requirements, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Instructional days and/or minutes requirements</li> <li>• Graduation and promotion requirements</li> <li>• Content standards, including Common Core State Standards</li> <li>• The administration of state assessments</li> <li>• Implementation of mandated programming as a result of state or federal funding</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to education requirements, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Instructional days and/or minutes requirements</li> <li>• Graduation and promotion requirements</li> <li>• Content standards, including Common Core State Standards</li> <li>• The administration of state assessments</li> <li>• Implementation of mandated programming as a result of state or federal funding</li> </ul>	<p>Instructional time is calculated differently for virtual schools. West Lane appears to be compliant in calculating instructional time accordingly.</p>

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</b></p>	<p>11C: Is the school protecting the rights of Students with Disabilities?</p>	<p>Consistent with the school’s status as a school in a district LEA, the school was materially out of compliance with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Equitable access and opportunity to enroll</li> <li>• Identification and referral</li> <li>• Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans</li> <li>• Operational compliance, including appropriate inclusion in the school’s academic program, assessments and extracurricular activities.</li> <li>• Discipline, including due process protections, manifestation determinations and behavioral intervention plans</li> <li>• Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans</li> </ul>	<p>Consistent with the school’s status as a school in a district LEA, the school materially complies with applicable laws, rules, regulations or provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Equitable access and opportunity to enroll</li> <li>• Identification and referral</li> <li>• Appropriate involvement with development and implementation of Individualized Education Plans and appropriate development of Section 504 plans</li> <li>• Operational compliance, including appropriate inclusion in the school’s academic program, assessments and extracurricular activities.</li> <li>• Discipline, including due process protections, manifestation determinations and behavioral intervention plans</li> <li>• Access to the school’s facility and program to students in a lawful manner and consistent with students’ IEPs or 504 plans</li> </ul>	<p>While the school does have an IEP/504 identification plan, the written plan lacks detail. It is unclear in the written plan how services will be provided, what the involvement of the district is, how often IEPs are reviewed and when IEP meetings are held, and what happens if the school is determined not to be able to provide FAPE to a student.</p> <p>This information was provided at the site visit, but should be in written format.</p>

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND IS PROTECTING THE RIGHTS OF ALL STUDENTS.</b></p>	<p>11D: Is the school protecting the rights of English Language Learner students?</p>	<p>The school failed to comply with one or more applicable laws, rules, regulations and/or provisions of the charter contract (including Title III of the Elementary and Secondary Education Act and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Equitable access and opportunity to enroll</li> <li>• Development and implementation of required plans related to the service of ELL students</li> <li>• Proper steps for identification of students in need of ELL services</li> <li>• Appropriate and equitable delivery of services to identified students</li> <li>• Appropriate accommodations on assessments</li> <li>• Exiting of students from ELL services</li> <li>• Ongoing monitoring of exited students</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act and US Department of Education authorities) relating to requirements of English Language Learners, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Equitable access and opportunity to enroll</li> <li>• Development and implementation of required plans related to the service of ELL students</li> <li>• Proper steps for identification of students in need of ELL services</li> <li>• Appropriate and equitable delivery of services to identified students</li> <li>• Appropriate accommodations on assessments</li> <li>• Exiting of students from ELL services</li> <li>• Ongoing monitoring of exited students</li> </ul>	<p>EL plan</p>

## ORGANIZATIONAL PERFORMANCE

### 12. GOVERNANCE AND REPORTING:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</b></p>	<p>12A: Is the school complying with applicable governance requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to governance by its board, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Board policies</li> <li>• Board bylaws</li> <li>• State open meetings law</li> <li>• Code of ethics</li> <li>• Conflicts of interest</li> <li>• Board composition and/or membership rules</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to governance by its board, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Board policies</li> <li>• Board bylaws</li> <li>• State open meetings law</li> <li>• Code of ethics</li> <li>• Conflicts of interest</li> <li>• Board composition and/or membership rules</li> </ul>	<p>The school has a comprehensive set of policies.</p> <p>The agenda is posted as required. While it is not required, the school should list on its website the time and date of all upcoming meetings so that the public doesn't need to look at the agenda to access that information.</p> <p>Bylaws: there are new reasons a board can go into exec session. The school may want to reference the law in the bylaws but not quote it in case it changes.</p>

	<p>12B: Is the school holding its administration accountable?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement</li> <li>• The board conducting an annual evaluation of the administrator's performance</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations, provisions of the charter contract and its own internal policies and practices relating to oversight of school administration, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Board oversight of school administration that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement</li> <li>• The board conducting an annual evaluation of the administrator's performance</li> </ul>	
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STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE GOVERNING BODY OF THE SCHOOL IS COMPLIANT WITH APPLICABLE REQUIREMENTS AND HOLDS THE ADMINISTRATION ACCOUNTABLE</b></p>	<p>12C: Is the school complying with reporting requirements?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Performance planning and performance</li> <li>• Attendance and enrollment reporting</li> <li>• Compliance with the charter contract and all applicable laws</li> <li>• Timely submission of all deliverables</li> <li>• Additional information as requested by the district</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to relevant reporting requirements to the district and the Oregon Department of Education, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Performance planning and performance</li> <li>• Attendance and enrollment reporting</li> <li>• Compliance with the charter contract and all applicable laws</li> <li>• Timely submission of all deliverables</li> <li>• Additional information as requested by the district</li> </ul>	

## ORGANIZATIONAL PERFORMANCE

### 13. STUDENTS AND EMPLOYEES:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<b>THE SCHOOL SAFEGUARDS STUDENT INFORMATION AND ENSURES EMPLOYEES ARE PROPERLY CREDENTIALLED</b>	13A: Is the school protecting the rights of all students?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the rights of students, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment)</li> <li>• The collection and protection of student information</li> <li>• Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction</li> <li>• Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices)</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the rights of students, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and enrollment (including rights to enroll or maintain enrollment)</li> <li>• The collection and protection of student information</li> <li>• Due process protections, privacy, civil rights and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction</li> <li>• Conduct of discipline (discipline hearings and suspensions and expulsion policies and practices)</li> </ul>	Handbooks
	13B: Is the school meeting teacher and other staff credentialing requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and/or background check and fingerprinting requirements for all staff and volunteers.</p>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to state certification requirements, charter school licensure and registry requirements and background check and fingerprinting requirements for all staff and volunteers.</p>	

## ORGANIZATIONAL PERFORMANCE

### 14. SCHOOL ENVIRONMENT:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS.	14A: Is the school complying with facilities and transportation requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Americans with Disabilities Act</li> <li>• Fire inspections and related records</li> <li>• Viable certificate of occupancy or other required building use authorization</li> <li>• Documentation of requisite insurance coverage</li> <li>• Student transportation</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the school facilities, grounds and transportation, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Americans with Disabilities Act</li> <li>• Fire inspections and related records</li> <li>• Viable certificate of occupancy or other required building use authorization</li> <li>• Documentation of requisite insurance coverage</li> <li>• Student transportation</li> </ul>	No evidence of non-compliance.
	14B: Is the school complying with health and safety requirements?	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate nursing services and dispensing of pharmaceuticals</li> <li>• Food service requirements</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to safety and the provision of health-related services, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Appropriate nursing services and dispensing of pharmaceuticals</li> <li>• Food service requirements</li> </ul>	No evidence of non-compliance

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p><b>THE SCHOOL IS COMPLIANT WITH HEALTH, SAFETY, TRANSPORTATION AND FACILITIES REQUIREMENTS.</b></p>	<p>14C: Is the school handling information appropriately?</p>	<p>The school was materially out of compliance with applicable laws, rules, regulations and/or provisions of the charter contract relating to the handling of information, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities</li> <li>• Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities</li> <li>• Transferring of student records</li> <li>• Proper and secure maintenance of testing materials</li> </ul>	<p>The school materially complies with applicable laws, rules, regulations and provisions of the charter contract relating to the handling of information, including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Maintaining the security of and providing access to student records under the Family Educational Rights and Privacy Act (FERPA) and other applicable authorities</li> <li>• Accessing documents maintained by the school under the state's Freedom of Information law and other applicable authorities</li> <li>• Transferring of student records</li> <li>• Proper and secure maintenance of testing materials</li> </ul>	<p>No evidence of non-compliance</p>

## ORGANIZATIONAL PERFORMANCE

### 15. ADDITIONAL OBLIGATIONS:

STANDARD	INDICATOR	DOES NOT MEET STANDARD	MEETS STANDARD	SOURCE(S) OF EVIDENCE
<p>THE SCHOOL IS COMPLIANT WITH ALL OTHER OBLIGATIONS NOT PREVIOUSLY COVERED.</p>	<p>15A: Is the school complying with all other obligations?</p>	<p>The school was materially out of compliance with applicable legal, statutory, regulatory and/or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, included, but not limited to requirement from the following sources:</p> <ul style="list-style-type: none"> <li>• Revisions to state charter law</li> <li>• Intervention requirements required by the district</li> <li>• Action items assigned by the district</li> <li>• Requirements by other entities to which the charter school is accountable (e.g. ODE)</li> </ul>	<p>The school materially complies with all other applicable legal, statutory, regulatory or contractual requirements contained in the charter contract that are not otherwise explicitly stated herein, including, but not limited to requirements from the following sources:</p> <ul style="list-style-type: none"> <li>• Revisions to state charter law</li> <li>• Intervention requirements required by the district</li> <li>• Action items assigned by the district</li> <li>• Requirements by other entities to which the charter school is accountable (e.g. ODE)</li> </ul>	<p>While this section meets standard, the charter school should ensure that it provides information to the district in a timely fashion, particularly when students on IEPs enroll.</p> <p>The charter school should ensure that students are not dual enrolled at another school, as this is not permitted.</p>

## CONTACT

**OREGON SCHOOL BOARDS ASSOCIATION**

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

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

FAX 503-588-2813

**OSBA.ORG**





## Fern Ridge School District 28J

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Gary E. Carpenter Jr.  
Superintendent

88834 Territorial Road, Elmira, OR 97437  
Phone: (541) 935-2253  
Fax: (541) 935-8222

### **Classified/Confidential/Manager/Coach Employees Resignations/New Hires/Transfers/Other Report**

January 22, 2024

#### Resignations/Retirements

1. Resignation of Tiffany Forsman, 6.50 Special Education Instructional Assistant at Veneta Elementary School, effective January 26, 2024.
2. Resignation of Eric Anderson, 6.50 Special Education Instructional Assistant at Fern Ridge Middle School, effective January 2, 2024.

#### New Hires/Transfers

1. Hiring of Kevin Perrier, 1.0 FTE Grounds/Maintenance, effective January 22, 2024.

#### Other

1. None at this time.

#### Coaches

1. Hiring of Rindy Spicer, Head Softball Coach at Elmira High School, effective the 2023-2024 season.