



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. SEVEN OAK PROJECT

Action: Informational

4. CONSENT AGENDA

Action: Approval Requested

- A. 2022-23 LCSD Proposed Budget Calendar, pg. 4
- B. November 10, 2022 Board Meeting Minutes, pg. 6
- C. Policy Updates – First and Second Readings, pg. 12 & 26

CODE	TITLE
FIRST READING	HIGHLY RECOMMENDED
CB	Superintendent
	OPTIONAL
IGAC	Religion and Schools
GDA	Instructional Assistants
GCQB	Research
CBC	Superintendent's Contract
BCF	Advisory Committees to the Board
BBBA	Board Member Qualifications
SECOND READING	REQUIRED
EFA	Local Wellness Program
	DELETE
EFA-AR	Local Wellness Program
	HIGHLY RECOMMENDED

JEA	Compulsory Attendance
GCBDB/GDBDB	Early Return to Work
DBEA	Budget Committee

D. Hiring:

NAME	POSITION	FTE	START DATE	END DATE
NEW HIRES 2022-23 TEMPORARY				
Addie Kilgore	Temporary Roving Teacher	1.0	11/17/22	6/14/23

5. DEPARTMENT REPORTS

Action: Informational

- A. Operations
- B. Human Resources
- C. Finance
 - 1. Financial Report, pg. 49

6. COMMUNICATION

Action: Informational

- A. Board
- B. Superintendent

7. 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.

8. ADJOURNMENT

Upcoming meeting dates:

January 12th, 2023 – Board Meeting at 6:00 PM

Agenda Item 4

A. 2022-23 LCSD Proposed Budget Calendar

Lebanon Community School District #9 Lebanon, Oregon

BUDGET CALENDAR FOR 2023-2024

- December 09, 2022 * **Regular Board Meeting:** Review/Approve Budget Calendar
- March 9, 2023 * **Special Board/Budget Meeting:** Budget Committee Training, and Set Budget Parameters
- January 1 – May 18, 2023 * **Preparation of Proposed Budget:** Budget Officer
- May 01, 2023 * **Post** public notice of Budget Committee meeting online.
(not more than 30 days before the meeting and & not less than 10 days before the meeting).
- May 08, 2023 * **Post** public notice of Budget Committee meeting online.
(not more than 30 days before the meeting and & not less than 10 days before the meeting).
- May 18, 2023 * **Budget Committee Meeting #1:** Continued budget discussion
- May 25, 2023 * **Budget Committee Meeting #2:** Target date for approval of the budget
- May 30, 2023 * **Post** Notice of Budget Hearing, Financial Summary and Fund Summaries
(not more than 30 days nor less than 5 days prior to the hearing).
- June 08, 2023 * Public Budget Hearing & Special Board Meeting on the budget as approved by Budget Committee

Adopt the final budget and make appropriations (*after Budget Hearing*).
The amount of tax levy in the published budget may not be increased, a new fund added, or expenditures increased by more than 10 percent without full republication and another public hearing.

Agenda Item 4

B. November 10, 2022 Board Meeting Minutes



**LEBANON COMMUNITY SCHOOL DISTRICT
SCHOOL BOARD MEETING
NOVEMBER 10, 2022, 6:00 PM**

Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

MEETING MINUTES

<u>BOARD MEMBERS PRESENT:</u>	<u>EXECUTIVE STAFF PRESENT:</u>
Tom Oliver, Chair Richard Borden, Vice Chair Tammy Schilling, Member	Bo Yates, Superintendent Jennifer Meckley, Assistant Superintendent William Lewis, Business Director

The meeting minutes were recorded by Executive Secretary Jessica Woody.

1. WELCOME AND CALL TO ORDER

Board Chair Tom Oliver called the meeting to order at 6:01 PM and led the flag salute.

2. PUBLIC COMMENTS

No public comments were made.

3. SIA ANNUAL REPORT

Jennifer Meckley explains the SIA information from the packet, and explains that SIA covers a lot of things in the district. Jennifer explains that the first year that the district had SIA was during COVID, and last year the district received full funding and were able to implement most of the strategies including staffing IA's for all K-3 classrooms and staffing dean of students at each building who also assist with MTSS. Jennifer also explains that a struggle the district ran into last year is substitutes, the program is built on people and when staff are gone with a lack of subs, other staff are pulled to cover. She then explains that though it has been a very successful implementation with K-3 classified staff, dean of students, bilingual staff with growing ELL programs, and a CTE teacher at Seven Oak. She also explains that adding our communications director, and family engagement coordinator the districts output in more consistent and effective, as the district works to build a more collaborative engagement with our community and stakeholders. Jennifer also notes that the district is trying new things all the time with student voice and parent engagement nights and are going to continue with the same goals and hope to see positive outcomes with these in place.

Tom Oliver asks if we have identified any consistent barriers with community engagement and Jennifer explains that the district just sent a survey to families asking what keeps them from being involved. She explains that most noted that they do feel that they are involved, the district has more interaction with teachers and parents more then ever with parent square, Jennifer states that the district may be more engaged with families than they think. Jennifer also states that time, work

schedules, child care issues could all be barriers and the district is thinking of ways to work around those for families.

Richard Borden asks how many surveys the district received back, Jennifer states that the district averaged about 20% back from each school it was believed.

4. MTSS PRESENTATION

Rachel Cannon speaks to the board referencing the presentation from the packet. Rachel explains that after COVID the district knew that they were going to have to provide more support than they ever had before, and had to decide how to do this given no additional time.

Rachel explains the process of RTI and how it has transitioned into MTSS. She also explains the tiers and that 100% of students receive high quality classroom instruction in tier 1, only about 80% of students will be successful with only tier 1 so those students access tier 2 interventions to support alongside their tier 1 support, while about 5% of students will access tier 3 which will provide more intensive instruction. She explains that with the RTI process, separate meetings were being held to support behavior, academics, and more, and last year the district moved to an MTSS system which is a more comprehensive system looking at the student as a whole child.

She describes how incredible it is to see a student that had been struggling, come back excited about what they have been learning, and this shows what a positive adult can do for a child's success. Rachel also describes the events and development that the MTSS systems have taken on, for example the safety care training for staff when handling individuals with the most up to date systems and processes.

Rachel also explains that the district MTSS team meets once a month to discuss and refine systems, also with a quarterly review of district level data. As well as weekly building level MTSS meetings, providing administration the chance to voice and discuss any concerns or areas of support that they need. Rachel adds that there is always room for improvement and the district continues to work towards improving the processes with further training and discussions.

When asked by Tom, she also notes that buildings will work within their own teams when students need more support and when that does not work they refer to tier 2 and so forth, though teachers have gotten really good at accessing all interventions before the referral.

Tom Oliver asks if the district is resourced enough to access these interventions, and Rachel adds that the dean of students have been very helpful in this, and that implementing DESSA has also been very helpful to stay on top of behaviors before finding out about them later.

Rachel also explains that the life skills program at Pioneer school is in its first year and plan to expand to all 4-6th graders in the coming years, and that Linn County has shown to have the resources to do this.

She then explains the process of elementary tiered support and if a student has utilized all tiers and interventions and are not seeing success, they can be referred to the SEL program which has been expanded to a younger and higher elementary program. She explains that this is a more intensive program with smaller classrooms and teaches students how to self regulate. She notes that similar to elementary, Seven Oak houses middle school SEL students for Hamilton Creek and Lacombe school as well. Lastly she notes that at the high school there is not a specific SEL program, there are cohort groups and smaller supports for students and if they are struggling the district has the teen

center and Ralston academy to access as an alternative. Bo Yates notes that the way the district does this at the high school may look different with more students on a case load.

Bo also adds that Rachel has done a fantastic job at implementing this program and the district is excited about the direction that this is going. Richard adds that staff are key and really make a difference and how much they care about the students success.

5. NEW TEACHER SUPPORT PROJECT

Tina Snieder speaks to the board referencing her presentation in the packet. She explains the districts 2nd year into the instructional mentor program provided to all teachers new to Lebanon Community School District. She shows that when a new certified staff member is hired in the district they will receive new licensed academy with tips and tricks and best practices, a building mentor and an instructional mentor (Tina), the building mentor can focus on a year long checklist of things that the teacher should know as well as cheer them on, while Tina is able to provide coaching on specific areas of focus. She also explains that she is able to be transparent in her role and clear up front with district goals, growth, and area of focus agreed upon by district leadership, and teachers are prepared and understand the focus. She also notes that this is a confidential relationship that she shares with the teachers and there are low stakes and more comfort ability and vulnerability knowing it is not tied to their evaluation. She explains how this program is required for any new teachers to the district, even for true veteran teachers who have been teaching for quite some time, giving everyone a chance to grow. Tina explains that instructional mentorship is so important for growth across the district and helps to build relationships and provide a safe space to learn and grow. She notes that she has 37 teachers participating this year and 38 last year, teachers receive at least 4 cycles of observation and feedback, with an opportunity for more. She also notes that they can utilize video coaching and learning walks. Tina states that 100% of the staff that completed the school year also completed the program, and when the teachers were surveyed 94% felt that the post observation debriefs were the most helpful part of the program. Tina was pleased to hear this since it is hard to find extra time to meet with teachers. Tina lastly states that even with just small recommended tweaks the district sees a big impact on those small changes, and even after the 2nd meeting they see a difference in their classroom.

Tom Oliver states that he loves the program and that there is no greater tool than this kind of coaching. He feels that expanding this scope to not just the first year of teaching would be fantastic. Tammy Schilling likes the idea of sharing the district talent, since the district has some really talented people.

6. BARGAINING CERTIFIED/CLASSIFIED SCHEDULE

Kim Grousbeck speaks to the board about the busy year it will be and how they are working with both licensed and classified unions. She states that they set a tentative timeline which she refers to in the packet, and points out that they will be working with a classified union and OEA rep on reclassifying the salary schedule, Albany will join for this as well. She explains that they will be doing a lot of work with the leadership team and administration, and the attorney and will come back in December in executive session to provide additional information.

Tom Oliver states that it is helpful to get a preview of timelines. Kim looks forward to working with the board on this.

7. SEVEN OAK & KEES ST UPDATES

William Lewis speaks to the board about the Seven Oak building and how they will be raising the roof 4 ft. on each side, it is \$160,000 to do this and he felt that was reasonable to offset that with the cost reduction in other areas like reducing the window package in the front. He also explains that they are working toward a final bid package coming back to the board by January. He states that they are bringing architects and contractors in early in the process, and working on language to hold contractors feet to the fire.

William also speaks about the Kees St project and where they are at with breaking ground, pouring forms, and ordering a lumber package for the first house. He also explains how students have been excited to be a part and see the site prep perspective.

8. CONSENT AGENDA

Richard Borden motions to approve and Tammy Schilling seconds the motion. All in favor with a unanimous vote, the consent agenda made up of the October 13, 2022 Board Meeting Minutes, first reading policy update EFA, EFA-AR, JEA, GCBDB/GDBDB, and DBEA, and second reading policy update IKF, IGAI, JHC, KBA, KBA-AR, JHCD/JHCDA, and JHCD/JHCDA-AR, and temporary new hires Debra Price and Lindsey Smith is approved in its entirety.

9. DEPARTMENT REPORTS

A. Operations

Bo Yates notes that in relation to SIA, the district now has staffing in place and can run school like they intend to and are seeing some really good things happening, for example the presentations the district has shown tonight. He also adds that he feels good about the position that the district is now in and after treading water for some time, it is nice to have a plan and follow through with that plan. Lastly he notes that the district has incredible staff and there is only good things to come for us.

Richard adds that there are good things happening.

B. Human Resources

Nothing to report.

C. Finance

William Lewis asks the board for re-approval of the budget resolution no. 2022-08, which added 2 additional lines on enterprise and internal services. He states that the bottom line does not change, it just adds 2 additional lines. William references the packet showing the prior and new resolution terms.

Richard motions to re-approve budget resolution no. 2022-08 and Tammy seconds the motion. All were in favor making for a unanimous vote to approve. Williams also reminds the board to fill out their audit forms.

10. COMMUNICATION

A. Board

The board is glad to have Tom back in person.

B. Superintendent

Jennifer reads to the board about the successes that have taken place recently in the district. Erica Cooper shared with families on parent square her weekly classroom news that will come from their

5th graders tasked with writing the newsletter, this fun task for the students will help to strengthen writing and more. Great job Erica!

The Seven Oak dean of students Lisa Canaday spends a lot of time in the classrooms, and witnessed teacher Madison Shryock teaching her students about the titanic and how people were treated as well as understanding differences in class. Students read dinner menus from different wealth classes and were served food in relation to their class. This brought great creativity to the classroom. Way to go Madison and Seven Oak staff!

The districts racial equity staff received a one time \$300 grant from the Siletz tribe, providing books for students who cannot afford, as well as shoes for students in PE class that are in need. Thank you to the Siletz tribe for the contribution fund and the staff that worked hard towards receiving it.

AUDIENCE COMMENTS

No audience comments were made.

11. MEETING ADJOURNED

There being no further business before the Board, the meeting was adjourned at 7:03 PM.

Tom Oliver, Board Chair

Bo Yates, Superintendent

Agenda Item 4

C. First Reading Policy Updates

December 2022 POLICY UPDATES – REVIEW AND RECOMMENDATIONS

Code	Title	OSBA Recommendation	DO Staff Lead(s)	Changes/DO Staff Comments	Recommended Adoption? (Yes/No)
CB	Superintendent	Highly Recommended	Jen	New language to reflect passage of SB 1521 which adds provisions in law to consider when issuing a superintendent's contract.	Yes
IGAC	Religion and Schools	Optional	Jen	Updated legal reference based on Kennedy v. Bremerton Sch Dist., 142 S. Ct. 2407 (2022) - Allowed a coach to engage in personal prayer after a game. It does not mean employees are able to engage in religious conduct whenever they would like to, nor does it mean that employees can lead students in prayer.	Yes
GDA	Instructional Assistants	Optional	Jen	Policy updated to reflect current language in Oregon statute.	Yes
GCQB	Research	Optional	Jen	Revision of policy language and updates to legal references.	Yes
CBC	Superintendent's Contract	Optional	Jen	New language to reflect passage of SB 1521 which adds provisions in law to consider when issuing a superintendent's contract.	Yes
BCF	Advisory Committees to the Board	Optional	Jen	Updated to reflect SB 732 which requires districts to	Yes

			establish an educational equity advisory committee. This requirement begins in 2025 for Lebanon.
BBBA	Board Member Qualificaitons	Optional	Jen The revisions are made to better align with the criteria stated in statute and in the Oregon Constitution. Yes

Lebanon Community Schools

Code: **CB**
Adopted: 6/15/98
Readopted: 3/4/10
Orig. Code(s): CB

Superintendent

The superintendent¹ is the district's chief executive officer and has, under the Board's direction, general supervision of all district schools, personnel and departments. The superintendent is responsible for managing the schools under the Board's policies and is accountable to the Board for that management. **The Board may not direct the superintendent to take any action that conflicts with a local, state or federal law² that applies to school districts³.**

The superintendent may delegate to other district personnel any powers and duties imposed upon the superintendent by Board policies or by vote of the Board. Delegation of power or duty, however, will not relieve the superintendent of responsibility for action taken under such delegation.

END OF POLICY

Legal Reference(s):

[ORS 332.505](#)
[ORS 332.515](#)

[OAR 581-022-1720](#)

Cross Reference(s):

CBG - Evaluation of the Superintendent

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, an order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

³ Also includes taking any action that conflicts with law that applies to education service districts.

Lebanon Community Schools

Code: **IGAC**
Adopted: 6/15/98
Readopted: 12/16/10
Orig. Code(s): IGAC

Teaching about Religion

The public schools are obligated to maintain neutrality in matters of religion.

The neutrality requirement suggests an ongoing search for sensitivity, understanding, appreciation and factual information about cultural and religious diversity. It also mandates that schools refrain from advocacy of a particular religious position.

The superintendent or designee will develop administrative regulations as needed to implement this policy.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 336.035](#)

U.S. CONST. amend. I.

OR. CONST., art. I.

~~Kennedy v. Bremerton Sch. Dist., 142 S Ct. 2407 (2022) 869 F.3d 813 (9th Cir. 2017).~~

Instructional Assistants

Instructional assistants shall be hired by the superintendent or designee.

All instructional assistants¹ must:

1. Have a high school diploma or the equivalent;
2. Be at least 18 years of age or older; and
3. Have standards of moral character as required of teachers.

In addition to the above, instructional assistants providing translation services must have demonstrated proficiency and fluency, knowledge of and ability to provide accurate translations from a language other than English into English and from English into another language.

Instructional assistants² who work in Title IA programs and provide instructional support must have:

1. Completed at least two years of study at an institution of higher education; or
2. Obtained an associate's or higher degree; or
3. Met a rigorous standard of quality, and can demonstrate, through a formal state or local academic assessment or para-professional certificate program, knowledge of, and the ability to assist in instructing, as appropriate, reading/language arts, writing and mathematics or reading readiness, writing readiness and mathematics readiness.

¹ "Instructional assistant" means a classified employee who does not require a license to teach, who is employed by a school district or education service district and whose assignment consists of and is limited to assisting a licensed teacher in accordance with the rules established by the TSPC.

²Instructional assistants may be assigned to: (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students while working under the direct supervision of a teacher. Instructional assistants may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title IA funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

These requirements do not apply to an instructional assistant: (1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in Title IA programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities.

The district will not require individuals newly hired as Title IA instructional assistants who have met another district's academic assessment to meet the district's academic assessment standards.

The general responsibilities of an instructional assistant shall be outlined in a job description. The major responsibility shall be to assist the classroom teacher, specialist or supervisor **or related service provider** with instruction **and/or support**. The instructional assistants shall be under the supervision of the appropriately licensed classroom teachers, specialist or supervisor. Other supporting tasks may include, but are not limited to: clerical support, student control, personal care, translation or parent and family involvement activities and media center or computer laboratory support.

Instructional assistants shall not be used by the district or teacher as substitute teachers. The responsibility for classroom supervision remains with the teacher at all times.

END OF POLICY

Legal Reference(s):

[ORS 332.107](#)

[ORS 332.505](#)

[ORS 342.120](#)

[OAR 581-022-1710\(2\)](#)

[OAR 581-037-0005 to -0025](#)

[OAR 584-005-0005\(27\), \(41\)](#)

The Vietnam Era Veterans' Readjustment Assistance Act ~~of 1974, as amended~~, 38 U.S.C. § 4212(2018).

Title II of the Genetic Information Nondiscrimination Act ~~of 2008~~, 42 U.S.C. § 2000ff-1 (2018); 29 C.F.R. Part 1635 (2022).

~~Section 503 of the~~ Rehabilitation Act ~~of 1973~~, 29 U.S.C. § 791, 793-794 (2018).

Lebanon Community Schools

Code: **GCQB**
Adopted: 6/15/98
Readopted: 9/16/10
Orig. Code(s): GCQB

Research

District staff **Employees** are encouraged to participate in research for the development and improvement of education. ~~If an employee plans~~ Staff who propose to engage in a research, e.g., study toward advanced work or for use in classroom instruction ~~project or the administration of surveys not otherwise authorized by the district during the work day or using~~ district resources or students, ~~either for study toward advanced work or for use in classroom instruction,~~ approval must be secured from ~~will~~ submit a proposal to the the superintendent for approval prior to commencing such research. ~~or designee.~~ If approved, and the study results in material or practices which ~~would~~ may be useful to other ~~employees~~ district staff, ~~it is recommended that it~~ such will be reviewed by administration and may be made available for distribution throughout the district as determined by administration. For the protection of all concerned, privacy rights of students or other individuals involved in ~~research such projects~~ research must be protected.

Research or surveys which are conducted by or for a nondistrict ~~employee individual or organization~~ must be approved by the superintendent or designee.

END OF POLICY

Legal Reference(s):

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (~~2006~~2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (~~2016~~2022).
Protection of Pupil Rights, 20 U.S.C. § 1232h (~~2012~~2018); Student Rights in Research, Experimental Programs and Testing, 34 C.F.R. Part 98 (~~2016~~2022).

Lebanon Community Schools

Code: **CBC**
Adopted: 6/16/09
Readopted: 3/4/10
Orig. Code(s): CBC

Superintendent's Contract

The superintendent, upon appointment by the Board, will receive a written contract which will state the terms of employment such as compensation, benefits and other conditions. **The Board may not issue a contract that includes terms which direct the superintendent¹ to take any action that conflicts with a local, state or federal law² that applies to the district³, or which allows the Board to take an adverse employment action against the superintendent for complying with such laws.** Contracts shall not be issued for more than three years at a time. The contract shall automatically expire at the end of its term. The Board may, however, elect to issue a subsequent contract for not more than an additional three years at any time.

The compensation and benefits for the position of superintendent will be fixed by the Board, based upon the responsibilities required of the superintendent in performing **his/her** their duties. The Board may not enter into an employment contract that contains provisions that expressly obligates the district or school to compensate the superintendent for work that is not performed. The district may provide health benefits for a superintendent that is no longer employed by the district until the superintendent:

1. Reaches 65 years of age; or
2. Finds new employment that provides health benefit.

Provisions for termination of the superintendent's employment, either by the Board or the superintendent, will also be set forth in the superintendent's employment contract. **The employment contract, if it includes a mutually agreed to termination-without-cause provision by the Board, will include a 12-month notice of termination for such provision.** For a period of one year after termination of the contract the superintendent may not:

1. Purchase property or surplus property owned by the district; or
2. Use property owned by the district or school in a manner other than the manner permitted for the general public.

END OF POLICY

Legal Reference(s):

¹ The term "superintendent" includes an interim superintendent.

² "Local, state or federal law" means a local, state or federal directive having the force of law, including an ordinance, a city or county resolution, a statute, a court decision, an administrative rule or regulation, and order issued in compliance with ORS Chapter 183, an executive order or any other directive, declaration or statement that is issued in compliance with the law as having the force of law and that is issued by a local government as defined in ORS 174.116, the state government as defined in ORS 174.111 or the federal government.

³ Also includes taking any action that conflicts with law that applies to education service districts.

[ORS 332.432](#)
[ORS 332.505](#)

[ORS 332.507](#)
[ORS 332.525](#)
[ORS 342.549](#)

[ORS 342.815\(1\),\(3\),\(6\),\(8\)](#)
[ORS 342.835](#)

Ambrose v. Bd. of Educ., 51 Or. App. 621 (1981).
Babbitt v. Mari-Linn Sch. Dist., 94 Or. App. 161 (1988).

Cross Reference(s):

CBB - Recruitment and Appointment of the Superintendent

Advisory Committees to the Board

To increase communications with the public and to provide for citizen involvement, the Board may appoint advisory committees to advise them on specific matters. Board advisory committees will be standing committees with continuing existence unless terminated by the Board. The budget committee and Board AD HOC Study committees are not addressed in this policy.

Committee Direction

The Board shall provide clear directions to any advisory committee at the time of creation. The Board chair will give a succinct summary committee direction statement for the appointed committee, which shall be recorded in the official Board minutes.

Committee Member Selection

The Board shall determine a minimum and maximum number of members. The desire of the Board to determine the composition of the committee with regard to representation from different groups should be determined at the Board meeting at the time the committee is established. All committees of the Board will have a district administrator as a member of that committee to act as an advisor in their duties. Board representation on the committee is not required.

At the time of the original Board appointment, membership will be equally distributed to one, two and three year terms. Annually, after July 1 of each year, appointment to open positions will be confirmed by the Board.

Committee Timeline

The Board, at the time of creation, will establish guidelines for committee meeting frequency and direction for Board reports.

Parameters of the Committee

The Board, at the meeting which the committee is created, will establish guidelines appropriate for the newly created committee. Guidelines should speak to the ability of the committee to expend district funds, to use district staff time to assist in their performance and other appropriate limits.

Committee Officers

The committee members shall annually select a chairman and recorder from the membership.

Meeting Schedule Announcement

Meetings of a committee shall be open to the public and notice of meetings shall be provided to the news media and posted at least 24 hours in advance of any meeting.

Meeting Minutes

Committees shall record minutes of all meetings with distribution to all Board members and requesting members of the community.

Scope of Responsibility

The Board's responsibility cannot be delegated or surrendered to others; therefore, all recommendations of an advisory committee must be submitted to the Board for action and must be recognized as advisory in nature.

Educational Equity Advisory Committee¹²

The duties of the district's educational equity advisory committee shall include:

1. Advising the Board about the educational equity impacts of the policy decisions;
2. Advising the superintendent about the educational equity impacts of the policy decisions;
3. Informing the Board and superintendent when a situation arises in a district school that negatively impacts underrepresented students and advising the Board and superintendent on how to best handle that situation.

The educational equity advisory committee may prepare an annual report that:

1. Contains the following information:
 - a. The successes and challenges the district has experienced in meeting the educational equity needs of students in the district;
 - b. Recommendations the committee made to the Board and superintendent, and the actions that were taken in response to those recommendations; and
 - c. Any other information required by the State Board of Education.
2. Is made available by being:
 - a. Distributed to parents of district students;
 - b. Posted on the district's website;
 - c. Presented to the Board in at a board meeting with adequate opportunity for public comment; and
 - d. Sent to the State Board of Education.

¹ District with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025.

² Additional information on the formation, membership and responsibility of the committee can be found in OAR 581-022-2307.

The educational equity advisory committee shall be appointed by the Board and superintendent and must be composed of parents, employees, students and community members from the district. For the purposes of selecting members, the Board and superintendent:

1. Shall solicit name of possible members from the community;
2. Must ensure that membership is primarily representative of underserved student groups;
3. May not exclude members based on immigration status; and
4. Must comply with any other requirements established by the State Board of Education.

A member of the educational equity advisory committee will also serve on the school district budget committee.³

END OF POLICY

Legal Reference(s):

[ORS 192.610](#)

[ORS 192.630](#)

[ORS 294.336](#)

[ORS 329.704](#)

[ORS 332.107](#)

OR. DEPT OF JUSTICE, OR. ATT'Y GENERAL'S MODEL PUBLIC CONTRACT RULES MANUAL (2003).

³ The district is not required to add an educational equity advisory committee member to the budget committee until there is a non school board member vacancy on the budget committee.

Lebanon Community Schools

Code: **BBBA**
Adopted: 11/5/01
Readopted: 2/4/10
Orig. Code(s): BBBA

Board Member Qualifications

A person is eligible to serve as a Board member if ~~he/she~~ the person is an qualified elector¹ of the district. ~~An “elector” means an individual qualified to vote under Section 2, Article II of the Oregon Constitution. The individual must be 18 years of age or older, registered to vote at least 20 calendar days immediately preceding any election in the manner provided by law and must have and has~~ been a resident within the district for one year immediately preceding the election or appointment. ~~Additionally, if the district and the position sought is elected or nominated by is-zoned, the individual person must also reside in the zone from which the person is nominated except as authorized by law. meet the requirements of ORS 332.124-332.126. All Board members in the district will be elected by zone. Individuals eligible for Board positions must reside in the appropriate zone unless as otherwise permitted by law.~~

~~No~~ A person who is an employee of the district ~~will be is not~~ eligible to serve as a Board member while so employed. A person who is an employee of a public charter school may not serve as a member of the Board of the district in which the public charter school that employs the person is located.

END OF POLICY

Legal Reference(s):

[ORS 137.230 - 137.285](#)
[ORS 247.002](#)
[ORS 247.035](#)

[ORS 249.013](#)
[ORS 332.016](#)
[ORS 332.018](#)

[ORS 332.030](#)
[ORS 332.124](#)
[ORS 332.126](#)

Oregon Constitution, Article II, Section 2.

¹ Elector means an individual qualified to vote under Article II, section 2, Oregon Constitution.

Agenda Item 4

C. Second Reading Policy Updates

Lebanon Community Schools

Code: **EFA**

Adopted: 9/6/09

Readopted: 5/6/10, 1/23/14, 12/10/15,
6/8/17, 10/12/17

Orig. Code(s) EFA

Local Wellness Program

The district is committed to the optimal development of every student and believes that a positive, safe and health-promoting learning environment is necessary for students to have the opportunity to achieve personal, academic, developmental and social success.

To help ensure students possess the knowledge and skills necessary to make healthy choices for a lifetime, the superintendent shall prepare and implement a comprehensive district nutrition program consistent with state and federal requirements for districts sponsoring the National School Lunch Program (NSLP) and/or the School Breakfast Program (SBP). The program shall reflect the Board's commitment to providing adequate time for instruction that fosters healthy eating through nutrition education and promotion, serving healthy and appealing foods at district schools, developing food-use guidelines for staff and establishing liaisons with nutrition service providers, as appropriate.

The input of staff (including, but not limited to, physical education and school health professionals), students, parents, the public, the Board, school administrators, representatives of the school food authority and public health professionals will be encouraged in the development of wellness policy. The Board shall establish a Wellness Advisory Committee to advise the district in the creation of the local wellness policy. The superintendent will develop administrative regulations as necessary to implement the goals of the local wellness plan and ensure compliance of such policy.

WELLNESS POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

Implementation Plan

The district shall develop and maintain a plan to manage and coordinate the implementation of this wellness policy.

The plan will:

1. Delineate roles, responsibilities, actions and timelines specific to each school;
2. Include information about who will be responsible to make what change, by how much, where and when;
3. Include specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, and in food and beverage marketing; and

4. Include specific goals and objectives for nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness.

In an effort to measure the implementation of this policy, the Board designates the ~~superintendent-principal~~ as the person who will be responsible for ensuring each school meets the goals outlined in this policy.

Record Keeping

The district will retain the following records to document compliance with the requirements of the wellness policy at the district's administrative offices.

5. The written wellness policy;
6. Documentation demonstrating that the policy has been made available to the public;
7. Documentation of efforts to review and update the local wellness policy, including an indication of who is involved in the update and the methods the district uses to make stakeholders aware of their ability to participate;
8. Documentation to demonstrate compliance with the annual public notification requirements;
9. The most recent assessment on the implementation of the local wellness policy;
10. Documentation demonstrating the most recent assessment on the implementation of the local wellness policy has been made available to the public.

Annual Notification of Policy

The district will make available to the public annually, an assessment of the implementation, including the extent to which the schools are in compliance with policy, how the policy compares to model policy and a description of the progress being made in attaining the goals of the policy. The district will make this information available through the district website. The district will also publicize the name and contact information of the district or school official(s) leading and coordinating the policy, as well as information on how the public can get involved with the local wellness policy.

Triennial Progress Assessments

At least once every three years, the district will evaluate compliance with the local wellness policy, to assess the implementation of the policy and produce a triennial progress report that will include:

11. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
12. The extent to which the district's policy compares to model wellness policy; and
13. A description of the progress made in attaining the goals of the district's policy.

The district or school will actively notify households/families of the availability of the triennial progress report.

Revisions and Updating the Policy

The district will update or modify the local wellness policy based on the results of the triennial assessments and/or as district priorities change; community needs change; wellness goals are met; new health science, information and technology emerge; and new federal or state guidance or standards are issued. The local wellness policy will be assessed and updated as indicated at least every three years following the triennial assessment.

Community Involvement, Outreach and Communications

The district will actively communicate ways in which the community can participate in the development, implementation and periodic review and update of the local wellness policy through a variety of means appropriate for the district. The district will also ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important school information with parents.

NUTRITION PROMOTION AND NUTRITION EDUCATION

Nutrition promotion and nutrition education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, by creating food environments that encourage healthy nutrition choices and by encouraging participation in school meal programs. Students and staff will receive consistent nutrition messages throughout the school environment. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by staff, teachers, parents, students and the community.

School Meals

All schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition programs, administered through the Oregon Department of Education (ODE), including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), Fresh Fruit & Vegetable Program (FFVP), Summer Food Service Program (SFSP), Supper programs or others. The district also operates additional nutrition-related programs and activities including Farm-to-School programs, school gardens, Breakfast in the Classroom, Mobile Breakfast carts or Grab 'n' Go Breakfast.

Staff Qualifications and Professional Development

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA Professional Standards for Child Nutrition Professionals.

Water

Free, safe, unflavored, drinking water will be available to all students throughout the school day and throughout every school campus. The district will make drinking water available where school meals are served during mealtimes.

Competitive Foods and Beverages

All foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day and extended school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards¹. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

Celebrations and Rewards

All foods offered on the school campus are encouraged to meet the nutrition standards set by the USDA and the Oregon Smart Snacks Standards. This includes, but is not limited to, celebrations, parties, classroom snacks brought by parents, rewards and incentives.

Fund Raising

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Food and Beverage Marketing in Schools

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards.

“Food and beverage marketing” is defined as advertising and other promotion in schools. Food and beverage marketing often includes an oral, written or graphic statement made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

PHYSICAL ACTIVITY AND PHYSICAL EDUCATION

Physical activity should be included in the school’s daily education program for grades pre-K through 12 and include regular, instructional physical education, as well as co-curricular activities and recess.

Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be withheld as punishment for any reason.

The Board realizes that a quality physical education program is an essential component for all students to learn about and participate in physical activity. The district will develop and assess student performance

¹[Oregon Department of Education, Oregon Smart Snacks Standards](#)

standards in order to meet the ODE’s physical education content standards. Students in kindergarten through grade 5 shall participate for at least 120² minutes during each school week, and students in grades 6 through 8 for at least 180³ minutes per school week.

Employee Wellness

The district encourages staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale and a greater personal commitment to the school’s overall wellness program. Many actions and conditions that affect the health of staff may also influence the health and learning of students. The physical and mental health of staff is integral to promoting and protecting the health of students and helps foster their academic success. The district’s Employee Wellness Program will promote health, reduce risky behaviors of employees and identify and correct conditions in the workplace that can compromise the health of staff, reduce their levels of productivity, impede student success and contribute to escalating health-related costs such as absenteeism.

The district will work with community partners to identify programs, services and/or resources to compliment and enrich employee wellness endeavors.

Other Activities that Promote Student Wellness

The district will integrate wellness activities throughout the entire school environment (districtwide), not just in the cafeterias, other food and beverage venues and physical activity facilities. The district will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complimentary, not duplicated and work toward the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

END OF POLICY

Legal Reference(s):

[ORS 329.496](#)
[ORS 332.107](#)
[ORS 336.423](#)

[OAR 581-051-0100](#)
[OAR 581-051-0305](#)
[OAR 581-051-0306](#)

[OAR 581-051-0310](#)
[OAR 581-051-0400](#)
SB 4 (2017)

National School Lunch Program, 7 C.F.R. Part 210 (2006).
School Breakfast Program, 7 C.F.R. Part 220 (2006).
Healthy, Hunger-Free Kids Act of 2010, Public Law 111-296 Section 204.

²These are the minimum PE requirements in elementary schools for school year 2019-2020.

³These are the minimum PE requirements in middle schools (grades 6 through 8) for school year 2021-2022.

Local Wellness Program

The district's comprehensive age-appropriate nutrition program will be implemented in district schools in accordance with the following requirements:

Definitions

1. "Accompaniment foods" means food items served along with another food to enhance palatability such as butter, jelly, cream cheese, salad dressing, croutons and condiments.
2. "Combination foods" means products that contain two or more components representing two or more of the recommended food groups: fruit; vegetable; dairy; protein; or grains.
3. "Competitive foods" means any food or drink sold in competition with the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP) during the school day.
4. "Entree item" means an item that is either:
 - a. A combination food of meat or meat alternate and whole grain rich food; or
 - b. A combination food of vegetable or fruit and meat or meat alternate; or
 - c. A meat or meat alternate alone with the exception of yogurt, low-fat or reduced fat cheese, nuts, seeds and nut or seed butters and meat snacks (such as dried beef jerky); or
 - d. Grains only when served in the SBP.
5. "Food service area" means any area on school premises where NSLP or SBP meals are both served and eaten, as well as any areas in which NSLP or SBP meals are either served or eaten.
6. "Meal period" means the period(s) during which breakfast or lunch meals are served and eaten, and as identified on the school schedule.
7. "Nutrition education" means a planned sequential instructional program that provides knowledge and teaches skills to help students adopt and maintain lifelong healthy eating habits.
8. "Oregon Smart Snacks Standards"¹ means the minimum nutrition standards for competitive foods and beverages.
 - a. Food items, including accompaniment foods, must:

¹Oregon Department of Education, www.ode.state.or.us

- (1) Be a grain product that contains 50 percent or more whole grains by weight or have as the first ingredient a whole grain (e.g., flour, flake or meal); or
- (2) Have as the first ingredient, one of the non-grain major food groups: fruits; vegetables; dairy or protein foods (e.g., meat, beans, poultry, seafood, eggs, nuts, seeds); or
- (3) Be a combination food that contains one-quarter cup of fruit and/or vegetable; or
- (4) Have one of the food items above as a second ingredient if water is the first ingredient; and
- (5) Meet all the competitive food nutrient standards:
 - (a) Calories:
 - (i) Snacks contain no more than:
 - 1) 150 calories as packaged or served for elementary level;
 - 2) 180 calories as packaged or served for middle school level;
 - 3) 200 calories as packaged or served for high school level.
 - (ii) Entrees contain no more than 350 calories as packaged or served.
 - (b) Total fat: contains 35 percent or less of total calories from fat per item as packaged or served.
 - (i) Exemptions to the total fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts, seeds, nut or seed butters, products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat and seafood with no added fat.
 - (c) Saturated fat: contains no more than 10 percent of total calories from saturated fat per item as packaged or served.
 - (i) Exemptions to the saturated fat standard are granted for reduced fat cheese and part-skim mozzarella cheese, nuts and products consisting of only dried fruit with nuts and/or seeds with no added nutritive sweeteners or fat.
 - (d) Trans fat: contains 0 grams of trans fat per item as packaged or served.
 - (e) Sugar must be no more than 35 percent by weight.
 - (i) Exempt from the sugar standard are:
 - 1) Dried whole fruits or vegetables;
 - 2) Dried whole fruit or vegetable pieces;
 - 3) Dehydrated fruits or vegetables with no added nutritive sweeteners; and
 - 4) Dried fruits with nutritive sweeteners that are required for processing and/or palatability purposes (i.e., cranberries, blueberries, tart cherries).
 - (f) Sodium:

- (i) Snacks contain no more than 200mg sodium² per item as packaged or served.
 - (ii) Entrees contain no more than 480 mg sodium per item as packaged or served.
- (g) Caffeine free, except for naturally occurring trace amounts, for elementary and middle school level.
- (h) Exempt from all nutrients standards on any day are:
- (i) Fresh, canned and frozen fruits or vegetables with no added ingredients except water.
 - (ii) Fruit packed in 100 percent juice, extra light or light syrup.
 - (iii) Canned vegetables that contain a small amount of sugar for processing purposes.
 - (iv) Sugar-free chewing gum.
- (i) Entrees in same or smaller portion served on the day or the day following in the National School Lunch or School Breakfast Programs are exempt from the nutrient standards for:
- 1) Calories;
 - 2) Total fat;
 - 3) Saturated fat;
 - 4) Trans fat;
 - 5) Sodium; and
 - 6) Sugar.
- b. Beverages must be:
- (1) For elementary level students:
 - (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Lowfat milk (unflavored), with portion size not to exceed 8 ounces and 150 calories;
 - (c) Nonfat milk (including flavored), with portion size not to exceed 8 ounces and 150 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 8 ounces and 150 calories;
 - (e) Full strength unsweetened fruit or vegetable juices, portion size not to exceed 8 ounces and 120 calories;
 - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 8 ounces and 120 calories;
 - (g) Caffeine free, except for naturally occurring trace amounts.
 - (2) For middle school level students:
 - (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Lowfat milk (unflavored), portion size not to exceed 10 ounces and 190 calories;

²On July 1, 2016, the sodium standard will reduce to 200 mg per item as packaged or served.

- (c) Nonfat milk (including flavored), portion size not to exceed 10 ounces and 190 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 10 ounces and 190 calories;
 - (e) Full strength unsweetened fruit or vegetable juices, portion size not to exceed 10 ounces and 150 calories;
 - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 10 ounces and 150 calories;
 - (g) Caffeine free, except for naturally occurring trace amounts.
- (3) For high school level students:
- (a) Plain water, carbonated or uncarbonated, with portion size unlimited;
 - (b) Lowfat milk (unflavored), portion size not to exceed 12 ounces and 225 calories;
 - (c) Nonfat milk (including flavored), portion size not to exceed 12 ounces and 225 calories;
 - (d) Nutritionally equivalent milk alternatives, portion size not to exceed 12 ounces and 225 calories;
 - (e) Full strength unsweetened fruit or vegetable juices, portion size not to exceed 12 ounces and 180 calories;
 - (f) Fruit and vegetable juice that is 100 percent juice diluted with water, carbonated or uncarbonated, and no added sugar or sweeteners with portion size not to exceed 12 ounces and 180 calories;
 - (g) Low or no calorie beverage is less than 5 calories per 8 ounce serving or less than or equal to 10 calories per 20 fluid ounces, portion size not to exceed 20 ounce serving;
 - (h) Other beverages are not to exceed 40 calories per 8 fluid ounces (or 60 calories per 12 fluid ounces) with portion size not to exceed 12 ounces.
- c. Use the nutrient standard for the lowest grade group when mixed grades have open access to competitive foods.
9. “School day” means a student education day beginning at midnight and ending at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities.
10. “School campus” means all areas of property under the jurisdiction of the school that are accessible to students during the school day.
11. “Snack” means a food that is generally regarded as supplementing a meal and includes, but is not limited to, chips, crackers, onion rings, nachos, french fries, doughnuts, cookies, pastries, cinnamon rolls and candy.

Nutrition Promotion and Nutrition Education

Nutrition promotion and nutrition education shall be a sequential and integrated focus on improving students’ eating behaviors, reflect evidence based strategies and be consistent with state and local district health education standards.

Nutrition education at all levels of the district's curriculum shall include the following essential components designed to help students learn:

1. Age-appropriate nutritional knowledge, including the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, handling and storage and cultural diversity related to food and eating;
2. Age-appropriate nutrition-related skills, including, but not limited to, planning a healthy meal, understanding and using food labels and critically evaluating nutrition information, misinformation and commercial food advertising; and
3. How to assess one's personal eating habits, set goals for improvement and achieve those goals.

Food and Beverage Marketing

The district (i.e., school nutrition services, athletics department, PTA, PTO) will review existing contracts, new contracts and equipment and product purchase or replacement to reflect the applicable food and beverage marketing guidelines established by the district wellness policy.

"Food and beverage marketing" is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product.

This term includes, but is not limited to, the following:

1. Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container;
2. Displays, such as on vending machine exteriors;
3. Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards.

Note: Immediate replacement of these items is not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that is financially possible over time so that items are in compliance.

4. Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, student assignment books or school supplies displayed, distributed, offered or sold by the district;
5. Advertisements in school publications or school mailings;

6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

Physical Activity and Physical Education

In order to insure students are afforded the opportunity to engage in physical activity and physical education in the school setting, the following guidelines apply:

1. Physical activity will be integrated across curricula and throughout the school day. Movement will be made a part of all classes or courses as part of a well-rounded education;
2. Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
3. Physical education courses will be the environment where students learn, practice and are assessed on developmentally appropriate knowledge, skills and confidence to become physically literate;
4. All physical education classes will be taught by licensed physical education teachers and/or appropriately licensed teachers as outlined by the Teacher Standards and Practices Commission (TSPC); and
5. A Daily recess period(s) will be provided that will not be used as a punishment or a reward;

Nutrition Guidelines and Food Services Operation

In order to support a school's nutrition and food services operation as an essential partner in the educational mission of the district and its role in the district's comprehensive nutrition program, the principal is responsible for ensuring:

1. The school encourages all students to participate in the school's NSLP and SBP meal opportunities;
2. The school notifies families of need-based programs for free or reduced-price meals and encourages eligible families to apply;
3. The school's NSLP and SBP maintains the confidentiality of students and families applying for or receiving free or reduced-priced meals in accordance with the National School Lunch Act;
4. The school's NSLP and SBP operates to meet dietary specifications in accordance with the Healthy, Hunger-Free Kids Act of 2010 and applicable state laws and regulations;
5. The school sells or serves varied and nutritious food choices consistent with the applicable nutrition standards set by the USDA and the Oregon Smart Snacks Standards. A school or district, that operates or contracts the food service component of their NSLP and SBP, shall form a nutrition advisory committee comprised of staff, students and parents. Cultural norms and preferences will be considered;
6. Food prices set by the district are communicated to students and parents. District pricing strategies will encourage students to purchase full meals and nutritious items;

7. Procedures are in place to provide families, on request, information about the ingredients and nutritional value of the foods served;
8. Modified meals are prepared for students with special dietary needs:
 - a. The district will provide substitute foods to students with a disability³ that restricts their diet, when supported by a written statement from a state-licensed health care professional who is authorized to write medical prescriptions.
 - b. Such substitutions will be provided only when a medical statement from the licensed health care professional is on file at the school. The medical statement must state the nature of the child's impairment so its effect on the student's diet is understood, and what must be done to accommodate the impairment.
9. Food service equipment and facilities meet applicable local and state standards concerning health, safe food preparation, handling and storage, drinking water, sanitation and workplace safety;
10. Students are provided adequate time and space to eat meals in a pleasant and safe environment. School dining areas will be reviewed to ensure:
 - a. Tables and chairs are of the appropriate size for students;
 - b. Seating is not overcrowded;
 - c. Students have a relaxed environment;
 - d. Noise is not allowed to become excessive;
 - e. Rules for safe behavior are consistently enforced;
 - f. Tables and floors are cleaned between meal periods;
 - g. The physical structure of the eating area is in good repair;
 - h. Appropriate supervision is provided.
11. The guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of section 10 of the Child Nutrition Act (42 U.S.C. § 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. § 1758(f)(1), § 1766(a)), as those regulations and guidance apply to schools.

Competitive Food Sales

In keeping with federal regulations, the district controls the sale of all competitive foods. Accordingly, the district will select food items that meet the Oregon Smart Snacks Standards.

The sale of foods and beverages in competition with the district's NSLP and SBP meals shall be permitted when all income from the food sales accrues to the benefit of the district's nutrition and food services operation or a school or student organization as approved by the Board.

³To comply with Section 504 as it relates to a student's severe food allergy, such as milk, gluten, nut or soy, and including but not limited to diabetes, colitis, etc.

Other Foods Offered or Sold

Foods and beverages sold in classrooms or school-sponsored activities during the school day shall follow the Oregon Smart Snacks Standards.

Foods and beverages that meet or exceed the nutrition standards set by the USDA and the Oregon Smart Snacks Standards may be sold through fund raisers on the school campus during the school day.

Employee Wellness⁴

The district's Employee Wellness Program may include the following:

1. Health education and health promoting activities that focus on skill development and lifestyle behavior that change along with awareness building, information dissemination, access to facilities, and are preferably tailored to employee's needs and interests;
2. Safe, supportive social and physical environments including organizational expectations about healthy behavior and implementation of policy that promotes health and safety and reduces the risk of disease;
3. Linkage to related programs such as employee assistance programs, emergency care and programs that help employees balance work life and family life;
4. Education and resources to help employees make decisions about health care; and
5. Nutrition and fitness educational opportunities that may include, but are not limited to, the distribution of educational and informational materials, and the arrangement of presentations and workshops that focus on healthy lifestyles, health assessments, fitness activities and other appropriate nutrition and physical activity related topics.

The district encourages participation from all employees. "Employees" are not limited to instructional staff (i.e., teachers and instructional assistants) but include all administrators and support staff.

The following groups are seen as essential for establishing, implementing and sustaining an effective employee wellness program:

1. School personnel who implement existing wellness programs in the district, (i.e., employee wellness committee);
2. District personnel who implement health programs for students (e.g. school health coordinator, school nurses, psychologist, health and physical educators, nutrition professionals, counselors and other staff); and

⁴[This language is optional and not required by state or federal law.]

3. Decision makers who have the authority to approve policy and provide administrative support essential for a school wellness program (e.g. Board members, superintendents, human resource administrators, fiscal services administrators and principals).

Other Activities that Promote Student Wellness

The district may provide the following activities and encourage the following practices which promote local wellness:

1. Safe Routes to Schools Program
2. Physically active community engagement (e.g., skate night, fun run, dance night);
3. Nonfood-related fund raisers;
4. Physical activity brain breaks during transitions from one subject to another;
5. Intramural sports;
6. Monthly/Weekly school walks;
7. The use of alternates to food as rewards in the classroom; and
8. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;

Staff Development

Ongoing pre-service and professional development training opportunities for staff will be encouraged. Staff responsible for nutrition education will be encouraged to participate in professional development activities to effectively deliver the nutrition education program as planned. Nutrition and food services personnel will receive opportunities to participate in professional development activities that address strategies for promoting healthy eating behavior; food safety; maintaining safe, orderly and pleasant eating environments; and other topics directly relevant to the employee's job duties. The nutrition director is responsible to ensure such training is made available, including, but not limited to, the following:

1. Personnel management;
2. Financial management and record keeping;
3. Cost- and labor-efficient food purchasing and preparation;
4. Sanitation and safe food handling, preparation and storage;
5. Planning menus for students with special needs and students of diverse cultural backgrounds;
6. Marketing Healthy Meals

The Principal is responsible for the following:

1. Customer service and student and family involvement;
2. Principles of nutrition education, including selected curriculum content and innovative nutrition teaching strategies; and
3. Assessment by staff of their own eating practices and increased awareness of behavioral messages staff provide as role models.

Family and Community Involvement

In order to promote family and community involvement in supporting and reinforcing nutrition education in the schools, the principal is responsible for ensuring:

1. Nutrition education materials and cafeteria menus are sent home with students;
2. Parents are encouraged to send healthy snacks/meals to school;
3. Parents and other family members are invited to periodically eat with their student in the cafeteria;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Nutrition education workshops and screening services are offered;
6. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes, etc.);
7. Staff are encouraged to cooperate within their own schools and with other agencies and community groups to provide opportunities for student volunteer or paid work related to nutrition, as appropriate;
8. Staff encourages and provides support for parental involvement in their children's physical education.
9. Materials promoting physical activity are sent home with students; and
10. Physical activity is encouraged as a planned part of school-community events.

Program Evaluation

In order to evaluate the effectiveness of the local wellness program in promoting healthy eating, increased physical activity among students and to implement program changes as necessary to increase its effectiveness, the superintendent or designee is responsible for ensuring:

1. Board policy and this administrative regulation are implemented as written;

2. All building, grade-level nutrition education curricula and materials are assessed for accuracy, completeness, balance and consistency with state and local district educational goals and standards;
3. Nutrition education is provided throughout the student's school years as part of the district's age-appropriate, comprehensive nutrition program, and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers deliver nutrition education through age-appropriate, culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
5. Teachers and school nutrition and food services personnel have undertaken joint project planning and action;
6. Teachers have received curriculum-specific training;
7. Teachers provide physical activity instruction and programs that meet the needs and interests of all students;
8. Families and community organizations are involved, to the extent practicable, in nutrition education; and
9. One or more persons within the district or at each school, as appropriate, will be charged with the operational responsibility of ensuring that the policy and administrative regulations are followed and will develop an evaluation plan to be used to assess the district's level of compliance with state and federal requirements.

4/13/17 | PH

Compulsory Attendance**

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term. **Persons having legal control of a child between ages 6 and 18, who has not completed the 12th grade, are required to have the child attend and maintain the child in regular attendance during the entire school term.**

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school. **Persons having legal control of a child, who is five years of age and has enrolled the child in a public school, are required to have the child attend and maintain the child in regular attendance during the school term.**

~~Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the entire school term. Persons having legal control of a student, who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.~~

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. ~~Failure to send a student and to maintain a student in regular attendance is a Class C violation.~~

The district will develop procedures for issuing a citation.

A parent who is not supervising their student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577 (1) (c). Failing to supervise a child is a Class A violation.

Exemptions from Compulsory School Attendance

In the following cases, students shall not be required to attend public, full-time schools:

1. Students being taught in a private or parochial school in courses of study usually taught in kindergarten through grade 12 in the public schools, and in attendance for a period equivalent to that required of students attending public schools.
2. Students proving to the Board's satisfaction that they have acquired equivalent knowledge to that acquired in the courses of study taught in kindergarten through grade 12 in the public schools.
3. Students who have received a high school diploma or a modified diploma.
4. Students being taught, by a private teacher, the courses of study usually taught in kindergarten through grade 12 in the public school for a period equivalent to that required of students attending public schools.

5. Students being educated in the home by a parent or guardian:
 - a. When a student is taught or is withdrawn from a public school to be taught by a parent or private teacher, the parent or teacher must notify the Linn-Benton-Lincoln Education Service District (ESD) in writing within 10 days of such occurrence. In addition, when a home-schooled student moves to a new ESD, the parent shall notify the new ESD in writing, within 10 days, of the intent to continue home schooling. The ESD ~~superintendent~~ shall acknowledge receipt of any notification in writing within 90 days of receipt of the notification. The ESD is to notify, at least annually, school districts of home-schooled students who reside in their district;
 - b. Each student being taught by a parent or private teacher shall be examined no later than August 15, following grades 3, 5, 8 and 10:
 - (1) If the student was withdrawn from public school, the first examination shall be administered at least 18 months after the date the student withdrew;
 - (2) If the student never attended public or private school, the first examination shall be administered prior to the end of grade 3;
 - (3) Procedures for home-schooled students with disabilities are set out in Oregon Administrative Rule (OAR) 581-021-0029.
 - c. Examinations testing each student shall be from the list of approved examinations from the State Board of Education;
 - d. The examination must be administered by a neutral individual qualified to administer tests on the approved list provided by the Oregon Department of Education;
 - e. The person administering the examination shall score the examination and report the results to the parent. Upon request of the ESD superintendent, the parent shall submit the results of the examination to the ESD;
 - f. All costs for the test instrument, administration and scoring are the responsibility of the parent;
 - g. In the event the ESD superintendent finds that the student is not showing satisfactory educational progress, the ESD superintendent ~~shall provide the parent with a written statement of the reasons for the finding, based on the test results and~~ shall follow the guidelines in Oregon Revised Statutes and Oregon Administrative Rules.
6. Children whose sixth birthday occurred on or before September 1 immediately preceding the beginning of the current school year, if the parent or guardian notified the child's resident district in writing that the parent or guardian is delaying the enrollment of their child for one school year to better meet the child's needs for cognitive, social or physical development, as determined by the parent or guardian.
7. Children who are present in the United States on a nonimmigrant visa and who are attending a private, accredited English language learner program in preparation for attending a private high school or college.
8. Students excluded from attendance as provided by law.
9. Students who are eligible military children¹ are exempt up to 10 days after the date of military transfer or pending transfer indicated in the official military order.

¹ "Military child" means a child who is in a military family covered by the Interstate Compact on Educational Opportunity for Military Children, as determined under rules adopted by the State Board of Education.

10. An exemption may be granted to the parent or guardian of any student 16 or 17 years of age who is lawfully employed full-time, or who is lawfully employed part-time and enrolled in school, a community college or an alternative education program as defined in ORS 336.615.
11. An exemption may be granted to any child who is an emancipated minor or who has initiated the procedure for emancipation under ORS 419B.550 to 419B.558.

END OF POLICY

Legal Reference(s):

[ORS 153.018](#)

[ORS 163.577](#)

[ORS 336.615 to -336.665](#)

[ORS 339.010 to -339.090](#)

[ORS 339.095](#)

[ORS 339.257](#)

[ORS 419B.550 – 419B.558](#)

[ORS 339.990](#)

[ORS 807.065](#)

[ORS 807.066](#)

[OAR 581-021-0026](#)

[OAR 581-021-0029](#)

[OAR 581-021-0071](#)

[OAR 581-021-0077](#)

[Senate Bill 802 \(2019\)](#)

Employee Managed Return To Work

Efforts will be made on a case-by-case basis to return ill or injured employees to work. Returns will be within the requirements of the injury, the limitations of the law and the limitations of the district.

In the event an employee is not able to perform essential job functions completely after an illness or injury, the district will determine whether reasonable accommodations are appropriate that would provide temporary light duty assignment, restructuring of job to include modified workdays, shift or part-time work, hours of work or modifications in facilities, equipment, special aids and services. Reasonable accommodations must not result in an undue hardship on the district.

If an employee cannot be reasonably accommodated in ~~his/her~~ their current job, the district will review alternative assignments. The employee, if qualified, will be offered an available vacant position with or without reasonable accommodations. If no other assignment is possible, the district may provide unpaid leave if recovery is ongoing and sick leave is exhausted. Unpaid leave will be provided in accordance with Oregon law and Federal law.

The district will maintain current job descriptions for each position. Physical requirements for appropriate job categories will be established.

The Board directs the superintendent to develop regulations to implement this policy.

END OF POLICY

Legal References(s):

ORS 659A.043

ORS 659A.046

OAR 436-110-000~~43~~ to -0900

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213; 29 C.F.R. Part 1630 (2016); 28 C.F.R. Part 35 (2016).

Americans with Disabilities Act Amendments Act of 2008.

Lebanon Community Schools

Code: **DBEA**
Adopted: 8/5/02
Readopted: 5/6/10
Orig. Code(s): DBEA

Budget Committee

Organization, Membership and Terms of Office

The district budget committee will consist of the five members of the Board and five electors appointed by the Board as required by law. The budget committee may be constituted of less than 10 members if positions remain unfilled. Terms of the appointed members of a budget committee in a district that prepares an annual budget will be three years each with appointments made so that, as nearly as practicable, the terms of one-third of the members expire each year. Appointive members of a budget committee in a district that prepares a biennial budget shall be appointed for four-year terms. The term shall be staggered so that as near as practicable, one-fourth of the terms of the appointive members end each year. **At least one member of the budget committee must be a member of the district's educational equity advisory committee¹.** The Board will establish appropriate timelines and procedures for appointment of budget committee members.

A majority of the constituted committee Board, is required for passing an action item. Majority for a 10-member budget committee is six. Therefore, if only six members are present, a unanimous vote is needed for passing an action item.

Presiding Officer and Orientation of Budget Committee

1. Organization: The budget committee will hold its first regular organizational meeting on a day set by the Board. A presiding officer shall be elected from among its members at this meeting. Such meeting may be prior to or on the date the budget message and document are presented.
2. Background Information: Budget committee members will be provided with data for the ensuing year(s), such as the Board's educational plan, and other pertinent material bearing on the preparation of a school budget.

Meetings of the Budget Committee

The budget committee shall hold one or more meetings to receive the budget message, the budget document and to provide members of the public with an opportunity to ask questions about and comment on the budget document. The budget officer shall announce the time and place for all such meetings, as provided by law. All meetings of the budget committee are open to the public.

Function of the Budget Committee

¹ Districts with ADM over 10,000 must convene an educational equity advisory committee no later than September 15, 2022. Districts with ADM of 10,000 or under are not required to convene an educational equity advisory committee until September 15, 2025

It is the function of the budget committee to approve budget estimates for an educational plan previously determined by the Board. No new program should be considered for the budget estimate that has not previously been submitted to the Board and approved as a part of the educational plan. The budget committee will determine levels of spending, but will not determine programs.

Final Action

The budget committee will approve an estimated budget document for submission to the Board.

END OF POLICY

Legal Reference(s):

- [ORS 174.130](#)
- [ORS 192.610 - 192.710](#)
- [ORS 294.305 - 294.565](#)

Cross Reference(s):

DBG - Budget Hearing

Agenda Item 5

C. Financial Reports

BOARD MEMORANDUM



To: The Honorable Chair and Members
Lebanon Community School District Board of Directors

From: William H. Lewis III, Business Director

Date: December 2, 2022 **Meeting Date:** December 08, 2022

Re: Financial Report and Fiscal Updates

Financial Report

The 2022-2023 Financial Board Report included in this packet reflects all revenues and expenditures for 2018-2022 and the budgeted YTD expenditures, plus encumbered amounts for 2022-2023 as of 12/01/22.

Budget Calendar Approval- We are asking for approval of the district 2023-24 budget calendar. This calendar represents the meeting dates and deadlines we would use for the 2023-24 budget process.

	18/19 Actual	19/20 Actual	20-21 Budget	21-22 Budget	22-23 Budget	12-01-22 YTD & Enc	12-01-22 Balance
General Fund - Revenue							
SSF Formula	39,748,844	42,038,081	43,560,057	44,440,549	45,499,998	14,743,035	30,756,963
SSF Adjustment	-	-	-	-	-	-	-
State Fiscal Stabilization Fund		-	-	-	-	-	-
Federal Ed Jobs		-	-	-	-	-	-
School Year SubAccount		-	-	-	-	-	-
Loan Receipts		-	-	-	-	-	-
Interest	385,564	320,317	250,000	150,000	250,000	77,831	172,169
Third Party Billing	72,372	-	-	-	-	-	-
TMR	180,556	212,376	210,000	210,000	210,000	-	210,000
JROTC	35,236	77,982	65,000	65,000	65,000	22,683	42,317
Other	374,395	325,816	387,500	368,266	580,500	75,810	504,690
Interfund Transfer	8,029	850,000	-	-	-	-	-
BFB	5,263,314	2,126,603	3,784,307	5,065,000	5,180,500	6,106,902	(926,402)
Total	46,068,310	45,951,175	48,256,864	50,298,816	51,785,998	21,026,262	30,759,736
	=====	=====	=====	=====	=====	=====	=====
General Fund - Expenses							
Salaries	21,069,833	21,896,193	21,680,883	22,526,487	23,036,272	22,770,959	265,313
Benefits	13,157,764	14,481,355	15,086,873	14,597,973	15,115,726	13,954,160	1,161,565
P. Services	5,396,276	5,349,577	5,299,827	5,686,551	5,877,223	3,861,458	2,015,765
Supplies	1,269,608	1,569,846	1,530,133	1,606,583	1,882,175	921,585	960,590
Capital Outlay	76,554	54,500	90,000	100,000	70,000	119,115	(49,115)
Other Objects	350,672	441,468	469,147	501,776	520,603	448,612	71,991
Transfers	2,621,000	1,185,000	2,100,000	2,279,446	2,284,000	-	2,284,000
Contingency	-	1,750,000	2,000,000	3,000,000	3,000,000	-	3,000,000
Total	43,941,707	46,727,940	48,256,864	50,298,816	51,785,998	42,075,889	9,710,109
	=====	=====	=====	=====	=====	=====	=====

2022-23 General Fund Revenue Report

		18/19	19/20	20-21	21-22	22-23	12-01-22	12-01-22
		Actual	Actual	Budget	Budget	Budget	YTD	Balance
SSF Formula								
1112,	Taxes	10,179,205	10,509,179	10,938,094	11,873,719	12,150,243	806,581	11,343,662
4801,4899	Federal Forest Fees	179,478	157,804	130,000	125,000	120,000	-	120,000
3103	Common School	437,082	196,120	400,000	444,819	445,000	226,677	218,323
2101	County School		209,250	200,000	195,000	50,000	-	50,000
3104	State Timber	167,048	23,587	100,000	100,000	130,000	-	130,000
3101/3199	School Support Fund	29,101,930	30,942,140	31,791,963	31,702,011	32,604,755	13,709,777	18,894,978
Adjustments to SSF Payments								
	Adj for Prior Year payments	(755,646)						
	Adj for HC Disability Grant	439,748	-	-				
	Total SSF Formula	39,748,844	42,038,081	43,560,057	44,440,549	45,499,998	14,743,035	30,756,963
1510	Interest on Investments	385,564	320,317	250,000	150,000	250,000	77,831	172,169
4200	Third Party billing	72,372	-	-	-	-	-	-
2210	TMR	180,556	212,376	210,000	210,000	210,000	-	210,000
4300	JROTC reimbursement	35,236	77,982	65,000	65,000	65,000	22,683	42,317
Other								
1741	Outdoor School		-	-	-	-	-	-
1910	Rental Fees	3,926	1,582	7,500	5,000	-	320	(320)
1980	Fees Charged to Grants	-	14,915	50,000	108,266	110,000	25,277	84,723
1312, 1960, 1990,								
5300	Miscellaneous	370,469	304,781	250,000	255,000	470,500	50,214	420,286
1760	Club Fundraising		-	-	-	-	-	-
1411, 1993	Transportation Fees		4,538	-	-	-	-	-
1994	E-Rate reimbursement	-	-	80,000	-	-	-	-
5200	Interfund Transfer - Athletics	8,029	850,000	-	-	-	-	-
5400	Beginning Fund Balance	5,263,314	2,126,603	3,784,307	5,065,000	5,180,500	6,106,902	(926,402)
	Total	46,068,310	45,951,175	48,256,864	50,298,816	51,785,998	21,026,262	30,759,736
		=====	=====	=====	=====	=====	=====	=====

2022-23 General Fund Expenditure Report

Description	18/19	19/20	20/21	21/22	22/23	12-01-22	12-01-22	12-01-22
	Actual	Budget	Budget	Budget	Budget	YTD	Encumb	Balance
Certified salaries	12,295,790	12,665,056	12,540,564	12,871,079	13,169,912	3,351,445	9,792,456	26,011
Classified salaries	5,554,869	6,227,931	6,008,791	6,250,523	6,233,686	1,846,292	4,240,508	146,885
Administrative salaries	1,782,092	1,873,807	1,863,955	2,059,820	2,151,593	885,318	1,240,147	26,128
Managerial - classified	249,120	154,577	289,051	299,689	511,189	214,176	300,949	(3,936)
Retirement stipends	19,904	91,904	133,413	120,000	0	0	0	0
Confidential salaries	159,789	162,808	284,898	343,800	485,197	234,061	262,256	(11,121)
Certified subs	43,660	2,000	0	14,294	0	0	0	0
Classified subs	43,138	1,500	23,975	0	0	0	0	0
Temp certified	162,287	82,264	45,425	0	625	0	0	625
Temp classified	23,111	8,000	21,658	481	11,086	12,647	0	(1,561)
Student helpers salaries	4,413	21,000	16,654	5,748	9,173	5,045	0	4,128
Overtime	50,768	0	91,513	57,127	38,449	29,881	8,108	460
Compensation time	77,738	52,300	44,207	71,883	8,946	16,317	0	(7,371)
Extra duty	350,933	279,579	128,295	230,761	83,537	108,859	0	(25,322)
Classified extra hrs	200,393	208,000	0	0	0	0	0	0
Vacation Payoff	14,017	29,817	24,292	28,240	43,273	10,524	0	32,749
Mentor teacher pay	0	0	0	0	822	0	0	822
Personal Leave Payout	0	0	0	0	0	0	0	0
Department Head Extra Duty	788	6,000	30,000	0	0	0	0	0
Taxable Meal Reimbursement	2,073	0	809	2,000	396	416	0	(20)
Cell Phone Stipend		0	1,080	1,080	450	188	263	0
Travel Stipend		0	11,400	0	30,500	10,667	15,283	4,550
Club Advisor	34,950	29,650	120,904	169,964	257,438	73,692	111,462	72,285
Total Salaries	21,069,833	21,896,193	21,680,883	22,526,487	23,036,272	6,799,527	15,971,432	265,313
PERS	5,753,639	7,398,130	7,286,664	6,797,646	6,994,709	1,964,740	4,433,438	596,532
Social Security	1,544,838	1,655,388	1,642,024	1,627,475	1,759,624	502,005	1,138,363	119,255
Worker's Comp	210,272	293,025	275,747	189,328	196,035	36,834	68,372	90,828
Employee Ins - Admin	239,427	215,642	275,263	283,669	325,403	135,953	192,918	(3,468)
Employee Ins - Certified	2,829,522	2,449,421	2,756,998	2,840,563	3,029,490	758,274	2,203,971	67,245
Employee Ins - Classified	2,408,513	2,327,520	2,596,579	2,598,694	2,651,363	715,730	1,616,509	319,125
Employee Ins - Other	36,487	33,429	65,298	92,498	110,502	48,167	58,863	3,471
Employee Ins - Retired	120,255	83,600	52,700	120,000	0	10,245	0	(10,245)
TSA	24,336	25,200	45,600	45,600	48,600	30,786	38,993	(21,178)
Total Benefits	13,157,764	14,481,355	15,086,873	14,597,973	15,115,726	4,202,734	9,751,427	1,161,565

2022-23 General Fund Expenditure Report

Description	18/19	19/20	20/21	21/22	22/23	12-01-22	12-01-22	12-01-22
	Actual	Budget	Budget	Budget	Budget	YTD	Encumb	Balance
Instructional Services	125,368	103,800	76,375	66,000	161,000	12,583	518	147,900
Instr Prog Improve Service	33,042	53,000	67,750	87,750	56,200	24,559	730	30,911
Student SVCS	0	0	0	0	0	250	0	(250)
Data Processing SVCS	0	0	0	3,000	5,000	3,680	0	1,320
	0	0	0			0	0	0
Professional and Improvement Co.	0	0	0	15,000	5,000	0	0	5,000
Other Instr-Prof-Tech SVCS	11,205	20,000	10,000	11,500	16,000	0	0	16,000
Repairs & Maintenance	206,884	190,300	227,612	258,500	286,050	118,808	18,889	148,353
Radio Service	12,455	11,100	11,100	15,000	4,500	8,856	6,109	(10,466)
Rentals	121,067	129,400	88,286	86,300	89,105	30,060	34,075	24,970
Electricity	453,206	502,620	465,700	451,500	450,500	108,057	284,675	57,769
Fuel	181,534	223,135	217,800	208,100	233,000	13,937	103,730	115,333
Water & Sewer	138,029	153,520	142,500	146,700	134,000	50,058	0	83,942
Garbage	112,864	102,400	87,000	106,500	104,500	29,912	0	74,588
Other Property Services	3,500	20,000	0	0	0	14,360	0	(14,360)
Reimb. Student Transportation	4,658	10,200	29,900	34,500	9,000	63	0	8,937
Reimb. Student Transportation	(79,915)				150,390	9,016	6,668	134,706
Travel	163,937	158,263	150,513	153,011	168,395	23,531	2,339	142,525
Travel - Student - Out of Dist.	1,140	5,300	4,500	3,500	0	0	0	0
Meals/Transportation	153	200	350	350	0	0	0	0
Mileage/Transportation	0	0	0		0	0	0	0
Staff Tuition	92,746	47,000	2,000	72,000	72,500	29,701	0	42,799
Telephone	44,987	73,165	65,100	52,300	73,250	25,534	28,396	19,320
Postage	24,224	26,074	28,900	32,117	31,500	7,589	28,395	(4,484)
Advertising	2,761	4,300	2,650	3,500	5,500	0	0	5,500
Printing & Binding	13,712	29,400	30,950	31,700	44,500	5,172	26,026	13,302
Charter School Payments	2,159,564	2,195,000	2,300,000	2,400,000	2,540,000	1,227,873	1,312,127	0
Tuitions Payments to Other Dist.	0	0	0	0	0	0	0	0
Tuition Pay Private School	0	5,000	0	0	0	0	0	0
Other Tuition	240,090	92,500	90,000	115,000	95,600	5,500	0	90,100
Audit Services	29,150	30,000	39,000	36,000	45,000	0	0	45,000
Legal Services	33,971	35,000	35,000	35,000	30,000	12,566	0	17,434
Negotiation Services	0	10,000	5,000	1,000	1,000	0	0	1,000
Management Services	0	0	0	0	0	0	0	0
Data Processing SVCS	65,278	89,600	65,000	57,500	57,000	8,413	0	48,587
Election Services	4,632	5,000	5,000	18,000	5,000	0	0	5,000
Other Non_instr Pro/Tech	447,701	363,700	351,450	402,650	379,154	52,983	46,447	279,724
Physical Exams - Drivers	4,072	4,400	5,750	5,500	8,000	3,500	1,650	2,850
Drug Tests Drivers	1,670	3,000	2,250	3,000	2,500	620	1,380	500
Child Care Services	0	15,000	0	0	0	0	0	0
Sub calling service	14,113	15,000	12,000	7,500	7,500	0	0	7,500
Classified subs	226,030	194,000	228,600	251,500	191,831	28,355	0	163,476
Criminal History checks	3,394	3,200	3,500	3,500	500	767	0	(267)
Fingerprinting	626	1,000	2,500	1,000	1,000	951	0	49
Classified subs	499,112	425,000	445,791	510,573	413,248	102,051	0	311,197
Total P. Services	5,396,276	5,349,577	5,299,827	5,686,551	5,877,223	1,959,305	1,902,153	2,015,765

2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	12-01-22 YTD	12-01-22 Encumb	12-01-22 Balance
Gas Oil & Lubricants	185,324	190,500	189,100	192,000	248,000	70,372.77	169,757.20	7,870
Supplies & Materials	457,850	648,024	651,837	698,023	996,751	251,730	16,715	728,305
Vehicle repair parts	27,649	52,800	50,500	50,500	61,500	33,938	13,345	14,217
Transportation operations	30,665	15,000	25,000	25,000	25,000	3,197	6,078	15,724
Textbooks	68,642	28,033	9,933	5,433	21,500	30,014	0	(8,514)
Library Books	5,914	15,694	8,200	11,700	12,750	358	0	12,392
Periodicals	6,511	6,000	10,800	12,100	12,150	12,935	0	(785)
Equipment under 5K	160,140	178,842	146,100	125,550	72,800	30,860	5,283	36,657
Computer software	184,472	264,360	257,398	323,918	339,174	209,857	14,374	114,944
Computer hardware	142,441	170,593	181,265	162,359	92,550	52,769	0	39,781
Total Supplies & Materials	1,269,608	1,569,846	1,530,133	1,606,583	1,882,175	696,032	225,553	960,590
Buildings Acquisition		0	0	25,000	25,000	1,250	0	23,750
Improvements Other Than Buildings				0	0	0	0	0
Equipment	33,623	54,500	25,000	45,000	0	0	0	0
New Equipment over 5K	35,353	0	45,000	10,000	22,500	83,200	0	(60,700)
Replace of Equip over 5K		0	20,000	20,000	22,500	34,665	0	(12,165)
Depreciable Technology	7,579	0	0	0	0	0	0	0
Bus Replacement	0	0	0	0	0	0.00	0.00	0
Total Capital Outlay	76,554	54,500	90,000	100,000	70,000	119,115	0	(49,115)
Regular Interest	0	500	0	0	0	0	0	0
Dues & Fees	105,393	175,180	159,726	148,076	122,303	60,855	0	61,448
Insurance & Judgments	245,279	265,588	306,221	350,000	395,000	386,680	0	8,320
Settlements		0	0	0	0	0	0	0
Taxes & Licenses	0	200	700	700	800	977	0	(177)
Total Other Objects	350,672	441,468	469,147	501,776	520,603	448,612	0	71,991

2022-23 General Fund Expenditure Report

Description	18/19 Actual	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	12-01-22 YTD	12-01-22 Encumb	12-01-22 Balance
Transfer - Vocational House Fund	40,000	0	70,000	250,000	450,000	0	0	450,000
Transfer - Technology	100,000	0	80,000	100,000	100,000	0	0	100,000
Transfer - Classroom Furniture	50,000	0	10,000	35,000	35,000	0	0	35,000
Transfer - Textbook Adoption	400,000	400,000	200,000	350,000	550,000	0	0	550,000
Transfer - Capital Improvement	400,000		200,000	300,000	50,000	0	0	50,000
Transfer - Track and Turf Fund	85,000	10,000	0	0	0	0	0	0
Transfer - Athletic Fund	446,000	450,000	475,000	475,000	475,000	0	0	475,000
Transfer - Bus Replacement	300,000	150,000	225,000	225,000	225,000	0	0	225,000
Transfer - Unemploy Ins	25,000	25,000	250,000	0	0	0	0	0
PERS Reserve	525,000	0	450,000	300,000	154,000	0	0	154,000
Transfer - Food Service	100,000	100,000	120,000	224,446	225,000	0	0	225,000
Transfer - Music/Band Replaceme	0	0	20,000	20,000	20,000	0	0	20,000
Transfer - Debt Service	150,000	50,000	0	0	0	0	0	0
Transfer - Academic Achievement	0	0	0	0	0	0	0	0
Total Transfers	2,621,000	1,185,000	2,100,000	2,279,446	2,284,000	0	0	2,284,000
Reserve/Contingency	0	1,750,000	2,000,000	3,000,000	3,000,000	0	0	3,000,000
Grand Total	43,941,707	46,727,940	48,256,864	50,298,816	51,785,998	14,225,325	27,850,564	9,710,109
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