



Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

DISTRICT GOALS: Improve Student Achievement, K-3 Literacy, On-Time Graduation

MEETING AGENDA

1. WELCOME

- A. Call to Order
- B. Flag Salute

2. PUBLIC COMMENTS

This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers shall identify themselves and state their name before speaking. Speakers are asked to provide their name, address and telephone number on the Speaker's Sign-in Sheet. Each speaker may address the Board for three minutes.

3. BOARD RESOLUTION

Action: Informational

4. SUMMER SCHOOL UPDATE

Action: Informational

5. SUPERINTENDENT EVALUATION TIMELINE

Action: Informational

6. 2021-22 STRATEGIC PLAN AND GOALS

Action: Informational

7. COVID-19 OPERATIONS UPDATE

Action: Informational

8. CONSENT AGENDA

Action: Approval Requested

- A. July 8, 2021 Board Meeting Minutes
- B. Hiring:

| NAME | POSITION | FTE | START DATE | END DATE |
|-------------|-------------------------------------|-----|------------|----------|
| Eric Zittel | Choir Teacher – Lebanon High School | 1.0 | 8/30/2021 | |

- C. Policies – Second Reading

| CODE | TITLE |
|-----------|---|
| ECACA | Radio Frequency Identification Device |
| IIBGA | Electronic Communications System |
| INDB | Flag Displays and Salutes |
| JGA | Corporal Punishment |
| JHCA/JHCB | Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening |

9. DEPARTMENT REPORTS

Action: Informational

- A. Operations
- B. Human Resource
- C. Finance

10. COMMUNICATION

Action: Informational

- A. Board
- B. Superintendent

11. AUDIENCE COMMENTS

The Lebanon Community School District Board of Directors welcomes you to our regular meeting. It is the Board's goal to hold an effective and efficient meeting to conduct the business of the District. In keeping with this goal, the Board provides a place for Audience Comments on each of its regular agendas. This is a time when you can provide statements or ask questions. The Board allows three minutes for each speaker. The language below discusses the Public Meetings Law and public participation in such meetings.

"The Public Meetings Law is a public attendance law, not a public participation law. Under the Public Meetings Law, governing body meetings are open to the public except as otherwise provided by law. ORS 192.630 The right of public attendance guaranteed by the Public Meetings Law does not include the right to participate by public testimony or comment.

"Other statutes, rules, charters, ordinances, and bylaws outside the Public Meetings Law may require governing bodies to hear public testimony or comment on certain matters. But in the absence of such a requirement, a governing body may conduct a meeting without any public participation. Governing bodies voluntarily may allow limited public participation at their meetings."

Oregon Attorney General's Administrative Law Manual and Uniform and Model Rules of Procedure under the Administrative Procedures Act. Hardy Myers, Attorney General, March 27, 2000.

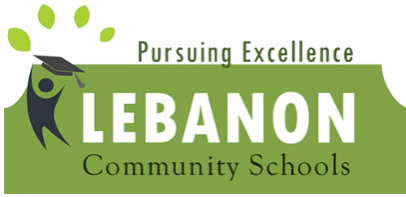
12. ADJOURNMENT

Upcoming meeting dates:

September 9, 2021 – Regular Meeting at 6:00 PM
October 14, 2021 – Regular Meeting at 6:00 PM
November 9, 2021 – Regular Meeting at 6:00 PM
December 9, 2021 – Regular Meeting

Agenda Item 3

Board Resolution



District Office | 485 S. Fifth Street, Lebanon, Oregon 97355 | Phone (541) 451-8511
www.lebanon.k12.or.us
Pursuing Excellence for Every Student, Every Day

8-12-2021

RESOLUTION/PETITION TO THE GOVERNOR TO RESCIND JULY 29, 2021 K-12 MASK MANDATE AND SUPPORT THE RETURN TO LOCAL HEALTH AND SAFETY DECISION-MAKING UNDER THE JUNE 25, 2021 RECOVERY ORDER.

WHEREAS, on June 25, 2021, Governor Kate Brown issued a Recovery Order which shifted public school districts to a more traditional, local decision-making model so that communities can make the health and safety decisions that serve their students best.

WHEREAS, on July 29, 2021, Governor Kate Brown directed the Oregon Health Authority and the Oregon Department of Education to create a rule to require masks indoors for K-12 schools statewide for the upcoming 2021-22 school year.

NOW, THEREFORE, BE IT RESOLVED that the Lebanon Community School Board objects to the July 29 mandate for K-12 schools and supports the June 25 Recovery Order that returns governance to a local decision-making model so that communities can make health decisions and safety decisions that serve their students best.

BE IT FURTHER RESOLVED that the board recognizes we want our schools to be safe and welcoming to all students, staff, and parents. The board aims to keep students in school and supply them with the best academic, athletic/activities, and wrap-around support services possible while keeping students, staff, and families safe.

The above resolution/petition statements were approved and declared adopted on August 12, 2021.

Board Chair Signature

Board Vice Chair Signature

Board Member Signature

Board Member Signature

Board Member Signature

Agenda Item 4

Superintendent Evaluation Timeline

SUPERINTENDENT EVALUATION AT A GLANCE

Time to start
thinking about
next year!

MARCH THROUGH AUGUST | PRE-EVALUATION

In collaboration with the superintendent, adopt all standards, goals and evaluation procedures. This includes adopting materials for Parts 1 and 2, and adopting a schedule for Parts 3 and 4 (if used).

AUGUST THROUGH MARCH' | CHECK-IN MEETINGS

Check-in meetings occur at least quarterly. These check-ins give the superintendent the opportunity to provide information related to goals and standards, and for the board to ask questions about progress and provide additional guidance and support. This also includes a final check-in in which the superintendent can present their self-evaluation. These meetings are generally conducted in executive session. This correlates to Part 3.

JANUARY THROUGH MARCH* | GATHER INFORMATION

The superintendent's self-evaluation is presented to the board. Board members rate the superintendent on Parts 1 and 2 individually, and then compile ratings and comments into a summary document. If a targeted feedback survey is used, the survey would be conducted in this phase.

MARCH* | EVALUATION RESULTS

By March 15th, or at a date specified in the superintendent's contract, the board meets with the superintendent to review the evaluation results. This meeting is conducted in executive session unless the superintendent requests the meeting be conducted in public. Generally, the board crafts a short narrative statement about the evaluation to be shared at a regular board meeting. This correlates to Part 4.

MARCH' | EVALUATION CONCLUSION

The board adopts the short narrative summary in open session. This corresponds to Part 5.

Review the superintendent's contract and district policy for any applicable deadlines.

TIMELINE AND ACTION

1. PRE-EVALUATION (March, April or as soon as a new superintendent begins employment)

Before the new evaluation cycle begins, and prior to the completion of the district's budget, the board should review any statutes, recent legislation, policies and the superintendent's contract for any specific criteria regarding evaluation that must be followed by the board. Following that review, the board and superintendent should mutually establish the evaluation timeline, process, and criteria (goals and expectations, and standards). The board and superintendent should meet to develop a clear set of goals for the superintendent that are related to the goals for the organization for the coming year. OSBA and COSA jointly recommend the performance standards provided in this document which are based on national standards for district leaders. In some cycles it is prudent for the board to emphasize and prioritize certain standards based on previous evaluations, the tenure of the superintendent or the strategic priorities of the district.

2. CHECK-IN MEETINGS (July, October and January or quarterly, based upon when a new superintendent begins employment)

The board and the superintendent meet to discuss the superintendent's progress toward meeting the formally-adopted goals, to talk about any specific concerns related to the superintendent's performance, and to offer support to the superintendent. It is recommended that the superintendent, in the January board meeting, provides the self-evaluation (Part 3) for board members to consider when they each complete Parts 1 and 2 of the process.

3. GATHER INFORMATION (By March 15 or date specified in contract)

Compiling results from individual board members can be confusing if there are conflicting perspectives; therefore, it is best done by discussion among all board members sitting together in executive session. Some boards work with a consultant to assist in the evaluation process including facilitating the TFS and compiling individual board member ratings into one unified rating. Since the superintendent works for the board (as a whole, not its individual members), it is critical that board members recognize the importance of coming to a consensus and speaking with one voice in the evaluation. The evaluation should result in areas for celebration, in steps for professional development for the superintendent, and in a plan for informing the community about the results of the evaluation and status of the district's goals.

4. EVALUATION RESULTS (March)

OSBA and COSA recommend that a narrative summary of the performance evaluation be presented to the public after the evaluation is complete. Before the beginning of the next evaluation year, the board and superintendent should meet to begin the next cycle of goal setting and evaluation, which allows the superintendent time to plan for the ensuing year. The goals should be formally adopted by the board and made public to keep the district and community informed.

5. EVALUATION CONCLUSION

In the final year of the superintendent's contract the board must provide notice of renewal or non-renewal by March 15 or a date specified in the contract (ORS 342.513). There may also be renewal provisions in the superintendent's contract, so boards should review the contract for any additional requirements. If you have questions regarding the terms and renewal provisions in the superintendent's contract or are considering nonrenewal, we recommend that you consult with legal counsel. The superintendent evaluation process provides the board with an opportunity to share the school district's progress with the community. A short summary of the board's evaluation of the superintendent should be prepared based on the data and evidence gathered in the evaluation process.

HOW WILL AN INDIVIDUAL FILLING THE DUAL ROLES OF SUPERINTENDENT AND PRINCIPAL BE EVALUATED?

"An individual filling the dual roles of principal and superintendent is a superintendent who has some principal duties, and therefore need only be evaluated as a superintendent. Since the superintendent role supersedes the principal role and superintendents are not included under the evaluation requirements for SB 290, it is up to local school boards to determine how these individuals are evaluated." ([ODE Teacher and Administrator Evaluation and Support Systems Fre@ently Asked Questions](#), Revised August 2018, Question #8.)

Agenda Item 5

2021-22 Strategic Plan and Goals



LEBANON COMMUNITY SCHOOL DISTRICT

STRATEGIC PLAN 2021-2022

PURSUING EXCELLENCE FOR
EVERY STUDENT, EVERY DAY



Serving Students K - 12

Some of how we serve students varies across grade levels, but our vision--that we are Pursuing Excellence for Every Student, Every Day--is consistent. We strive for inclusive practices, a standards-based core, and data-driven strategies. **Click on your child's level below to learn more.**

Algunas de las formas en que servimos a los estudiantes varían según los niveles de grado, pero nuestra visión, que buscamos la excelencia para todos los estudiantes, todos los días, es constante. Nos esforzamos por lograr prácticas inclusivas, un núcleo basado en estándares y estrategias basadas en datos. **Haga clic en el nivel de su hijo a continuación para obtener más información.**

ELEMENTARY

ESCUELA PRIMARIA

MIDDLE SCHOOL

ESCUELA INTERMEDIA

HIGH SCHOOL

ESCUELA SECUNDARIA

2021-2022 LCSD Strategic Plan

Goals:

1. **Increased Student Achievement as measured by the number of students at or above grade level as defined by our STAR math and ELA assessments. All students below grade level will receive support and an individualized support plan based on their needs.**
2. **90% of our in-tact cohort reading at grade level by the end of grade three**
3. **90% of our in-tact cohort will graduate on time.**

Increased Student Achievement as measured by the number of students at or above grade level, determined by STAR math and ELA assessments. All students below grade level will receive support and an individualized support plan based on their needs.

Action:

- Ensure that LCSD provides a balanced and accessible core curriculum at all grade levels
- Math and ELA curriculum will be prioritized and provided a minimum amount of daily instruction at all grade levels. ELA 90 minutes, Math 60 minutes
- All schools will build in supports for students who need extra instruction. (daily, after school, summer school).
- Parents will be provided access to programs that will build their ability to help their students achieve.
- Parents and students will participate in student goal setting based on learning goals.
- Early release time will be focused on teachers working together (PLC) to improve both curricular content and an instructional technique. In addition, a dedicated administrator will support teacher leaders at each grade level.

90% of our intact cohort reading at grade level by the end of grade three.

Action:

- We will support year-round instruction to ensure students are provided with the greatest opportunity to achieve this goal.
- Title one reading programs will be focused on early literacy development.
- Additional instructional assistants will be prioritized (budget dependent) for early learning (k-3).
- Staff will utilize the ESGI assessment program to determine areas of student need.
- We will develop preschool programs at each elementary school site to prepare students for kindergarten. Sixth-grade students from Green Acres, Cascades, Riverview, and Pioneer will move to Seven Oak Middle School as soon as renovations allow us to do so.

90% of our intact cohort will graduate on time.

Action:

- The use of grade-level cohorts will provide a more supportive learning environment for grades 9-12. In addition, as students demonstrate the capacity for more freedom, they will be provided more opportunities to schedule outside of their cohort.
- LHS will provide ongoing support for all students. Each grade level will utilize a support team that monitors and supports student grades and attendance.
- Ralston Academy will support up to sixty students in an alternative program setting. As a result, at-risk students will receive the support and wrap-around services they may require.
- All students will be continually monitored for on-track status. Students will not be allowed to fall behind in credits, and after-school, and summer programs will support credit recovery.

Areas of Focus

- Review and refine our Special Education program and systems.
- Improve communication with external stakeholders.
- Strengthen and diversify parent/family partnerships and engagement with schools.
- Update our Professional Learning Team process.
- Build/refine sustainable, multi-tiered systems for students' academic, physical, and social-emotional growth.
- Add classrooms at Seven Oak; relocate all 6th grade students from current K-6 schools in 2022-2023.
- Increase community preschool opportunities by 2022-2023.
- Advance the General Obligation Bond for voter approval in spring of 2022.
- Maintain and improve district facilities.
- Refine online learning resources and classroom supports.
- Increase CTE access for students.
- Provide strong instructional mentorship for new teachers.

LEBANON COMMUNITY SCHOOL DISTRICT ELEMENTARY LEVEL

DISTRICT GOAL
STUDENTS* WILL BE
AT OR ABOVE
GRADE LEVEL IN
MATH & ENGLISH.

DISTRICT GOAL
90%* WILL READ AT
GRADE LEVEL BY THE
END OF THIRD
GRADE.

DISTRICT GOAL
90%* WILL
GRADUATE
ON TIME.

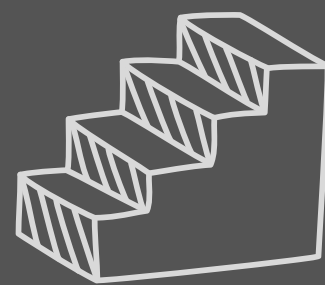
INSTRUCTION



- Curriculum is the foundation from which we instruct, and we select curriculum carefully with a process that seeks stakeholder input and relies on an **equity lens**.
- Elementary students receive a minimum of 90 minutes of core reading instruction daily, using **Journeys**; they receive 60 minutes of core math instruction using **Eureka**, with many supplements available. Students learning online or accessing those resources do so through **Seesaw** and **Canvas**.
- A shared scope and sequence ensures that grade-levels are consistent in their coverage and pacing district wide.
- Grade level teams across the district are each led by a building principal.

STUDENT SUPPORTS

- Instructional Assistants (IAs) are trained on small group instruction and behavior. All kindergarten classes and grades 1-3 each have an IA.
- Schools have a Title Teacher and two IAs dedicated to early reading support.
- Online resources ensure that students may access learning from anywhere; we provide devices to all who need one.
- After school sessions, with food and transportation provided, are available for any student needing additional instruction.
- Deans at each school teach and promote **positive behaviors** and engage in reteaching when poor choices occur.
- Our staff and systems equitably address **remediation** and **special education** as well as enrichment and **advanced opportunities**.
- We are proud to offer free **nutrition** and **transportation** to and from school and after-school instructional sessions.



ASSESSMENT



Students are assessed informally throughout their school day, but we rely on a few trusted mediums to give us timely data on students' growth and proficiency in regard to reading and math. This data drives instruction, student interventions, and systems.

- Grades K - 2 use **ESGI** to measure reading and math skills
- Grades 3 - 12 use **STAR** four times annually to assess English Language Arts and math skills
- The **SBAC** is a state test that measures skills in English Language Arts and math

CAREER READINESS

Our schools utilize **AVID** strategies and philosophy, which are about preparing students for life after graduation--whether that means a job, trade school, university, military, or another path. The elements of writing, inquiry, collaboration, organization, and reading will serve our students well no matter what comes next.

Job fairs and guest speakers also give our students the opportunity to set goals and begin working toward them.



ENGAGEMENT & ENRICHMENT



Our elementary schools provide many ways to get students connected to the campus and community. From open houses, book fairs, family nights, concerts, science fairs, carnivals and more--as well as partnerships with our local **Boys & Girls Club** and other agencies--we encourage our elementary students to get hooked on learning and to have fun!

PARENTS

LCSD opens our doors to families, for they are our partners in raising and educating healthy children. We are here to **welcome** and assist you. At all ages, we encourage **goal setting** *with* your student around your learning practices at home.

Our elementary schools use Tuesday Folders, **ClassDojo**, **Canvas**, the LCSD **website**, and newsletters to send home information. **Watch** for family-friendly events throughout the year to meet school staff and other parents in your school community.



LEBANON COMMUNITY SCHOOL DISTRICT

MIDDLE LEVEL (6-8)

DISTRICT GOAL
STUDENTS* WILL BE
AT OR ABOVE
GRADE LEVEL IN
MATH & ENGLISH.

DISTRICT GOAL
90%* WILL READ AT
GRADE LEVEL BY THE
END OF THIRD
GRADE.

DISTRICT GOAL
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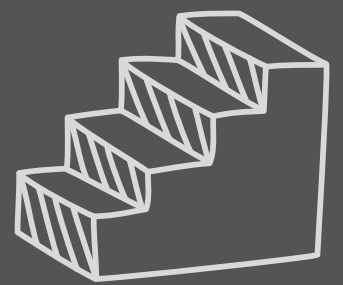
INSTRUCTION



- Curriculum is the foundation from which we instruct, and we select curriculum carefully with a process that seeks stakeholder input and relies on an **equity lens**.
- Middle school students receive core reading instruction using **Amplify**; they receive math instruction using **Ed Gems**, with supplements available in both subjects. Students learning online or accessing those resources do so through **Canvas**.
- A shared scope and sequence ensures that grade-levels are consistent in their coverage and pacing district wide.

STUDENT SUPPORTS

- We employ a multi-tiered system of supports that serves the whole child: academic, behavioral, and social-emotional.
- Online resources ensure that students may access learning from anywhere; we provide devices to all who need one.
- After school sessions, with food and transportation provided, are available for any student needing additional instruction.
- Deans at each school teach and promote **positive behaviors** and engage in reteaching when poor choices occur.
- Our staff and systems equitably address **remediation** and **special education** as well as enrichment and **advanced opportunities**.
- We are proud to offer free **nutrition** and **transportation** to and from school and after-school instructional sessions.



ASSESSMENT



Students are assessed informally throughout their school day, but we rely on two formal tests to give us data that informs our instruction, student interventions, and systems.

Students are tested four times annually using **STAR**, giving us timely indicators of their growth or need for additional support in English Language Arts or math. The **SBAC** (state test) measures the same skills and is given each spring.

CAREER READINESS

Our schools utilize **AVID** strategies and philosophy, which are about preparing students for life after graduation--whether that means a job, trade school, university, military, or another path. The elements of writing, inquiry, collaboration, organization, and reading will serve our students well no matter what comes next.

Elective course options and an introduction to Career & Technical Education opportunities helps students look ahead to high school pathways and beyond. Job fairs and guest speakers also give our students the opportunity to set goals and begin working toward them.



ENGAGEMENT & ENRICHMENT



Studies show--and educators know--that students who engage in any school activity achieve at higher levels and are more likely to graduate. Activities, such as fine arts or clubs, and athletics build character, promote teamwork, and build a necessary emotional connection to school.

Our middle school students have many ways to get connected to the campus and community. From open houses, concerts and performances, athletic events, science fairs, and more--as well as partnerships with our local **Boys & Girls Club** and other agencies--we encourage every student to get involved.

PARENTS

LCSD opens our doors to families, for they are our partners in raising and educating healthy children. We are here to **welcome** and assist you. At all ages, we encourage **goal setting** with your student around your learning practices at home.

Our middle school families may receive updates and information via newsletters, email, the LCSD **website**, and **Canvas**. **Watch** for family-friendly events throughout the year to meet school staff and other parents in your school community.



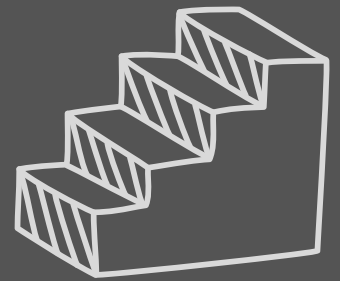
LEBANON COMMUNITY SCHOOL DISTRICT HIGH SCHOOL

DISTRICT GOAL: 90%* WILL GRADUATE ON TIME.

STUDENT SUPPORTS

We employ a multi-tiered system of supports that serves the whole child: academic, behavioral, and social-emotional.

- Freshmen are scheduled into **cohorts** for math, ELA, and science, and automatically receive a support period. Sophomores continue in cohorts as needed. These allow teachers to collaboratively bolster students.
- **Online resources** ensure that students may access learning from anywhere; we provide devices to all who need one.
- After school sessions, with **nutrition** and **transportation** provided, are available for any student needing additional instruction.
- Staff and systems equitably address **remediation** and **special education** as well as enrichment and **advanced opportunities**.
- Four counselors and an on-site mental health specialist provide emotional and social supports.
- **Ralston Academy** is our alternative school serving students in grades 11-12 in a highly-individualized, selective setting.



ASSESSMENT



Students are assessed informally throughout their school day, but we rely on formal tests to give us data that informs our instruction, our interventions and systems, and prepare students for post-secondary planning.

Students are tested four times annually using **STAR**, giving us timely indicators of their growth or need for additional support in English Language Arts or math. The **SBAC** (state test) measures the same skills and is given each spring.

Sophomores and juniors take the **PSAT** free of charge; seniors have the opportunity to take the **SAT**.

CAREER READINESS

Our schools utilize **AVID** strategies and philosophy, which are about preparing students for life after graduation--whether that means a job, trade school, university, military, or another path. The elements of writing, inquiry, collaboration, organization, and reading will serve our students well no matter what comes next.

Elective course options and an introduction to Career & Technical Education opportunities helps students look ahead to high school pathways and beyond. We offer learning in Agriculture (with over 60 acres on a Land Lab for student use), Business, Health Occupations, Culinary Arts, Construction, Computer Technology, Architecture, and Engineering. These pathways allow students to earn high school credit while earning professional skills that will serve them in any career.

Job fairs and guest speakers connected to our College & Career Center also provide students the opportunity to set goals and begin working toward them.



ENGAGEMENT & ENRICHMENT



Studies show--and educators know--that students who engage in any school activity achieve at higher levels and are more likely to graduate. Activities, such as fine arts or clubs, and **athletics** build character, promote teamwork, and build a necessary emotional connection to school.

Our high school students have many ways to get connected to the campus and community. From athletic events, concerts and performances, clubs, service opportunities, and activities such as JROTC, Leadership, and many others--as well as partnerships with our local **Boys & Girls Club** and other agencies--we encourage every student to get involved.

PARENTS

LCSD opens our doors to families, for they are our partners in raising and educating healthy children. We are here to **welcome** and assist you. At all ages, we encourage **goal setting** *with* your student around your learning practices at home.

Our high school families may receive updates and information via newsletters, email, the LCSD **website**, and **Canvas**. **Watch** for family-friendly events throughout the year to meet school staff and other parents in your school community.



Agenda Item 7

Covid -19 Operations Update



ODE OPERATIONAL GUIDANCE AND LCSD

UPDATES

ODE will be updating the 2021-2022 Resiliency Framework as soon as they can to reflect the Governor's general indoor mask mandate (awaiting OAR).

- OHA and ODE are working on a process to establish a framework for lifting the K-12 Mask Rule, likely through the membership of the Health Schools Reopening Council.
- There should be further clarity expressed through the OHA K-12 Mask Mandate regarding 2.5-year-olds soon.
- Are we looking at a future of district closures or regional if case rates went up? Are state-directed closures back on the table? ODE essentially said not right now but to develop contingencies lest this become a reality.
- ODE is working on guidance on district-level CDL requirements.
- Physical distancing on buses is still strongly advised but not enforced statewide. (Masks are still required as this is a federal mandate.)
- Exposure Definition Changed: a susceptible individual who has close contact (less than 6 feet) for longer than 15 cumulative minutes in a day with a person who has COVID-19. (OAR 333-019-0010)

LEBANON COMMUNITY
SCHOOL DISTRICT

PURSuing EXCELLENCE FOR EVERY
STUDENT, EVERY DAY

WHAT ARE THE LIABILITIES FOR A SCHOOL DISTRICT BOARD OF DIRECTORS THAT FAILS TO FOLLOW THE NEW ADMINISTRATIVE RULE FROM ODE?

Financial Penalty

There is a financial penalty for schools that do not implement the governor's mask mandate.

Tort Liability

The failure of a school district to follow the mask mandate will create legal liability for the school district for students and staff who claim that they contracted COVID-19 from another person within the district because the district failed to abide by the mask mandate.

OR-OSHA

Oregon OSHA will be involved when an employee or group of employees from the district file a complaint alleging unsafe working conditions. OSHA would be highly likely to investigate workplace safety issues for a district that refused to comply with the mask mandate. It is also highly likely that Oregon OSHA would implement its own financial penalty for a willful violation of ODE's rule. In addition to a financial penalty, OR-OSHA has the power to close a school for non-compliance.

Labor Association Demand to Bargain

Employee safety is a mandatory subject of bargaining. If the school district refuses to implement the mask mandate, it can expect a demand to bargain from the licensed classified associations. Because the law mandates the wearing of masks by both staff and students, the district can expect the labor associations to take a strong position that they will not return to work if the mask mandate is not enforced.

Labor Association Grievance

In addition to the demand to bargain, the association likely files a grievance over proposed working conditions. This grievance would proceed to a labor arbitration at the same time the association is pursuing an unfair labor practice claim with the Employment Relations Board as discussed above under Section 4.

Personal Liability of Board Members

It is possible that any legal action from someone infected with COVID-19 as a result of school exposure with unmasked students and staff would make a claim against the district, individual board members, and the school district for these injuries. Although board members are indemnified for decisions they make within the course of their appointment, the willful violation of the law may remove that indemnity obligation and expose school board members to personal liability for injuries or death that results from a COVID-19 exposure at school.

Superintendent

It is likely that a superintendent who agrees to open schools in September in violation of the mask mandate will face disciplinary action by TSPC.

Agenda Item 8

Consent Agenda

July 8, 2021 Board Meeting Minutes



Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

| | |
|--|---|
| <p><u>BOARD MEMBERS PRESENT:</u> Mike Martin, Chair Richard Borden, Vice Chair Tom Oliver Todd Gestrin</p> <p>Absent: Tammy Schilling</p> | <p><u>EXECUTIVE STAFF PRESENT:</u> Bo Yates, Superintendent Jennifer Meckley, Assistant Superintendent William Lewis, Business Director</p> |
|--|---|

These meeting minutes were recorded by Executive Secretary Ruth Hopkins.

1. WELCOME AND CALL TO ORDER

Tom Oliver called the meeting to order at 6:01 PM and led the Pledge of Allegiance.

2. BOARD MEMBERS OATHS OF OFFICE

Tom Oliver, Todd Gestrin, and Mike Martin took their oaths of office and read the oaths into the record.

3. BOARD REORGANIZATION

A. Election of Board Chair for 2021-22

Upon motion made by Member Todd Gestrin to nominate Member Mike Martin for Board Chair, duly seconded by Richard Borden, the Board voted unanimously to elect Member Mike Martin as the Board Chair for the 2021-22 school year.

B. Election of Board Vice Chair for 2021-22

Upon motion made by Member Todd Gestrin to nominate Member Richard Borden for Board Vice Chair, duly seconded by Member Mike Martin, the Board voted unanimously to elect Member Richard Borden as the Board Vice Chair for the 2021-22 school year.

Whereupon, former Chair Tom Oliver turned the meeting over to newly elected Board Chair Mike Martin.

4. AUDIENCE COMMENTS

No members of the audience requested the opportunity to address the Board.

5. GOALS AND OBJECTIVES FOR 2021-22

Superintendent Yates provided the goals and objectives for the district for the 2021-22 school year. He provided the Board with a one-page action plan for each academic level, elementary, middle and high school that he worked with the school's administration team to create. This information will be included in the Strategic Plan for the district that is available on the district website for parents to review. A copy of the goals is attached to these minutes. He then reviewed the Strategic Plan content for elementary, middle and high school levels that has been added to the district website.

Whereupon, there was a discussion around the process and goals.

Superintendent Yates mentioned that the district is currently performing a survey to try to assess what needs the community feels are the priorities for the district in regards to our facilities and the possibility of a bond.

6. SUMMER SCHOOL UPDATE

Superintendent Yates then shared an update for summer school. He mentioned that there are over 300 students who are participating currently. The question was asked if the reason for the decline in numbers for session two and three was that students were not needing credit recovery in those sessions, or if the number of students had been declining along the way. It was answered that parents signed up for individual sessions and the hope is that more students can be recruited for the last session. The goal is to help grades K-8 build needed skills and the high school students get back on track this summer for graduation.

7. LCSD CRISIS RESPONSE PREVENTION, INTERVENTION AND POSTVENTION PLAN

Assistant Superintendent Meckley shared the Crisis Response Plan that has been developed in the district in response to Senate Bill 52 and is included in the Division 22 Standards. The district plan is very thorough and a team of district staff have worked hard to create it. It is a very comprehensive plan to follow in response to a crisis in the district. We have increased the prevention and intervention part of the plan, trying to be more proactive in response to identifying risks. A copy of this plan will be in each school and a link to it will be available on the district website.

8. 2021-22 LCSD BOARD MEETING SCHEDULE

Upon motion made by Member Tom Oliver, duly seconded by Vice Chair Richard Borden, the Board voted unanimously to approve the 2021-22 LCSD Board Meeting Schedule as presented.

9. RESOLUTION 2122-1 REPRESENTATION AND AUTHORIZATIONS

Upon motion made by Member Tom Oliver, duly seconded by Member Todd Gestrin, the Board voted unanimously to approve Resolution 2122-1 Representations and Authorizations as presented.

10. CONSENT AGENDA

- A. June 10, 2021 Meeting Minutes
- B. June 16, 2021 Meeting Minutes
- C. June 24, 2021 Budget Hearing and Special Board Meeting Minutes
- D. Hiring
- E. Policies – First Reading

Upon motion made by Member Tom Oliver to approve the consent agenda as a whole, duly seconded by Member Todd Gestrin, the Board voted unanimously to approve: the June 10, 2021 Meeting Minutes; June 16, 2021 Budget Minutes; June 24, 2021 Meeting Minutes; hiring of Chad Angel, LHS Associate Principal; Joshua Buras, Santiam Academy middle level teacher; Ashley Herndon-Dubra, LHS Counselor; Sara Johnson, Santiam Academy middle level teacher; Zachary McConahy, LHS special education teacher; Anthony Rimel, Ralston Academy social studies teacher; Casey Sheets, LHS Counselor; the leave of absence request for Aubrey Dutra for the 2021-22 school year; and the first reading of policies IIBGA, INDB, JGA, JHCA/JHCB and ECACA.

Assistant Superintendent Meckley then gave a brief overview of the policies that were included for first reading. Superintendent Yates reviewed new Policy ECACA and the program that the Transportation Department is looking to implement this fall. The question was asked about students whose parents have opted out and how that will be handled. The answer was that the hope was that most parents would opt in to participate in the program and it would be a minimal number of students who do not participate in the program.

11. DEPARTMENT REPORTS

A. Operations

Superintendent Yates shared that the turf project at the high school was progressing and going well. The seismic upgrade at the high school is also going well. It may not be done by the time school starts, so there will need to be some adjustments made at that time for students.

B. Human Resources

There was nothing to report for human resources.

C. Finance

There was nothing to report from the finance department.

12. COMMUNICATION

A. Board

Member Todd Gestrin had a question regarding the verbiage on the agenda regarding public comments. Member Tom Oliver answered that he believed the verbiage came from legal counsel.

Board Chair Mike Martin shared that he watched part of the Frozen 2 performance at the middle school and he felt that they did a great job with that and it was well attended by the community.

B. Superintendent

Superintendent Yates indicated that he will try to bring back results from the survey for the Board at the next meeting.

13. AUDIENCE COMMENTS

No members of the audience requested the opportunity to address the Board.

14. ADJOURNMENT

There being no further business before the Board, the meeting was adjourned at 7:00 PM.

Mike Martin, Board Chair

Bo Yates, Superintendent

LCSD Goals:

1. Increased Student Achievement as measured by the number of students at or above grade level as defined by our STAR math and ELA assessments. All students below grade level will receive support and an individualized support plan based on their needs.
- 2 90% of our in-tact cohort reading at grade level by the end of grade three
- 3 90% of our in-tact cohort will graduate on time.

1. Increased Student Achievement as measured by the number of students at or above grade level as defined by our STAR math and ELA assessments. All students below grade level will receive support and an individualized support plan based on their needs.

Action:

- Ensure that LCSD provides a balanced and accessible core curriculum at all grade levels
- Math and ELA curriculum will be prioritized and provided a minimum amount of daily instruction at all grade levels. ELA 90 minutes, Math 60 minutes
- All schools will build in supports for students who need extra instruction. (daily, after school, summer school).
- Parents will be provided access to programs that will build their ability to help their students achieve.
- Parents and students will participate in student goal setting based on learning goals.
- Early release time will be focused on teachers working together (PLC) to improve both curricular content and an instructional technique. In addition, a dedicated administrator will support teacher leaders at each grade level.

- 2 90% of our in-tact cohort reading at grade level by the end of grade three.

Action:

- We will support year-round instruction to ensure students are provided with the greatest opportunity to achieve this goal.
- Title one reading programs will be focused on early literacy development.
- Additional instructional assistants will be prioritized (budget dependent) for early learning (k-3).
- Staff will utilize the ESGI assessment program to determine areas of student need.
- We will develop pre-school programs at each elementary school site to prepare students for kindergarten. Sixth-grade students from Green Acres, Cascades, Riverview, and Pioneer will move to Seven Oak Middle School as soon as renovations allow us to do so.

- 3 90% of our in-tact cohort will graduate on time.

Action:

- The use of grade-level cohorts will provide a more supportive learning environment for grades 9-12. In addition, as students demonstrate the capacity for more freedom, they will be provided more opportunities to schedule outside of their cohort.
- LHS will provide ongoing support for all students. Each grade level will utilize a support team that monitors and supports student grades and attendance.
- Ralston Academy will support up to sixty students in an alternative program setting. As a result, at-risk students will receive the support and wrap-around services they may require.
- All students will be continually monitored for on-track status. Students will not be allowed to fall behind in credits, and after-school, and summer programs will support credit recovery.

LCSD ELEMENTARY MODEL

Our goal is that all of our elementary students meet or exceed grade-level standards. We prioritize staffing and resources for K-3 classrooms to ensure that students read at or above grade level by the end of the third grade. Students not meeting this standard have a much greater chance of dropping out of school and not graduating.

District Goals:

1. Increased student achievement (3%)
2. 90% of our in-tact cohort students reading at grade level by the end of grade three
3. 90% of our in-tact cohort graduating on time.

| | | | | | | |
|---|---|----------------|----------------|----------------|----------------|----------------|
| CURRICULUM & INSTRUCTION | LCSD has a prescribed curriculum; a scope and sequence will be developed and followed with fidelity by grade-level teams. Daily instruction will include 90 minutes of core reading instruction (and 60 minutes of core math instruction) K-6. Each principal is responsible for instructional support within their building. Grade-level curricular decisions will be made collaboratively and implemented uniformly. | | | | | |
| ASSESSMENT | All students are assessed multiple times annually. Grades K-2 use *ESGI, and 3-6 use the *STAR assessment for English Language Arts and Math, giving formative data to teachers to adjust instruction and to provide indicators of exceptional growth or a need for increased support. Students below grade level will receive an individualized support plan based on their needs. As a progress monitor, LCSD also uses *easyCBM k-6. | | | | | |
| GRADES K-3 | All kindergarten teachers have a full-time instructional assistant (IA). In addition, all IAs will receive training on small group instruction and behavior support. Each grade level from 1-3 will receive an instructional assistant utilized per a site-based plan. | | | | | |
| BUILDING SUPPORT | Each elementary school will be provided a Dean of Students focused on delivering consistent support in the following areas: attendance, behavior, after-school programs, summer programs, parent outreach, etc. | | | | | |
| TITLE I | Title programs focus on K-3 literacy. Schools receive stable staffing to ensure continuity and enable them to build and refine a district-aligned support program. Additional resources may be available in response to student needs. One Title Teacher and two IAs are assigned to each elementary school and shared between Hamilton Creek/Lacomb. | | | | | |
| STUDENT SUPPORT | Grade-level teams will develop asynchronous support content that all students can access. In addition, parents will be offered training on using the content and their role in supporting their students' achievement. | | | | | |
| AFTER SCHOOL | After-school support, with transportation provided, is available for any student needing additional instruction. In addition, LCSD works with community partners to provide the most comprehensive support services possible. | | | | | |
| Principal Grade Level Responsibility | With early release on Wednesdays, staff is provided time to work on instructional practices and district-wide grade-level teams to align curriculum and assessment. Principals are responsible for their schools and will guide staff on these days. Each principal is also assigned a grade-level responsibility (shown below); principals will help facilitate and support the PLC plan that the team developed on district grade-level days. | | | | | |
| | Kindergarten/Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
| | Amanda Plummer | Joe Vore | Tonya Cairo | Jordon Ford | Ryan Christner | Tim Geoghegan |

LCSD MIDDLE SCHOOL MODEL

District Goals:

1. Increased student achievement {3%}
2. 90% of our in-tact cohort students reading at grade level by the end of grade three
3. 90% of our in-tact cohort graduating on time.

| | |
|---|---|
| CURRICULUM & INSTRUCTION | LCSD has a prescribed curriculum; a scope and sequence will be developed and followed with fidelity by each department. Students will follow a comprehensive class schedule based upon 5 core content areas. (Math, ELA, Science, Social Studies, Wellness) In addition students will have an opportunity to select up to two elective classes. |
| ASSESSMENT | All students are assessed multiple times annually. We will use *STAR assessment for English Language Arts and Math, giving formative data to teachers to adjust instruction and to provide indicators of exceptional growth or a need for increased support. Students below grade level may receive additional support or core replacement in math and language arts. |
| CAREER AND TECHNICAL EDUCATION | All students at Seven Oak will have an opportunity to participate in an elective choice that will introduce them to additional CTE elective opportunities at LHS. 6th grade students will have CTE electives as part of a wheel, while 7th and 8th grade students will get to choose from multiple CTE courses based on elective choices. |
| &TH GRADE SUPPORT | Each student entering the 6th grade at Seven Oak will have a comprehensive class schedule that will include a double period of Math, a period of ELA, Science, and Social studies. In addition to an elective wheel that will expose them to numerous elective choices. Each spoke being 9 weeks in length. Students may also choose a full year of Band instead of the wheel. |
| STUDENT SUPPORT | All students are provided a multi-tiered system of supports, which includes Social-Emotional Learning (SEL), Positive Behavior Intervention and Supports (PBIS), and Response to Intervention (RTI), to address the needs of the whole child (academic, behavior, social-emotional) |
| Athletics, Activities, and Clubs | We believe in providing students with opportunities and challenges that promote teamwork and discipline. Our athletic and activity programs provide students with challenges that build character, teamwork, perseverance, fun, and excitement. Students who participate in any school activity will achieve at a higher level. We will strive to increase student participation in all of our programs. Providing students with challenges in a supportive, nurturing environment is becoming more complex. Our students will learn hard work and be self-determinant. |
| Inclusiveness | Our goal is to support every student that walks through our doors. Everyone will be treated with respect and openness. We are focused on allowing everyone to be the very best version of themselves. |

| | |
|---|--|
| Principal Grade Level Responsibility | <p>With early release on Wednesdays, staff is provided time to work on instructional practices and district-wide grade-level teams to align curriculum and assessment. Principals are responsible for their schools and will guide staff on these days. Each principal is also assigned a grade-level responsibility (shown below); principals will help facilitate and support the PLC plan that the team developed on district grade-level days.</p> |
| Leadership | <p>Co-Principals: Kevin Van Zee, Mike Hillman Dean / Athletic Director: Ryan King Math Department Lead: Lisa Canaday Social Studies Department Lead: David Meek Special Education Department Lead: Judy Peters Science Department Lead: Ashley Dasilva ELA Department Lead: Dara Docherty</p> |
| Seven Oak Student Constants: | <ol style="list-style-type: none"> 1. Students are to be in the classroom when the bell rings and in their assigned seats. 2. No student will be allowed to negatively impact the educational opportunities of others. 3. Each student is expected to contribute towards the overall success of the classroom. 4. Students will remain working for the entire period. 5. Students will treat others with respect and compassion. 6. When transitioning to another area or teacher within the building, students will do this as a group. Students are to be appropriate and quiet during transitions. 7. There are absolutely no electronic devices allowed in class, without teacher permission and only for academic purposes. 8. Food and drinks are limited to teacher discretion. |
| Seven Oak Lesson Constants: | <p>A specific learning target posted daily that is directly tied to priority standards. Engage students in their learning immediately. Lessons that are directly linked to the learning target. Engage students with higher order thinking and questions. Assess student learning on a daily basis (exit tickets) Assessments are common between courses and tied to the priority standards. Use assessments / lesson reflection to drive instruction. Differentiate the lesson to meet the needs of all the students in your classroom. Utilize every minute of the class period to improve student performance. Meet with departments and your PLC to analyze student performance data. Use the data to improve instruction and student performance. Post grades accurately following district policy.</p> |

LCSD HIGH SCHOOL MODEL

Our goal is for students who enter LHS as freshmen ;90% of our students who enter LHS as freshmen graduate in four years elementary students meet or exceed grade-level standards.

District Goals:

1. Increased student achievement (3%)
2. 90% of our in-tact cohort students reading at grade level by the end of grade three
3. 90% of our in-tact cohort graduating on time.

| | | | | | |
|---------------------------------------|---|----------------------------|----------------------------|--------------------------|-------------------------|
| Freshman and Sophomore Support | LHS uses freshman teams to support incoming ninth-grade students during their freshman year. Students are scheduled into a team to receive core instruction (Math, ELA, Science) during the first three periods of the day. Their fourth period will be for support to ensure that they achieve at a high level and remain on track to graduate. Sophomore students who have demonstrated the need for extra support will continue to utilize the cohort model for core instruction. | | | | |
| Career and Technical | LCSD is committed to supporting and expanding a robust career and technical education program. Students will have the opportunity to pick from diverse course offerings that focus on providing them the skills necessary to successfully transition to the workforce or a training more focused training program. Health Occupations, Culinary Arts, Drafting, Design, Agriculture, Horticulture, Building Construction, Welding, Computer Science, ROTC | | | | |
| Measure -98 | High school success funding is focused on ensuring that we have the programs and supports to allow all students to be successful. This includes providing staffing for freshman teams, providing funding for each of our grade levels to have a dedicated counselor assigned to the class from grade 9-12. | | | | |
| BUILDING SUPPORT | Students will be provided daily opportunities to receive help from their teachers. In addition, after-school programs focused on math support will be provided. | | | | |
| Athletics and Activities | We believe in providing students with opportunities and challenges that promote teamwork and discipline. Our athletic and activity programs provide students with challenges that build character, teamwork, perseverance, fun, and excitement. Students who participate in any school activity will achieve at a higher level. We will strive to increase student participation in all of our programs. Providing students with challenges in a supportive, nurturing environment is becoming more complex. Our students will learn hard work and be self-determinant. | | | | |
| Inclusiveness | Our goal is to support every student that walks through our doors. Everyone will be treated with respect and openness. We are focused on allowing everyone to be the very best version of themselves. | | | | |
| Ralston Academy | Ralston Academy is an alternative high school setting available for Junior and Senior students. The program is highly individualized and student-centered. The campus is attached to the LCSD District Office. Students must apply and interview to be considered for the program. The students that participate in the program receive an incredible amount of support from a small and extremely caring staff. | | | | |
| Leadership | With early release on Wednesdays, staff is provided time to work on instructional practices and district-wide grade-level teams to align curriculum and assessment. Study tables are available for students and required for students participating in athletics. | | | | |
| | Principal | Associate Principal | Associate Principal | Athletic Director | Dean Of Students |
| | Craig Swanson | Chad Angle | Chrissy Shanks | Kraig Hoene | TBD |

2021 LHS SUMMER SCHOOL CREDITS EARNED

SESSION 1 * 89 CREDITS EARNED

| GRADE LEVEL (20-21 YR) | CREDITS EARNED |
|------------------------|----------------|
| GRADE 8 | 8.00 |
| GRADE 9 | 9.50 |
| GRADE 10 | 13.00 |
| GRADE 11 | 29.50 |
| GRADE 12 | 6.50 |
| | 66.50 |

Ralston Academy Info

*Ralston had 24 students taking 4 different classes
Geometry, Scientific Methods, Language Arts, Art
All but one of them earned full credit in each class
Ralston offered .25 credit for each class*

*They are offering 2 sessions of summer school
so students can earn 2.0 credits in summer school*

Ralston credits earned 22.50

| TEACHER NAME | CREDITS EARNED | Dept |
|-----------------------------|----------------|----------------------|
| Baldwin, Bart (Ralston) | 11.50 | Ralston Math/SC |
| Carpenter-Walker, Tina | 5.00 | Social Studies |
| Chambers, Deanna | 2.00 | Cadet Teaching |
| Cook, Kris | 1.50 | Math |
| Davenport, Tracie | 5.00 | Math |
| Edgenuity | 4.50 | Edgenuity |
| Ford, Jake (Ralston) | 5.50 | Ralston (Art) |
| Jordan-Zornow, Lisa | 3.50 | Technology |
| Mathies, Peter | 4.50 | Sped-Warrior Support |
| McDowell, Misty | 0.50 | Sped-Applied classes |
| McHill, Colin | 9.00 | Technical Theater |
| Miles, Noah | 5.50 | Ralston - Lang Arts |
| Sansom, Quinn | 3.00 | Language Arts |
| Smith, Aaron | 3.00 | Band |
| Swanson/Trask | 2.50 | Weights |
| TOTAL CREDITS EARNED | 66.50 | |

Grade Level for the 2021- 2022 School Year

| | Session 1 | Session 2 | Session 3 |
|--------------------|------------|------------|------------|
| 1 Total | 35 | 27 | 17 |
| 2 Total | 52 | 38 | 29 |
| 3 Total | 45 | 43 | 30 |
| 4 Total | 31 | 32 | 28 |
| 5 Total | 26 | 27 | 26 |
| 6 Total | 21 | 15 | 16 |
| 7 Total | 14 | 13 | 15 |
| 8 Total | 16 | 14 | 15 |
| 9 Total | 21 | 20 | 14 |
| 10 Total | 7 | 5 | 8 |
| 11 Total | 17 | 13 | 7 |
| 12 Total | 26 | 14 | 12 |
| Grand Total | 312 | 262 | 217 |

Agenda Item 7

*Consent Agenda
Policies – Second Reading*

OSBA Model Sample Policy

NEW

Code: ECACA

Adopted:

Radio Frequency Identification Device**

The district will operate a Radio Frequency Identification Device (RFID) program to locate, track or take attendance of students. The district shall provide notice to parents and students at least 30 days¹ before the district implements a RFID program or makes a modification to the current RFID program.

This notification shall:

1. Specify the purpose for the RFID program;
2. Specify where the RFID readers will be located;
3. Outline the expectations of participation in the program, including any possible disciplinary actions, which may be imposed on a student, for not following the RFID program rules;
4. Inform parents and students of the right to not participate in the RFID program and how to opt-out;
5. Outline the procedure to opt-out of the RFID program; and
6. Communicate to parents and students in at least two formats, one of which shall be the district website, if available.

Voluntary Opt-In RFID Program

The district may create the RFID program without notification, if the district creates a form allowing parents to voluntarily opt-in to the RFID program.

1. The form created under this section shall:
 - a. Require a parent signature, or signature of a student if the student is 14 years of age or older, for consent to join the RFID program;
 - b. Specify the purpose for the RFID program;
 - c. Specify where the RFID readers will be located;
 - d. Outline the expectations of participation in the program including any possible disciplinary actions for not following the RFID program rules;
 - e. Outline the procedures to discontinue participation in the RFID program; and
 - f. Expire one year from the date that the form is signed by the parent.
7. Voluntary Opt-In RFID programs shall not require any student to use RFID who does not have a consent form on file.

¹ A district that establishes a RFID program before the start of the school year, shall provide notice to parents and students annually, and at least 30 days prior to the first day of classes.

8. Districts wishing to expand the Opt-In RFID program to students without a valid consent form on file, must provide the same 30-day notification as with any RFID program.

Opt-Out RFID Provisions

Parents, or students who are 14 years of age or older, may provide notice in writing that they no longer wish to participate in any RFID program.

The district shall:

1. Not ask for the reason or justification for the request;
9. Not impose a time restriction for a request to be made;
10. Ensure that the request is completed within three school days; and
11. Not initiate or continue any disciplinary action against the student for not following the RFID program rules.

Privacy and Security

The following privacy and security standards shall apply:

1. No personally identifiable information may be stored on the RFID (“Personally identifiable information” means data that could potentially identify a specific individual.);
12. The RFID may not have a readable range of more than 10 feet;
13. All data collected as part of the RFID program shall be considered part of the student record and shall be retained in accordance with state and federal student record laws and data privacy and security standards;
14. Data collected as part of the RFID program shall be retained for no more than 72 hours, except records for the purpose of taking attendance; and
15. The RFID reader locations must be conspicuously marked.

END OF POLICY

Legal Reference(s):

[ORS 339.890](#)
[OAR 581-021-0505](#)

OSBA Model Sample Policy

Code: IIBGA
Adopted:

Electronic Communications System

~~The Board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.~~

The district's electronic communication system will be used to provide statewide, national and global communications opportunities for staff and students and for the advancement and promotion of teaching and learning.

The superintendent will establish administrative regulations for the use of the district's electronic communication system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and in chat rooms;
3. Monitoring the online activities of minors;
4. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
5. Ensuring the safety and security of minors when using e-mail, social media, chat rooms and other forms of direct electronic communication;
6. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
7. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors; and
8. Installing measures designed to restrict minors' access to materials harmful to minors.

~~The superintendent will establish administrative regulations for use of the district's system by staff using their own personal electronic devices to download and store district proprietary information including personally recognizable information about the district students or staff. The {¹} Administrative regulations developed shall in ensure compliance with privacy rights under applicable federal and state laws and~~

¹ If the district allows staff to download and store district proprietary information, including personally recognizable information about district students or staff, OSBA recommends including this content and an indicated related item in the model administrative regulation. See #3 on page 2 of model sample administrative regulation IIBGA-AR.

regulations, including but not limited to the Age Discrimination in Employment Act of 1967 (ADEA), the Americans with Disabilities Act (ADA), the Genetic Information Nondiscrimination Act of 2008 (GINA) and the Health Insurance Portability and Accountability Act of 1996 (HIPPA).

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Oregon Department of Education and/or the Oregon Government Ethics Commission, copyright law, and will include a complaint procedure for reporting violations.

~~The superintendent will also establish administrative regulations for use of the district's electronic communications system to comply with copyright law.~~

Failure to abide by district policy and administrative regulations governing use of the district's electronic communications system may result in the suspension and/or revocation of system access. Additionally, student violations will may result in discipline up to and including expulsion. Staff violations will may also result in discipline up to and including dismissal. Violations of law will may be reported to law enforcement officials and may result in criminal or civil sanctions. Fees, fines or other charges may also be imposed.

END OF POLICY

Legal Reference(s):

~~ORS 30.765~~
~~ORS 133.739~~
~~ORS 163.435~~
~~ORS 164.345~~
~~ORS 164.365~~

ORS 167.060 - 167.100
ORS Chapter 192
ORS 260.432
ORS 332.107
ORS 339.250
ORS 339.270

OAR 581-021-0050
OAR 581-021-0055
OAR 584-020-0040
OAR 584-020-0041

Children's Internet Protection Act, 47 U.S.C. §§ 254(h) and (l) (20122018); 47 C.F.R. Section 54.520 (20172019).
Copyrights, 17, U.S.C. §§ 101-1332 (20122018); 19 C.F.R. Part 133 (20172020).
~~Oregon Attorney General's Public Records and Meetings Manual, Appendix H, (2014).~~
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. §§ 7101-7117 (20122018).
Drug-Free Workplace Act of 1988, 41 U.S.C. §§ 8101-8107 (20122018); 34 C.F.R. Part 84, Subpart F (20172020).
Controlled Substances Act, 21 U.S.C. § 812, Schedules I through V (20122018); 21 C.F.R. §§ 1308.11-1308.15 (20172020).
Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (20122018); 29 C.F.R. Part 1630 (20172020); 28 C.F.R. Part 35 (20172020).
Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (20122018); 34 C.F.R. Part 99 (20172020).
~~Oregon Government Standards and Practices Commission, Advisory Opinion No. 98A-1003 (July 9, 1998).~~
Every Student Succeeds Act, 20 U.S.C. § 7131 (20122018).
Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OSBA Model Sample Policy

OPTIONAL

Code: INDB
Adopted:

Flag Displays and Salutes

A United States (U.S.) flag and an Oregon State flag shall be displayed on or near each school building under the control of the Board or used by the district, during school hours, except in unsuitable weather and at any other time the Board deems proper.

A National League of Families' POW/MIA flag of appropriate size shall be displayed on or near each school building when required by state law¹ and in the same manner as a U.S. and Oregon State flag.

The district shall obtain and display a ~~United States~~ U.S. flag of an appropriate size for each classroom.

Students shall receive instruction in respect for the national flag, and be provided an opportunity to salute the ~~United States~~ U.S. flag at least once each week during the school year by reciting *The Pledge of Allegiance*.

A flag salute may be implemented at assemblies, before or after school, at lunch, special events, home room class, athletic contests or at other times deemed appropriate by the principal. Individual staff members and students who do not participate in the salute must maintain a respectful silence during the salute.

Upon request from an Oregon Sovereign tribal government, a flag representing the sovereign tribal government must be displayed on, near, or within a school building during school hours. The location of the flag will be determined by the district in consultation with the requesting sovereign tribal government.

END OF POLICY

Legal Reference(s):

[ORS 186.110](#)
[ORS 332.107](#)

[ORS 336.067](#)
[ORS 339.875](#)

[OAR 581-021-0043](#)

W. Va. St. Bd. of Educ. v. Barnette, 319 U.S. 624 (1943).

¹ The National League of Families' POW/MIA flag must only be displayed on or near buildings that have existing flagpoles or other infrastructure installed to properly display the U.S., Oregon State, and National League of Families' POW/MIA flags simultaneously. [However, all district buildings on or near where it is customary and suitable to display the U.S. flag that are newly constructed on or after January 1, 2018 shall include sufficient infrastructure to properly display the U.S. flag, Oregon State flag, and National League of Families' POW/MIA flag simultaneously.]

OSBA Model Sample Policy

Code: JGA

Adopted:

Corporal Punishment**

The use of corporal punishment in any form is strictly prohibited in the district. No student will be subject to the infliction of corporal punishment.

“Corporal punishment” is defined as the willful infliction of, or willfully causing the infliction of, physical pain.

No teacher, administrator, other school personnel or school volunteer will subject a student to corporal punishment or condone the use of corporal punishment by any person under their supervision or control. Permission to administer corporal punishment will not be sought or accepted from any parent or school official.

A staff member is authorized to employ reasonable physical force upon a student when and to the extent, ~~in their professional judgment,~~ the application of physical force is ~~necessary to prevent a student from harming self, others or doing harm to district property~~ consistent with ORS 339.285-339.303. Physical force shall not be used to discipline or punish a student. A staff member found in violation of this policy may be subject to discipline up to and including dismissal. A volunteer found in violation of this policy by administration may be subject to sanctions and/or prohibited from volunteer service in the district.

The superintendent shall inform all staff members and volunteers of this policy.

END OF POLICY

Legal Reference(s):

[ORS 161.205](#)
[ORS 332.107](#)
[ORS 339.240](#)

[ORS 339.250](#)
[OAR 581-021-0050 – 0075](#)

[OAR 584-020-0040](#)

OSBA Model Sample Policy

Code: JHCA/JHCB

Adopted:

Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening**

Immunization

Proof of immunization must be presented ~~prior to~~ at the time of initial enrollment¹ in school or within 30 days of transfer to the district in accordance with Oregon law. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization, ~~or~~ a religious, philosophical beliefs and/or medical exemption or immunity documentation.²

Physical Examination

The Board recommends that all students initially enrolling in school have a physical examination. Parents will be asked to complete a district Health History form when initially enrolling their student in the district and when registering them for ~~seventh~~-grade 7.

All students participating in athletic programs are required to submit to the district a School Sports Pre-participation Examination³ form prior to their initial participation in a district athletic program. The form is to be completed and signed by a parent or guardian and physician giving permission for the student to participate.

A student who is subsequently diagnosed with a significant illness or has had a major surgery is required to have a physical examination prior to further participation in extracurricular sports.

A student who continues to participate in extracurricular sports in grades 7 through 12 shall be required to complete a physical examination once every two years, thereafter.

Vision Screening or Eye Examination

The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that the student has received:

1. A vision screening or eye examination; and

¹The district shall immediately enroll a homeless student in the school selected even if the student is unable to produce records normally required for enrollment.

²Documentation requirements for exemptions are outlined in ORS 433.267.

³Form available at <http://www.osaa.org/governance/forms>

2. Any further examination, treatments or assistance necessary.

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider; or
2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student.

Dental Screening

The district shall file in the student's dental health record any dental screening certifications and any results of a dental screening known by the district. The district will provide to the parent or guardian of each student, standardized information developed by the Oregon Health Authority's dental director regarding dental screenings, further examinations or necessary treatments and preventative care including fluoride varnish, sealants and daily brushing and flossing.

The parent or guardian of a student who is 7 years of age or younger, and is beginning an education program with the district for the first time, shall submit a certification within 120 days of beginning the education program, that the student has received a dental screening within the previous 12 months.

The certification is not required if the parent or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider;
2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or
3. The dental screening is a burden for the student or the parent or guardian of the student in the following ways:
 - a. The cost of obtaining the dental screening is too high;
 - b. The student does not have access to an approved screener;
 - c. The student was unable to obtain an appointment with an approved screener.

The certification may be provided by a licensed dentist, a dental hygienist or a health care practitioner as defined by state law. The certification must include the:

1. Student's name;
2. Date of screening; and
3. Name of entity conducting the dental screening.

The district shall submit to the Oregon Department of Education a report that identifies the percentage of students who failed to submit the certification for the previous year, no later than October 1 of each year.

If the district is causing the dental screening to be conducted, the district will follow the notice requirements ~~of~~ in accordance with law.

END OF POLICY

Legal Reference(s):

[ORS 326.580](#)
[ORS 336.211](#)
[ORS 336.213](#)
[ORS 336.214](#)

[ORS 336.479](#)
[ORS 433.235 - 433.280](#)
[OAR 333-019-0010](#)
[OAR 333-050-0010 - 050-0120](#)

[OAR 581-021-0017](#)
[OAR 581-021-0031](#)
[OAR 581-021-0041](#)
[OAR 581-022-2220](#)

McKinney-Vento Homeless Assistance Act, Subtitle VII-B, reauthorized by Title IX-A of the Every Student Succeeds Act, 42 U.S.C. §§ 11431-11435 (2018).

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2020).

OREGON SCHOOL ACTIVITIES ASSOCIATION, *OSAA HANDBOOK*.

Agenda Item 8

Finance Department Reports

2020-2021 General Fund Summary Report

| | 13/14 Actual | 16/17 Actual | 17/18 Actual | 18/19 Budget | 19/20 Budget | 20-21 Budget | 6-03-21 YTD & Enc | 6-03-21 Balance |
|--------------------------------|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|----------------------|--------------------|
| General Fund - Revenue | | | | | | | | |
| SSF Formula | | 37,131,855 | 40,190,370 | 39,633,000 | 39,705,718 | 43,560,057 | 43,967,665 | (407,608) |
| SSF Adjustment | | 390,697 | 280,233 | - | 250,598 | - | - | - |
| State Fiscal Stabilization Fu | | | | | - | - | - | - |
| Federal Ed Jobs | | | | | - | - | - | - |
| School Year SubAccount | | | | | - | - | - | - |
| Loan Receiv | | | | | - | - | - | - |
| Interest | | 156,492 | 267,981 | 100,000 | 322,591 | 250,000 | 174,177 | 75,823 |
| Third Party Billing | | 102,447 | 72,379 | 80,000 | - | - | - | - |
| TMR | | 208,252 | 210,894 | 175,000 | 180,556 | 210,000 | 207,692 | 2,308 |
| JROTC | | 73,726 | 69,777 | 65,000 | 35,236 | 65,000 | 48,075 | 16,925 |
| Other | | 299,398 | 360,539 | 420,000 | 361,770 | 387,500 | 258,405 | 129,095 |
| Interfund Transfer | | 60,000 | 82,657 | 70,000 | 8,029 | - | - | - |
| BFB | | 3,024,733 | 3,310,041 | 5,075,000 | 5,263,314 | 3,784,307 | 4,063,208 | (278,901) |
| Total | | 41,447,600 | 44,844,870 | 45,618,000 | 46,127,812 | 48,256,864 | 48,719,222 | (462,358) |
| | ===== | ===== | ===== | ===== | ===== | ===== | ===== | ===== |
| General Fund - Expenses | | | | | | | | |
| Salaries | | 18,826,313 | 19,506,444 | 21,146,522 | 1,626,358 | 21,680,883 | 20,695,727 | 985,156 |
| Benefits | | 10,952,659 | 12,144,929 | 13,883,105 | 1,075,711 | 15,086,873 | 13,656,975 | 1,429,898 |
| P. Services | | 4,332,849 | 4,321,151 | 4,804,971 | 1,173,868 | 5,299,827 | 4,328,368 | 971,459 |
| Supplies | | 1,337,164 | 1,742,328 | 1,670,267 | (293,397) | 1,530,133 | 1,340,945 | 189,188 |
| Capital Outlay | | 65,034 | 195,888 | 54,500 | (141,973) | 90,000 | 71,764 | 18,236 |
| Other Objects | | 442,882 | 335,817 | 437,635 | 18,724 | 469,147 | 396,053 | 73,094 |
| Transfers | | 2,180,656 | 1,335,000 | 2,621,000 | 1,286,000 | 2,100,000 | 2,100,000 | - |
| Contingency | | - | - | 1,000,000 | - | 2,000,000 | - | 2,000,000 |
| Total | | 38,137,559 | 39,581,557 | 45,618,000 | 4,745,292 | 48,256,864 | 42,589,832 | 5,667,032 |
| | ===== | ===== | ===== | ===== | ===== | ===== | ===== | ===== |

2020-2021 General Fund Revenue Report

| | | 15/16 | 16/17 | 17/18 | 18/19 | 19/20 | 20-21 | 8-04-21 | 8-04-21 |
|-----------------------------|--------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|------------------|
| | | Actual | Actual | Actual | Project | Budget | Budget | YTD | Balance |
| SSF Formula | | | | | | | | | |
| 1111, | Taxes | 8,533,160 | 9,048,901 | 10,057,517 | 10,136,079 | 10,938,094 | 10,938,094 | 11,161,345 | (223,251) |
| 4801,4899 | Federal Forest Fees | 205,708 | 23,160 | 142,770 | 179,478 | 130,000 | 130,000 | 131,726 | (1,726) |
| 3103 | Common School | 492,013 | 502,314 | 410,848 | 437,082 | 405,245 | 400,000 | 407,425 | (7,425) |
| 2101 | County School | - | | | | - | 200,000 | 24,611 | 175,389 |
| 3104 | State Timber | 181,382 | 137,286 | 167,068 | 167,048 | 160,000 | 100,000 | 162,687 | (62,687) |
| 3101/3199 | School Support Fund | 26,623,971 | 27,420,195 | 29,412,167 | 29,101,930 | 31,264,455 | 31,791,963 | 32,079,871 | (287,908) |
| Adjustments to SSF Payments | | | | | | | | | - |
| | Adj for Prior Year payments | (330,463) | 261,223 | 250,598 | (755,646) | | | | - |
| | Adj for HC Disability Grant | 76,394 | 129,474 | 29,635 | 439,748 | - | - | - | - |
| | Total SSF Formula | 35,782,164 | 37,522,552 | 40,470,603 | 39,705,718 | 42,897,794 | 43,560,057 | 43,967,665 | (407,608) |
| 1510 | Interest on Investments | 91,245 | 156,492 | 267,981 | 322,591 | 300,000 | 250,000 | 174,177 | 75,823 |
| 4200 | Third Party billing | 45,178 | 102,447 | 72,379 | 72,372 | - | - | - | - |
| 2210 | TMR | 149,514 | 208,252 | 210,894 | 180,556 | 150,000 | 210,000 | 207,692 | 2,308 |
| 4300 | JROTC reimbursement | 66,034 | 73,726 | 69,777 | 35,236 | 65,000 | 65,000 | 48,075 | 16,925 |
| Other | | | | | | | | | - |
| 1910 | Rental Fees | 10,474 | 9,114 | 7,731 | 3,626 | 10,000 | 7,500 | - | 7,500 |
| 1980 | Fees Charged to Grants | 800 | - | - | - | 100,000 | 50,000 | - | 50,000 |
| 1312, 1960, 1990, | | | | | | | | | |
| 5300 | Miscellaneous | 202,944 | 213,437 | 284,801 | 358,144 | 300,000 | 250,000 | 184,191 | 65,809 |
| 1994 | E-Rate reimbursement | 82,910 | 76,847 | 68,007 | - | 80,000 | 80,000 | 74,214 | 5,786 |
| 5200 | Interfund Transfer - Athletics | 60,000 | 60,000 | 82,657 | 8,029 | 850,000 | - | - | - |
| 5400 | Beginning Fund Balance | 3,932,387 | 3,024,733 | 3,310,041 | 5,263,314 | 2,280,000 | 3,784,307 | 4,063,208 | (278,901) |
| | Total | 40,423,650 | 41,447,600 | 44,844,870 | 45,949,586 | 47,032,794 | 48,256,864 | 48,719,222 | (462,358) |
| | | ===== | ===== | ===== | ===== | ===== | ===== | ===== | ===== |

2020-2021 General Fund Expenditure Report

| Obj | Description | 16/17 Actual | 17/18 Actual | 18/19 Project | 19/20 Budget | 20/21 Budget | 8-04-21 YTD | 8-04-21 Encumb | 8-04-21 Balance |
|-----|----------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|
| 111 | Certified salaries | 10,161,648 | 10,831,007 | 12,299,845 | 12,665,056 | 12,540,564 | 11,944,835 | 0 | 595,729 |
| 112 | Classified salaries | 4,545,055 | 4,757,666 | 5,617,686 | 6,227,931 | 6,008,791 | 5,611,000 | 0 | 397,791 |
| 113 | Administrative salaries | 1,648,330 | 1,614,127 | 1,782,092 | 1,873,807 | 1,863,955 | 1,960,023 | 0 | (96,068) |
| 114 | Managerial - classified | 178,755 | 187,797 | 249,120 | 154,577 | 289,051 | 290,996 | 0 | (1,944) |
| 116 | Retirement stipends | 51,134 | 35,621 | 19,904 | 91,904 | 133,413 | 121,275 | 0 | 12,138 |
| 119 | Confidential salaries | 84,504 | 131,698 | 159,789 | 162,808 | 284,898 | 302,542 | 0 | (17,644) |
| 121 | Certified subs | 432,293 | 446,157 | 43,660 | 2,000 | 0 | 0 | 0 | 0 |
| 122 | Classified subs | 155,004 | 150,074 | 42,523 | 1,500 | 23,975 | 0 | 0 | 23,975 |
| 123 | Temp certified | 73,949 | 133,971 | 162,287 | 82,264 | 45,425 | 60 | 0 | 45,365 |
| 124 | Temp classified | 0 | 0 | 23,111 | 8,000 | 21,658 | 5,868 | 0 | 15,790 |
| 127 | Student helpers salaries | 7,895 | 6,544 | 4,413 | 21,000 | 16,654 | 12,169 | 0 | 4,484 |
| 132 | Compensation time | 25,767 | 37,764 | 77,738 | 52,300 | 44,207 | 75,487 | 0 | (31,280) |
| 133 | Extra duty | 324,897 | 286,017 | 350,933 | 279,579 | 128,295 | 123,678 | 0 | 4,616 |
| 134 | Classified extra hrs | 185,048 | 192,566 | 200,393 | 208,000 | 0 | 0 | 0 | 0 |
| 135 | Vacation Payoff | 6,938 | 12,246 | 14,017 | 29,817 | 24,292 | 22,069 | 0 | 2,223 |
| 136 | Mentor teacher pay | 609 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 137 | Personal Leave Payout | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 138 | Department Head Extra Duty | 1,613 | 1,556 | 788 | 6,000 | 30,000 | 0 | 0 | 30,000 |
| 142 | Taxable Meal Reimbursement | 903 | 1,503 | 2,073 | 0 | 809 | 405 | 0 | 404 |
| 143 | Cell Phone Stipend | | | | 0 | 1,080 | 1,080 | 0 | 0 |
| 145 | Travel Stipend | | | | 0 | 11,400 | 0 | 0 | 11,400 |
| 150 | Club Advisor | | | 34,950 | 29,650 | 120,904 | 192,707 | 0 | (71,803) |
| | Total Salaries | 17,884,343 | 18,826,313 | 21,136,091 | 21,896,193 | 21,680,883 | 20,695,727 | 0 | 985,156 |
| 210 | PERS | 4,187,401 | 4,442,519 | 5,780,868 | 7,398,130 | 7,286,664 | 6,829,180 | 0 | 457,483 |
| 220 | Social Security | 1,328,140 | 1,385,595 | 1,550,125 | 1,655,388 | 1,642,024 | 1,500,237 | 0 | 141,787 |
| 231 | Worker's Comp | 173,370 | 196,943 | 238,867 | 293,025 | 275,747 | 128,184 | 0 | 147,562 |
| 241 | Employee Ins - Admin | 212,862 | 208,912 | 239,427 | 215,642 | 275,263 | 264,375 | 0 | 10,888 |
| 242 | Employee Ins - Certified | 2,328,554 | 2,370,817 | 2,831,052 | 2,449,421 | 2,756,998 | 2,514,580 | 0 | 242,419 |
| 243 | Employee Ins - Classified | 2,137,321 | 2,102,847 | 2,408,513 | 2,327,520 | 2,596,579 | 2,260,014 | 0 | 336,565 |
| 244 | Employee Ins - Other | 7,731 | 27,124 | 36,487 | 33,429 | 65,298 | 68,112 | 0 | (2,814) |
| 245 | Employee Ins - Retired | 228,774 | 195,821 | 122,925 | 83,600 | 52,700 | 44,849 | 0 | 7,851 |
| 247 | TSA | 40,991 | 22,082 | 24,336 | 25,200 | 45,600 | 45,600 | 0 | 0 |
| | Total Benefits | 10,645,144 | 10,952,659 | 13,232,600 | 14,481,355 | 15,086,873 | 13,656,975 | 0 | 1,429,898 |
| 311 | Instructional Services | 157,581 | 110,051 | 121,558 | 103,800 | 76,375 | 61,768 | 0 | 14,607 |
| 312 | Instr Prog Improve Service | 36,748 | 39,424 | 33,042 | 53,000 | 67,750 | 20,351 | 0 | 47,400 |
| 319 | Other Instr-Prof-Tech SVCS | 9,745 | 23,110 | 11,205 | 20,000 | 10,000 | 3,747 | 0 | 6,253 |
| 322 | Repairs & Maintenance | 168,482 | 173,295 | 254,579 | 190,300 | 227,612 | 172,181 | 1,661 | 53,771 |
| 323 | Radio Service | 7,767 | 38,310 | 12,455 | 11,100 | 11,100 | 11,054 | 0 | 46 |
| 324 | Rentals | 104,777 | 102,560 | 121,067 | 129,400 | 88,286 | 60,707 | 0 | 27,579 |
| 325 | Electricity | 473,758 | 466,093 | 453,206 | 502,620 | 465,700 | 364,712 | 1,040 | 99,948 |

2020-2021 General Fund Expenditure Report

| Obj | Description | 16/17 Actual | 17/18 Actual | 18/19 Project | 19/20 Budget | 20/21 Budget | 8-04-21 YTD | 8-04-21 Encumb | 8-04-21 Balance |
|-----|----------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|--------------------|
| 326 | Fuel | 187,899 | 223,740 | 181,534 | 223,135 | 217,800 | 180,915 | 0 | 36,885 |
| 327 | Water & Sewer | 121,239 | 150,725 | 138,029 | 153,520 | 142,500 | 135,814 | 0 | 6,686 |
| 328 | Garbage | 96,811 | 95,095 | 112,864 | 102,400 | 87,000 | 105,562 | 859 | (19,421) |
| 329 | Other Property Services | 19,246 | 34,726 | 10,550 | 20,000 | 0 | 0 | 0 | 0 |
| 330 | Reimb. Student Transportation | 0 | 1,589 | (64,563) | 10,200 | 29,900 | 35,663 | 815 | (6,578) |
| 340 | Travel | 140,225 | 178,985 | 149,454 | 158,263 | 150,513 | 42,727 | 0 | 107,786 |
| 343 | Travel - Student - Out of Dist. | 0 | 2,916 | 1,140 | 5,300 | 4,500 | 0 | 0 | 4,500 |
| 346 | Meals/Transportation | 48 | 99 | 153 | 200 | 350 | 0 | 0 | 350 |
| 348 | Staff Tuition | 44,768 | 71,830 | 92,746 | 47,000 | 2,000 | 57,276 | 0 | (55,276) |
| 351 | Telephone | 70,529 | 39,486 | 44,987 | 73,165 | 65,100 | 53,277 | 0 | 11,823 |
| 353 | Postage | 21,909 | 14,712 | 24,224 | 26,074 | 28,900 | 25,592 | 0 | 3,309 |
| 354 | Advertising | 3,551 | 1,087 | 2,761 | 4,300 | 2,650 | 2,449 | 0 | 201 |
| 355 | Printing & Binding | 48,223 | 51,996 | 13,712 | 29,400 | 30,950 | 18,644 | 0 | 12,306 |
| 360 | Charter School Payments | 1,961,788 | 1,866,943 | 2,159,564 | 2,195,000 | 2,300,000 | 2,462,056 | 0 | (162,056) |
| 371 | Tuitions Payments to Other Dist. | 29,701 | 29,536 | 0 | 0 | 0 | 0 | 0 | 0 |
| 373 | Tuition Pay Private School | 0 | 0 | 0 | 5,000 | 0 | 0 | 0 | 0 |
| 374 | Other Tuition | 625,503 | 162,192 | 240,090 | 92,500 | 90,000 | 29,665 | 0 | 60,335 |
| 381 | Audit Services | 25,150 | 27,700 | 29,150 | 30,000 | 39,000 | 44,400 | 0 | (5,400) |
| 382 | Legal Services | 5,288 | 11,261 | 33,971 | 35,000 | 35,000 | 26,225 | 0 | 8,775 |
| 384 | Negotiation Services | 13,784 | 8,590 | 0 | 10,000 | 5,000 | 0 | 0 | 5,000 |
| 386 | Data Processing SVCS | 76,794 | 75,380 | 65,278 | 89,600 | 65,000 | 48,264 | 0 | 16,736 |
| 388 | Election Services | 0 | 1,573 | 4,623 | 5,000 | 5,000 | 0 | 0 | 5,000 |
| 389 | Other Non_instr Pro/Tech | 539,114 | 292,488 | 451,897 | 363,700 | 351,450 | 206,500 | 0 | 144,950 |
| 391 | Physical Exams - Drivers | 3,168 | 4,193 | 4,072 | 4,400 | 5,750 | 6,430 | 0 | (680) |
| 392 | Drug Tests Drivers | 635 | 1,255 | 1,670 | 3,000 | 2,250 | 1,495 | 0 | 755 |
| 393 | Child Care Services | 22,000 | 22,000 | 0 | 15,000 | 0 | 0 | 0 | 0 |
| 394 | Sub calling service | 7,489 | 6,464 | 14,113 | 15,000 | 12,000 | 0 | 0 | 12,000 |
| 395 | Classified subs | 0 | 0 | 226,030 | 194,000 | 228,600 | 41,768 | 0 | 186,832 |
| 396 | Criminal History checks | 2,928 | 3,179 | 4,066 | 3,200 | 3,500 | 100 | 0 | 3,400 |
| 398 | Fingerprinting | 462 | 266 | 38 | 1,000 | 2,500 | 295 | 0 | 2,205 |
| 399 | Classified subs | 0 | 0 | 499,109 | 425,000 | 445,791 | 87,067 | 0 | 358,724 |
| | Total P. Services | 5,027,111 | 4,332,849 | 5,448,375 | 5,349,577 | 5,299,827 | 4,323,994 | 4,374 | 971,459 |
| 406 | Gas Oil & Lubricants | 103,868 | 115,426 | 190,500 | 190,500 | 189,100 | 103,199 | 0 | 85,901 |
| 410 | Supplies & Materials | 419,096 | 486,014 | 452,860 | 648,024 | 651,837 | 554,581 | 0 | 97,256 |
| 413 | Vehicle repair parts | 48,980 | 44,746 | 27,649 | 52,800 | 50,500 | 23,402 | 14 | 27,084 |
| 414 | Transportation operations | 6,060 | 8,776 | 30,655 | 15,000 | 25,000 | 11,504 | 0 | 13,496 |
| 420 | Textbooks | 131,379 | 83,687 | 68,642 | 28,033 | 9,933 | 7,975 | 0 | 1,958 |
| 430 | Library Books | 8,588 | 5,880 | 5,914 | 15,694 | 8,200 | 4,883 | 0 | 3,317 |
| 440 | Periodicals | 1,937 | 5,354 | 6,511 | 6,000 | 10,800 | 10,538 | 0 | 262 |
| 460 | Equipment under 5K | 212,514 | 184,119 | 162,389 | 178,842 | 146,100 | 24,208 | 0 | 121,892 |
| 470 | Computer software | 195,888 | 181,289 | 184,472 | 264,360 | 257,398 | 359,869 | 0 | (102,471) |

2020-2021 General Fund Expenditure Report

| Obj | Description | 16/17 Actual | 17/18 Actual | 18/19 Project | 19/20 Budget | 20/21 Budget | 8-04-21 YTD | 8-04-21 Encumb | 8-04-21 Balance |
|-----|---------------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|--------------------|
| 480 | Computer hardware | 252,444 | 221,873 | 146,797 | 170,593 | 181,265 | 240,773 | 0 | (59,508) |
| | Total Supplies & Materials | 1,380,753 | 1,337,164 | 1,276,389 | 1,569,846 | 1,530,133 | 1,340,932 | 14 | 189,188 |
| 520 | Buildings Acquisition | | | | 0 | 0 | 7,990 | 0 | (7,990) |
| 540 | Equipment | 20,047 | 65,034 | 39,805 | 54,500 | 25,000 | 36,100 | 23,209 | (34,309) |
| 564 | Bus Replacement | 0 | | 258 | 0 | 0 | 0 | 0 | 0 |
| | Total Capital Outlay | 20,047 | 65,034 | 47,641 | 54,500 | 90,000 | 48,555 | 23,209 | 18,236 |
| 621 | Regular Interest | 0 | 0 | 0 | 500 | 0 | 0 | 0 | 0 |
| 640 | Dues & Fees | 67,655 | 178,632 | 101,706 | 175,180 | 159,726 | 0 | 0 | 159,726 |
| 650 | Insurance & Judgments | 218,639 | 230,250 | 245,279 | 265,588 | 306,221 | 85,398 | 0 | 220,823 |
| 652 | Fidelity Bond Premiums | 0 | 0 | | 0 | 0 | 0 | 0 | 0 |
| 653 | Property Insurance Premium | 0 | 0 | | 0 | 0 | 660 | 0 | (660) |
| 654 | | 0 | 0 | | 0 | 0 | 309,014 | 0 | (309,014) |
| 655 | Judgments & Settlements | 0 | 0 | | 0 | 2,500 | 0 | 0 | 2,500 |
| 659 | Settlements | 0 | 34,000 | | 0 | 0 | 0 | 0 | 0 |
| 670 | Taxes & Licenses | 0 | 0 | 0 | 200 | 700 | 0 | 0 | 700 |
| | Total Other Objects | 286,294 | 442,882 | 346,985 | 441,468 | 469,147 | 396,053 | 0 | 73,094 |
| 707 | Transfer - Vocational House Fun | 0 | 0 | 40,000 | 0 | 70,000 | 70,000 | 0 | 0 |
| 710 | Transfer - Technology | 200,000 | 225,000 | 100,000 | 0 | 80,000 | 80,000 | 0 | 0 |
| 711 | Transfer - Classroom Furniture | 50,000 | 25,000 | 50,000 | 0 | 10,000 | 10,000 | 0 | 0 |
| 712 | Transfer - Textbook Adoption | 350,000 | 300,000 | 400,000 | 400,000 | 200,000 | 200,000 | 0 | 0 |
| 713 | Transfer - Capital Improvement | 250,000 | 250,000 | 400,000 | | 200,000 | 200,000 | 0 | 0 |
| 714 | Transfer - Track and Turf Fund | 110,000 | 10,000 | 85,000 | 10,000 | 0 | 0 | 0 | 0 |
| 715 | Transfer - Athletic Fund | 365,000 | 405,000 | 446,000 | 450,000 | 475,000 | 475,000 | 0 | 0 |
| 716 | Transfer - Bus Replacement | 250,000 | 250,000 | 300,000 | 150,000 | 225,000 | 225,000 | 0 | 0 |
| 717 | Transfer - Unemploy Ins | 15,000 | 25,000 | 25,000 | 25,000 | 250,000 | 250,000 | 0 | 0 |
| | Transfer - OHC Fund | 0 | 0 | 0 | | | | 0 | 0 |
| 718 | PERS Reserve | 500,000 | 500,000 | 525,000 | 0 | 450,000 | 450,000 | 0 | 0 |
| 719 | Transfer - Food Service | 65,225 | 90,656 | 100,000 | 100,000 | 120,000 | 120,000 | 0 | 0 |
| 720 | Transfer - Music/Band Replaceme | 0 | 0 | 0 | 0 | 20,000 | 20,000 | 0 | 0 |
| 730 | Transfer - Debt Service | 0 | 100,000 | 150,000 | 50,000 | 0 | 0 | 0 | 0 |
| 731 | Transfer - Academic Achievemen | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total Transfers | 2,155,225 | 2,180,656 | 2,621,000 | 1,185,000 | 2,100,000 | 2,100,000 | 0 | 0 |
| 810 | Reserve/Contingency | 0 | 0 | 0 | 1,750,000 | 2,000,000 | 0 | 0 | 2,000,000 |
| | Grand Total | 37,398,917 | 38,137,559 | 44,109,082 | 46,727,940 | 48,256,864 | 42,562,236 | 27,597 | 5,667,032 |