



Santiam Travel Station

750 S. Third St. 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<sup>1</sup>**

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. EARLY LITERACY GRANT APPROVAL, pg. 3**

**Action: Approval Requested**

**4. SUPERINTENDENT EVALUATION PROCESS, pg. 13**

**Action: Informational**

**5. CONSENT AGENDA**

**Action: Approval Requested**

- A. December 7, 2023 Board Meeting Minutes, pg. 43
- B. Policy Updates – Second Readings, pg. 50

CODE	TITLE
<b>SECOND READING</b>	<b>REQUIRED</b>
EFA	Local Wellness Program
	<b>DISTRICT RECOMMENDATION</b>
BCBA	Student Representative(s) on the Board
BCBA-AR	Student Representative(s) on the Board

C. Hiring:

NAME	POSITION	FTE	START DATE	END DATE
<b>NEW HIRES 2023-24</b>				
Krysta Dmochowsky	Licensed Practical Nurse (LPN) – Riverview School	1.0	1/5/2024	
Joseph Leykam	Mental Health Therapist	.50	1/9/2024	

## 6. DEPARTMENT REPORTS

Action: Informational

- A. Operations
- B. Human Resources
- C. Finance
  - 1. Financial Reports, pg. 64

## 7. COMMUNICATION

Action: Informational

- A. Board
- B. Superintendent
  - 1. Jen's Zens

## 8. PUBLIC COMMENTS<sup>1</sup>

## 9. ADJOURNMENT

### Upcoming meeting dates:

January 18, 2024 Special Board Meeting Via Zoom 6:00 PM

February 8, 2024 Board Meeting at 6:00 PM

March 7, 2024 Budget Meeting TBD

March 7, 2024 Board Meeting at 6:00 PM

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<sup>1</sup> 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 Public 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**

# Agenda Item 3

Early Literacy Grant Approval

# Lebanon Community Schools

Early Literacy Success School District Grant Application

# Early Literacy Success Initiative (HB 3198)

Early Literacy  
Success  
Tribal Grants



Early Literacy  
Success  
Community Grants



Early Literacy  
Success School  
District Grants\*



Birth  
through Five  
Literacy Plan



**Early Literacy Success Initiative**  
**Webpage**

# Early Literacy Success School District Grants

**What:** Non-competitive, application-based, annual grant-in-aid

**Who:** School districts and eligible public charter schools that are elementary schools

**Why:** To support comprehensive early literacy plans that are research-based and culturally responsive

**When:** Application deadline January 8, 2024

**How Much:** \$90 million for the 2023-25 biennium funded through the Statewide Education Initiatives Account

# Purpose for Presentation

1. To share information about the Lebanon Community School District's Early Literacy Plan as part of the Early Learning Success School District Grant application, as required by the Early Literacy Success Initiative legislation.
2. To provide an opportunity for public comment on the application.
3. To seek board approval for the Early Literacy School District Grant application.

# Early Literacy Plan

Our application for the Early Literacy Success School District Grant covers the initial 2023-2025 biennium and was submitted by January 8, 2024.



# Allocation and Allowable Expenses

2023-2024 = \$272,011.82

2024-2025 = \$283,114.34

Professional Development and Coaching  
Extended Learning Programs  
High-Dosage Tutoring  
Research-Aligned Curriculum  
Student Growth Assessment

District matching requirement: 25%

# Early Literacy Program Review

	Strength	Area for Growth
Student Belonging	Intentional focus on SEL, languages, culture	Adjusting to changing student/family demographics
Family and Community Partnerships	Title Programs Community Partners that focus on getting books into student hands.	Families supporting literacy outside of the classroom.
Oral Language as the Root of Literacy Development:	Curriculum has a strong oral language component.	Adjusting to changing student/family demographics
Reading Models Based on Research	Curriculum deeply rooted in evidence-based strategies aligned with the science of reading.	High quality PD for staff on a consistent basis.
Foundational Skills	Curriculum addresses foundational skills.	High quality PD for staff on a consistent basis.
Writing, Reading, Comprehension, Vocabulary, & Background Knowledge	Curriculum reflects robust integration of comprehensive literacy skills.	High quality PD for staff on a consistent basis.
Core Instruction and Assessment	Evidence based core curriculum. 120 minutes daily instruction ESG	Consistent PD for staff. Fidelity to core curriculum. Need for a more robust assessment system for our earliest learners.
Reaching All Learners	Classroom differentiation Title and SpEd EL MTSS	Adjusting to changing student/family demographics

# Summary of Activities with ELG Funds

## ***Professional Development:***

Amplify instructional strategies, Assessment administration and analysis, mCLASS/DIBELS 8, Boost Reading & Lectura trainings, EasyCBM and STAR 360 Assessment, Eastern OR University “Building a Strong Foundation for Lifelong Literacy Success: The Science of Reading” modules, Oregon RTI Conference “Oregon’s Commitment to Literacy for ALL”, etc.

## ***High-Dosage Tutoring:***

Salaries (and associated payroll costs) for staff that do individual and small group high-dosage tutoring for students in need of extra literacy instruction, including our growing EL student population.

## ***Extended Learning:***

Wages and materials for after school tutoring.

## ***Research-Aligned Curricula and Assessment:***

Intervention curriculum (Boost Reading), Assessment (DIBELS mClass), Vista Connect ELD curriculum

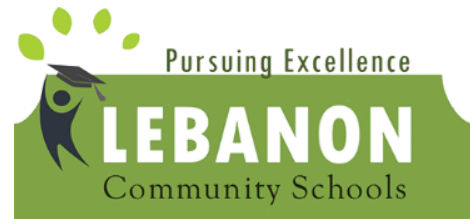
# Inventory and Budgets

[ELG Inventory and Budgets](#)

# Agenda Item 4

Superintendent  
Evaluation Process

# BOARD MEMORANDUM



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

**From:** Jennifer Meckley, Superintendent

**Date:** January 8, 2024      **Meeting Date:** January 11, 2024

**Re:** Superintendent Evaluation

**The following documents are in reference to the OSBA Superintendent Evaluation Process, and previously shared Goals and Focus Areas – including Longitudinal Performance Growth Targets.**

- December 2023 Board Packet, Pages 57-58
- August 2023 Board Packet, Pages 4-5
- October 2023 Board Packet, Pages 8-9

# APPENDICES

## APPENDIX A

### PART 1

## EVALUATION COMPONENT PERFORMANCE STANDARDS

### INSTRUCTIONS

1. Following are descriptors of each of the eight performance standards. Each board member should rate all eight of the performance standards. Performance indicators are listed below each performance standard. These performance indicators suggest objective measures to consider. Do not rate each performance indicator separately; only rate the overall performance standard.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation form.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation form representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluation forms. It is important that the board speak with one voice in evaluating the superintendent.

### SUPERINTENDENT EVALUATION STANDARDS AND DESCRIPTORS

#### KEY:

**4 = ACCOMPLISHED PERFORMANCE**

Performance in this area is routinely outstanding and acts as a model for others.

**3 = EFFECTIVE PERFORMANCE**

Performance in this area consistently meets the standard.

**2 = DEVELOPING**

Performance occasionally meets the standard but is not yet consistent.

**1 = INEFFECTIVE**

Performance currently does not meet the standard.

Rate each of the following superintendent standards based on national standards (NELP). If you have no basis for a rating, please mark "NA" for not applicable. Support your ratings with comments for each section.

## STANDARD 1

# VISIONARY DISTRICT LEADERSHIP

### DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.
- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

RATING



COMMENTS



## STANDARD 2

# ETHICS AND PROFESSIONAL NORMS

### DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

RATING



COMMENTS

## STANDARD 3

# INCLUSIVE DISTRICT CULTURE

### DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

RATING



COMMENTS

## STANDARD 4

# CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

### DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

RATING

4

3

2

1

N/A

COMMENTS

## STANDARD 5

# COMMUNICATION AND COMMUNITY RELATIONS

### DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

RATING



COMMENTS

## STANDARD 6

# EFFECTIVE ORGANIZATIONAL MANAGEMENT

### DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

RATING



COMMENTS

## STANDARD 7

# EFFECTIVE FINANCIAL MANAGEMENT

### DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

RATING



COMMENTS

## STANDARD 8

# POLICY, GOVERNANCE AND ADVOCACY

### DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

RATING 

COMMENTS

# APPENDIX B

## PART 2

### EVALUATION COMPONENT GOALS

#### INSTRUCTIONS

In addition to the performance standards, boards and superintendents may wish to develop one to three specific superintendent goals to be used in the evaluation process. These goals should be based on the superintendent's previous evaluation and/or the district's current strategic initiatives or goals. Ideally, these goals should be developed collaboratively. The superintendent's goals should reflect his/her role in achieving the overall goals of the district but are not the same as the overall district goals.

1. Each board member should rate the superintendent's performance in meeting their evaluative goals agreed to by the superintendent and the board at the beginning of the evaluation process.
2. Your comments in support of your rating will be helpful during the board discussion for preparation of a summary evaluation report.
3. The board will meet in executive session to discuss the results and prepare a final summary evaluation report representing the consensus of the board.
4. The superintendent will be presented with the final summary report from the full board, not the individual evaluations. **It is important that the board speaks with one voice in evaluating the superintendent.**



# SAMPLE GOAL STATEMENT 1:

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## PERFORMANCE INDICATORS:

*(Insert indicators of success here)*

- 1.1
- 1.2
- 1.3
- 1.4
- 1.5

**SUMMARY RATING — GOAL 1:** *(check one)*

4    3    2    1    N/A

## COMMENTS:

# APPENDIX C

## PART 3

### EVALUATION COMPONENT ARTIFACTS OF EVIDENCE/SELF-EVALUATION

The superintendent may be asked to provide additional information to support the board in their evaluation of the performance standards/evaluation goals. In an ideal board-superintendent relationship the board may have very little direct knowledge of the superintendent’s day-to-day operations. Artifacts of evidence are intended to give the board objective information concerning specific performance standards/evaluation goals. The following table is intended to give some possible examples for each standard; this is not intended to be an exhaustive list. These artifacts may be collaboratively identified at the beginning of the evaluation cycle by the board and superintendent. Artifacts of evidence may also be used in the informal check-in process throughout the performance cycle.

#### STANDARD 1: VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS	ARTIFACTS
<ul style="list-style-type: none"> <li>• Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.</li> <li>• Leads the diverse stakeholder involvement in the development (or revision) of the district’s continuous improvement plan based upon the district’s mission and vision.</li> <li>• Implements the district’s continuous improvement plan and communicates its progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of how you have constructed and enacted an equity vision and mission across the district and community:               <ul style="list-style-type: none"> <li>· Newspaper, school banners, website, photo, or other media</li> <li>· Actions communicating clear and coherent vision: newsletter, professional development, etc.</li> <li>· Meetings or presentations to collaborate and implement vision, mission, goals and plans</li> </ul> </li> <li>• Models learning through attending professional development opportunities and applying knowledge (transparency)</li> <li>• Presentation of at least one plan (e.g., CIP or SIA application)</li> <li>• Resources are clearly aligned with the vision and strategic initiatives:               <ul style="list-style-type: none"> <li>· Budget examples of how funds support the vision/strategic initiatives</li> <li>· Staffing patterns that reflect where there is an identified need</li> <li>· Data support goals that are aligned to student learning and growth</li> </ul> </li> <li>• Personalized SMART goals focused on student learning and achievement that are specific enough to address short- and long-term plans</li> </ul>

## STANDARD 2: ETHICS AND PROFESSIONAL NORMS

### DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

### ARTIFACTS

- Agendas and/or minutes from meetings (e.g., community planning, key communicators/advisory meetings, administrative, curriculum team, District Leadership Team, etc.) that demonstrate transparency and equitable practices
- Evidence of ability to confront conflict and build consensus
- Record of solicitation of feedback (collaboration and transparency) and evidence of reflective practice and adaptation
- Reflective journals and evidence of adaptive behavior
- Equity and inclusion plan
- Agendas and/or minutes from meetings that demonstrate collaboration with external partners

## STANDARD 3: INCLUSIVE DISTRICT CULTURE

### DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

### ARTIFACTS

- Discipline trends (# of expulsions, days of suspension, disaggregated data by sub-groups and groups of interest, # of restraints/seclusions, etc.)
- Diversity training/awareness plan; evidence of an equity lens and implementation of the plan
- Sections in employee handbooks that demonstrate an inclusive district culture
- External reviews and audits (e.g., budget, nutrition, transportation, safety, OCR, etc.)
- Evidence that all student needs are addressed equitably
- Response to staff or public concerns/issues (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement (including disaggregated data)
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)
- Evidence of staff use of equitable instructional practices such as culturally responsive pedagogy and strategies

## STANDARD 4: CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

### DESCRIPTORS

### ARTIFACTS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments and data collection, and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, District Leadership Team, etc.)
- Common teacher instructional planning time (agendas, outcome date, samples, etc.)
- Comprehensive School/District Improvement Plan (CIP)
- Curriculum and/or instructional audit (documentation)
- Documentation of coaching and evaluation of administrative staff in instructional practices, curriculum and assessment
- Instruction related professional development/growth plans (with related data on student achievement)
- Models learning through attendance and application of knowledge from professional development opportunities (documentation)
- Evidence of annual review of district’s mission statement and alignment to practice
- Evidence of teachers examining and using student achievement data to improve teaching/learning
- Facilitation of District Leadership Team (learning team with all levels of stakeholders from board to classified)
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Student learning data from a variety of sources (SBAC, benchmark/ interim assessments, etc.) to monitor progress and achievement
- Uses data from a variety of sources to inform planning, management of resources, impact instruction and close achievement gaps (including disaggregated by sub-groups and groups of interest)

## STANDARD 5: COMMUNICATION AND COMMUNITY RELATIONS

### DESCRIPTORS

- Develops and implements effective and collaborative systems that engage multiple and diverse stakeholder groups.
- Engages and effectively communicates with diverse families, community partners and other constituencies to strengthen student learning.
- Cultivates relationships and partnerships with members of the business, civic and local government in support of their advocacy for district, school and community needs.
- Goes beyond the district and local community to advocate for students at the county, regional and/or state level.

### ARTIFACTS

- Evidence of participation in community/school events
- Accounts of school and district accomplishments and communications in various forms of public media (including website, newsletters, podcasts, public engagement documents, etc.)
- Administrative “calendar” – critical dates calendar (due dates, etc.) and board presentation cycle/annual reports
- Agendas and/or minutes (e.g., community planning, key communicators/advisory meetings, administrative team, curriculum team, collaborative group, stakeholder groups, District Leadership Team, etc.)
- Communication vehicles or methods that make the school vision visible to stakeholders including using technology, number of visits to website, etc.
- Formal or informal community partnership agreements and plans to support collaborative efforts to achieve district goals/priorities
- Memberships and participation with community organizations (e.g., PTA, city council, etc.)
- Participation in state, regional and national initiatives (documentation)
- Presentations to stakeholders (including civic groups, staff, parents, community groups, etc.)
- Response to public and/or stakeholder concerns/issues (documentation)
- Union collaboration (e.g., minutes, negotiations, grievances, etc.)
- Visible support for district goals and priorities from stakeholders and community leaders, such as educational foundation, civic clubs, city council, law enforcement, etc.
- An internal or external communication plan
- Schedules of staff meetings, administrative council meetings, etc.

## STANDARD 6: EFFECTIVE ORGANIZATIONAL MANAGEMENT

### DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contract effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

### ARTIFACTS

- Staff recruitment and retention plan (including demographics to match student and community population)
- Union collaboration (minutes, negotiations, grievances, etc.)
- Uses data from a variety of sources to inform labor trends, negotiations and bargaining
- Hiring process (guidelines, procedures, schedules, plan for retention and recruitment, mentoring, focus on diversity, etc.)
- Staff attendance and retention rates
- Development plans for improving the capacity of leadership at all levels
- Documentation of coaching for instruction, curriculum, assessment and inclusion
- Meaningful engagement of staff to improve cultural competency and equitable practice (documentation)
- Staff evaluations are complete and include evidence of coaching and evaluation of administrative leaders

## STANDARD 7: EFFECTIVE FINANCIAL MANAGEMENT

### DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the budget.

### ARTIFACTS

- District budget reflects priorities and expectations
- Economic vision that includes participation with community development groups/stakeholders
- Enrollment trend forecasts
- External reviews and audits (e.g., budget, child nutrition, transportation, safety, etc.)
- Financial plan: end-of-year budget status report, three- to five-year plan, long-range plan, etc.
- Grants received/applied for that are aligned with goals of the district, plans for sustainability
- Program evaluations that address areas of interest or concern (e.g., outreach, equity, behavioral supports, bullying/harassment, character education, etc.)
- Construction project(s) management, including timelines, budgets and implementation techniques
- Policies/procedures for management of funds and other resources to make progress or achieve district goals



## STANDARD 8: POLICY, GOVERNANCE AND ADVOCACY

### DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

### ARTIFACTS

- Administrative team meeting agendas
- Board and administrative goals
- Board meeting agendas
- Timeliness of board packets
- Board policy and administrative regulation enforcement that is reflective of the vision with supporting materials
- Collaborative partners (documentation)
- Comprehensive District Improvement Plan
- External reviews and audits (e.g., budget, policy, child nutrition, transportation, safety, etc.)
- Onboarding plan for board members to understand roles and responsibilities
- Meaningful interpretive reports of student achievement data delivered in accessible language
- Notes from state officials
- Participation in state, regional, national initiatives (documentation)
- State plans and reports (ELL, SPED, CIP, Title, etc.)
- State Report Card data (including disaggregated data by sub-groups and groups of interest)
- Work with city council on city/school initiatives (documentation)
- Participation in state off-the-record meetings, legislative priority meetings, Education Leadership Coalition meetings, etc.

# APPENDIX D

## PART 4

### EVALUATION COMPONENT TARGETED FEEDBACK SURVEY

The targeted feedback survey (TFS) is an optional component meant to give the superintendent and board additional feedback about the performance of the superintendent. The process asks a “targeted” group of stakeholders for feedback via a survey, with questions tied to superintendent performance standards and goals. The board and superintendent should develop an agreed upon list of individuals that will receive the survey. An independent party should conduct the TFS and summarize the results of the survey to report back to the board.

Suggested participants in the TFS may include district administrators, school administrators, union leaders, teacher leaders, confidential staff, families and community leaders. Multiple participants reflect the collective wisdom of groups who work closely with the superintendent. The feedback survey provides a variety of stakeholders an opportunity to share their understanding of how the top education leader for their district is performing. It is highly recommended that participants have regular interaction with the superintendent in order to give helpful feedback via the survey.

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#### STEPS FOR CONDUCTING A TARGETED FEEDBACK SURVEY

- **STEP 1**

It is recommended that the superintendent and board work with an independent consultant to determine the questions for the feedback survey. The consultant should administer the survey and provide the results to the board. Questions should reflect the superintendent’s goals, performance standards and district priorities; these are unique to each district. If you purchase this service, OSBA will work with the board to develop questions appropriate for each group of participants, administer the survey, collect the data and provide the information to the board for consideration in their evaluation of the superintendent.

- **PART 2**

The OSBA consultant will work with your board to develop questions for the TFS. The questions will be aligned to the standards in this workbook and should reflect the expected experience of each group being surveyed. For example, classroom teachers will have a different kind of communication with and access to the superintendent than families will; it is critical that survey questions be appropriately tailored to each group. The board should mitigate barriers to accessibility for the survey, particularly with respect to language and access to technology.

- **STEP 3**

Select the participants to respond to the TFS. The participants should represent an appropriate range of constituent groups that have regular interactions with the superintendent. Responses from participants should be anonymous. The number or participants should be manageable in terms of compiling the results.

- **STEP 4**

The OSBA consultant will distribute the feedback survey electronically with an introductory section explaining the purpose of the survey and assurance that the individual survey results are completely confidential. Approximately two to three weeks should be provided for survey responses to be completed. Frequent reminders may need to be sent to the survey group about completion of the survey.

- **STEP 5**

The OSBA consultant will review the survey results with the board in executive session, highlighting areas of strength identified in the survey and noting any areas for targeted focus and/or improvement.

- **STEP 6**

The board should utilize the survey results as one source of data when evaluating the superintendent. This information should be considered along with the superintendent's self-evaluation, artifacts of evidence and board members direct experience and observation of the superintendent's performance.

# APPENDIX E

## PART 5

### SAMPLE EVALUATION SUMMARY

Below is a sample summary of a board's evaluation of its superintendent.

The board of directors of the (name) school district has completed the annual evaluation of Superintendent (name) for (year). All (number) board members have served on the board for at least one full year and have been able to observe and be a part of the successes achieved this year.

The evaluation focused on 1) eight professional standards and 2) superintendent goals.

Regarding the eight professional standards, we determined that Superintendent (name)'s performance was exemplary in the areas of visionary leadership, communications and community relations, and effective management. In the areas of policy and governance, curriculum planning and development and labor relations, the board felt his/her performance was strong. Instructional leadership, resource management and ethical leadership all received a rating of average.

The board determined that Superintendent (name) has done an outstanding job of attaining the goal set by the board and superintendent in August of last year to update and align the elementary language arts and reading curriculum. His/her success at achieving the goal of improving staff morale and retaining professional staff was rated good. Success in meeting the third goal, raising high school math competency and performance on tests, was also rated good.

[The board and superintendent chose to distribute a targeted feedback survey to members of the staff and community for feedback on his/her performance. The results of this survey were one source of data in the consideration of the performance of the superintendent. We have received the results of that feedback, which reflects that staff morale has improved and that significant curriculum results have been achieved at the elementary level. He/she also shared with us his/her desire to further improve staff morale and focus on bringing the community together in support of the schools.]

We will be working with Superintendent (name) over the next several weeks to develop goals for the superintendent aligned with our district goals and look forward to working together to continue the success of our district.

	their next steps after high school. Staff members are consistently engaging in action research, guided by student's strengths and interests, to improve their practice and advance professional learning.
15	Schools create places and learning conditions where every student, family, educator and staff member is welcomed, where their culture and assets are valued and supported, and where their voices are integral to decision making. Instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum. Educators are empowered with agency and creativity. Communities are alive with visions, stories, and systems of vitality, wholeness, and sustainability.

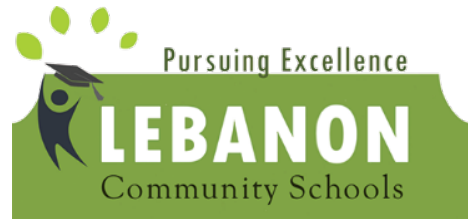
**SECTION II - FINALIZED CO-DEVELOPED LPGTS**

The Longitudinal Performance Growth Targets (LPGTs) include baseline, stretch, and gap-closing targets for each of the common metrics. These targets center focal student groups while supporting public transparency and learning. Progress toward meeting these Longitudinal Performance Growth Targets will be included in the Annual Report. While all three types of targets are named in the Grant Agreement, ODE will review and consider when or if intervention is needed using only the Baseline and Gap-Closing Targets

Target Type	2023-24	2024-25	2025-26	2026-27	2027-28
<b>Four Year Cohort Graduation</b>					
Baseline Target: All Students	80.40%	81.80%	83.20%	84.60%	85.00%
Stretch Target: All Students	81.20%	83.40%	85.60%	87.80%	90.00%
Gap-Closing Target: All Focal Group Students	71.90%	74.00%	76.10%	78.20%	80.30%
<b>Five Year Cohort Completion</b>					
Baseline Target: All Students	85.10%	85.70%	86.30%	86.90%	89.00%
Stretch Target: All Students	86.20%	87.90%	89.60%	91.30%	93.00%
Gap-Closing Target: All Focal Group Students	81.70%	82.90%	84.10%	85.30%	86.50%

<b>9th Grade on-Track</b>					
<b>Baseline Target: All Students</b>	<b>83.40%</b>	<b>84.60%</b>	<b>85.80%</b>	<b>87.00%</b>	<b>88.20%</b>
<b>Stretch Target: All Students</b>	<b>84.60%</b>	<b>87.00%</b>	<b>89.40%</b>	<b>91.80%</b>	<b>94.20%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>78.60%</b>	<b>80.80%</b>	<b>83.00%</b>	<b>85.20%</b>	<b>87.40%</b>
<b>3rd Grade ELA Proficiency</b>					
<b>Baseline Target: All Students</b>	<b>40.75%</b>	<b>42.50%</b>	<b>44.25%</b>	<b>46.00%</b>	<b>47.75%</b>
<b>Stretch Target: All Students</b>	<b>42.40%</b>	<b>45.80%</b>	<b>49.20%</b>	<b>52.60%</b>	<b>56.00%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>31.60%</b>	<b>34.20%</b>	<b>36.80%</b>	<b>39.40%</b>	<b>42.00%</b>
<b>Regular Attenders</b>					
<b>Baseline Target: All Students</b>	<b>60.85%</b>	<b>61.70%</b>	<b>62.55%</b>	<b>63.40%</b>	<b>64.25%</b>
<b>Stretch Target: All Students</b>	<b>61.20%</b>	<b>62.40%</b>	<b>63.60%</b>	<b>64.80%</b>	<b>66.00%</b>
<b>Gap-Closing Target: All Focal Group Students</b>	<b>50.00%</b>	<b>52.00%</b>	<b>54.00%</b>	<b>56.00%</b>	<b>58.00%</b>

# BOARD MEMORANDUM



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

**From:** Jennifer Meckley, Superintendent

**Date:** August 4, 2023                      **Meeting Date:** August 10, 2023

**Re:** Focus Areas/Goals

## **Focus Areas/Goals**

Board Members,

Our District Motto: **Pursuing Excellence for Every Student, Every Day.**

- Nothing this year is new; however, we will be more explicit and disciplined with framing our focus.
- We have improvements to make in every area.
- Student achievement is the priority, and there are many broad systems required to move our students forward—it is not based solely in the classroom.
- Each of those systems are supported—or should be, ideally, in some capacity by *all* stakeholders.
- These have been boiled down to five Focus Areas.
  - Focus Areas are a list of priorities that already guide our work, but now, we will be referring to and reflecting on them repeatedly as a means of holding ourselves and each other accountable.
  - We will have measures of success in each area.

How are we Pursuing Excellence? Through these **Focus Areas:**

- **Academic Achievement**
  - *Academic: learning to remember, understand, apply, analyze, evaluate, and create*
  - *Achievement: reaching goals, improving, and growing*
- **Safety and Belonging**
  - *Safety: protected physically and psychologically*
  - *Belonging: students and staff accepted for their authentic selves*
- **Effective Facilities**
  - *Effective: safe, clean, and meeting consistent, modern standards*
  - *Facilities: learning and working environments and the planning, design, and operations thereof*

- **Financial Integrity**
  - *Financial: the stewardship and management of district funding*
  - *Integrity: honest, sound, unified, and internally consistent*
- **Community Connections**
  - *Community: people to whom our students go home and the organizations and agencies with whom we partner to support students and families*
  - *Connections: ways we invite others in, seek diverse voices, educate and provide resources, build relationships, and communicate*



# SAFETY AND BELONGING

## 4. Let's determine a manageable number of time-sensitive improvements.

This is not an exhaustive list of what we are currently working on; rather, it identifies a couple focused, *measurable* efforts.

Focus Area	Improve	Strategies	Baseline Data
Safety and Belonging	Campus infrastructure for emergency communication	<ul style="list-style-type: none"> <li>● Determine trouble spots throughout schools →</li> <li>● Research modern, affordable options (<i>done</i>)</li> <li>● Apply for federal grant (<i>done—decision expected mid-October</i>)</li> </ul>	<ul style="list-style-type: none"> <li>● A third of staff responded; over 55% of those say they struggle to hear announcements over PA system</li> </ul>
	Addressing disruptive student behavior	<ul style="list-style-type: none"> <li>● Increase access to Mental Health resources (<i>in progress</i>)</li> <li>● Increase access to preschool (<i>in progress</i>)</li> <li>● Expand staff training (e.g., Safety Care)</li> </ul>	<ul style="list-style-type: none"> <li>● TBD</li> </ul>

# Agenda Item 5

Consent Agenda

A. December 7, 2023

Board Meeting Minutes



Santiam Travel Station

750 S. Third Street, Lebanon, OR 97355

## **MEETING MINUTES**

<p><b><u>BOARD MEMBERS PRESENT:</u></b>  Tom Oliver, Chair  Clyde Rood, Member  Melissa Baurer, Member  Mike Martin, Member  Nichole Piland, Member</p>	<p><b><u>EXECUTIVE STAFF PRESENT:</u></b>  Jennifer Meckley, Superintendent  Kim Grousbeck, Human Resources Director  Steven Prosocki, Business Director  William Lewis, Chief Operations Officer</p>
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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 6:02 PM and led the flag salute.

### **2. PUBLIC COMMENTS**

No public comments were made.

### **3. LBL ESD VISIT**

Assistant Superintendent of the Linn Benton Lincoln Education Service District, Nancy Griffith, speaks to the board sharing her new role as Assistant Superintendent, and her prior role of Programs Coordinator. She speaks briefly about the LBL ESD programs and provides a document for the board for reference.

Melissa Baurer thanks Nancy for their services and states how essential the LBL ESD is, she understands the importance of what they do for the students.

### **4. ISF PRESENTATION**

Social, emotional, and behavioral liaison for the LBL ESD, Alex Nalivaiko, speaks to the board regarding ISF, Interconnected System Framework, which he has been very impressed with in relation to what is going on in Lebanon. He explains that ISF's purpose is to connect schools with other agencies when there are needs, for example emotional or behavioral. He shares that he is also impressed by the districts Mental Health Coordinator, Sandi Cox, for facilitating these connections. Alex also notes the successes of ISF, providing examples such as the Sources of Strength Wellness Fair, Kinder Health Assessments, Obria, School Based Health Therapists, and more. He celebrates and thanks the district for the connection. Jennifer thanks Alex for his positive perspective.

## **5. STUDENT BOARD REPRESENTATIVE**

Tom Oliver references discussion that took place regarding this topic last month. Jennifer explains that based on the interest to pursue this from the board, the district did some learning and research regarding the process. Jennifer notes that she worked with the high school administration and Susanne has assisted in creating a webpage with resources, requirements, and next steps for this process. Jennifer also notes the information session that will take place in March for students to attend. The district suggests having 2 student board representatives, the high school would like to select finalists and the board can then vote on the finalists. Melissa recommends having a representative from the High School and Ralston Academy.

Many board members discuss incentives and agree that it is the board's responsibility to keep these students engaged in their role on the board, and provide opportunities to keep an active role. Melissa believes that it would be helpful to have a board member mentor for these students, and she offers to be a mentor.

Tom asks that the policy BCBA-AR be updated with language regarding the student board member mentorship point of contact.

The consensus of the board is to move forward and there is excitement across the board to get this started.

## **6. HSS GRANT AGREEMENT**

Jennifer references the high school success grant, which she is presenting for informational purposes. She explains that it is apart of the integrated guidance, and outlines how the district spends those grant funds. She notes that HSS is meant for increasing high school graduation, going towards CTE, drop out prevention, etc. She also notes that this grant is primarily spent on grades 8-12, and is otherwise known as measure 98.

There is no further discussion with the board.

## **7. SIA GRANT AGREEMENT APPROVAL**

Jennifer references the student success act, and the newest piece of the student investment account which requires the board to approve the co-developed LPGTs, Longitudinal Performance Growth Targets. Those official targets are included in the referenced packet and are ready for review. Jennifer is also seeking approval from the board for the SIA grant agreement as a whole. Clyde thanks Jennifer for the transparency and he appreciates seeing these things in the board packets. Nichole motions to approve, and Mike seconds the motion. All in favor with a unanimous vote, the SIA grant agreement is approved as presented.

## **8. OSBA ELECTIONS**

Tom explains to the board the voting that is being requested by the OSBA and briefly explains what the resolutions are. Clyde motions to vote to adopt both resolutions, and Mike seconds the motion. All in favor with a unanimous vote, the board approves to vote to adopt the resolutions, and Executive Secretary Jessica Woody will submit a vote for the board as a whole.

## **9. RATIFY CERTIFIED CONTRACT**

Tom summarizes that the district and LEA union have come to an agreement and voted to ratify the contract, and with the board approval, the new contract can go into effect. Tom also notes the terms of the contract including a salary increase of 7% for 2023-24 and 4% for 2024-25, as well as some language updates. Nichole motions to approve and Mike seconds the motion. All in favor with a unanimous vote, the board approves the certified contract.

## **10. SUPERINTENDENT CONTRACT**

Tom explains that when Superintendent Meckley was hired she received a very short-term contract providing the opportunity to ensure both for Jennifer and the board that it was a good fit. Now the board is at the point per the terms of the contract where the board needs to intend on extending the contract for three years, or provide the opportunity for her to return to her previous position. Tom notes that typically in the spring of each year the board does an evaluation and then the contract would be extended based on the evaluation, but in this case, that is not the procedure, though Tom ensures to the group that this situation is not vastly different than hiring someone and providing a three-year contract before an evaluation takes place. Tom believes that the board would be foolish not to extend Jennifer's contract, as the district is moving in a very good direction based on the leadership team that she has continued to grow as well as the goals that have been established and agreed to.

Tom does not believe that an evaluation is the most useful tool, and feels that talking about things as they come up throughout the year on an "as need" basis can be more useful. Nichole states that she would like to move forward with extending Jennifer's contract. Clyde questions whether Mr. Yates, prior Superintendent, received an evaluation in the last fiscal year, expressing his concerns with the board not following policy CBG, with his interpretation that Jennifer would require an evaluation before her contract could be extended, also stating that he believes this would be against legal terms. Clyde believes that the evaluation for Jennifer should have taken place, though Tom explains that per the contract language, the evaluation would take place in March of 2024. Mike expresses concerns with the policy as well. Tom reiterates that this is simply indicating that the board is intending to extend the term for the full 3 years, for Jennifer. Melissa states that she hears the concerns of the board members but believes that concerns with the contract following the language in policy should have been discussed when the contract was approved and signed by the board, as this is now a legal contract.

Jennifer explains that the circumstances are unique, when Jennifer started in this position she agreed to a shorter contract, with the caveat that the board would express their intent to extend the contract for the full three years, prior to May. This is not only so Jennifer knows whether she will be in this position but also so plans can be made overall for the district, in order to protect the district from having to make a decision in June.

Mike questions whether the board has seen the contract that they are asked to extend, and Tom explains that, yes, the board has viewed and approved this contract. Jennifer states that she would be happy to continue the work as Superintendent if the board should agree to extend.

Clyde explains that he would like changes to be made to the current contract with legal review, and would like to perform an evaluation before moving forward. With comments from Melissa and Nichole, it is explained that this is already a legally binding contract and the board is simply

expressing intent to extend the contract for the three-year term, of the contract that was already previously agreed upon by the board in March of 2023.

Clyde references salary of past superintendents, and the majority of the board does not feel that to be relevant to this topic.

Tom clearly states that there is no intention of violating any board policies in place, this is simply to express intention to evaluate Jennifer in the spring of 2024 and to have a new contract in place for Jennifer prior to the end of her current contract. Melissa expresses her confidence in Jennifer's leadership moving forward.

Melissa motions the intention to evaluate Jennifer in March of 2024 and extend the contract following the evaluation, Nichole seconds the motion. Mike abstains due to what he feels is lack of information, in other words he votes not to approve, Clyde also votes not to approve. Melissa, Nichole, and Tom vote to approve. With a three to two vote, the approval carries with the intention of the board to evaluate Jennifer in March of 2024 and extend her contract for three years as Superintendent.

Tom states that due to the timing and the position that the district was in, some of it may seem a bit different, none the less he feels the district is very fortunate to have Superintendent Meckley and he looks forward to many good things ahead.

## **11. CONSENT AGENDA**

Nichole motions to approve and Mike seconds the motion. All in favor with a unanimous vote, the consent agenda made up of the 2024-25 LCSD Proposed Budget Calendar, November 9, 2023 Board Meeting Minutes, First Reading Policy Updates EFA, EFA-AR, BCBA, BCBA-AR, and ECA-AR, and Temporary New Hire Whitney McGilvray is approved in its entirety.

## **12. DEPARTMENT REPORTS**

### **A. Operations**

William speaks to the board and notes the fantastic job that Susanne, Communications Director, has done on the district website showing all of the facilities improvements that are taking place.

William updates on the Lacombe Roof project and notes that he plans to bring a bid to the board for approval in January. Melissa asks how the roof has held up so far this winter, and William explains that due to the preventative maintenance that has been done by Bryan Eilers, Director of Facilities, and his team there has not been any major concerns. He also explains that they expect to see the construction for the Lacombe roof take place in June of 2024.

William also updates the board on the LHS Cafeteria project, which will ultimately allow the high school to serve more lunches, noting that he plans to bring an RFP forward for review and approval in January, which will most likely need to take place at a brief Special Board Meeting.

William shares his appreciation for Art Boykin, Safety Coordinator, who assisted in a project at Seven Oak regarding the fire system, where they were able to save a large amount of money by strategically placing the fire system for the new building—where it could run the current school and the new building.

He also notes that the district is moving forward with the Department of Justice COPS safety grant that was received and are looking at modern technology updates, communication systems, etc. He expresses the excitement surrounding this grant award, and notes the amount awarded which is \$500,000. Tom inquires about the match requirement on that grant, and William states that they are working through the details on that, it should be \$167,000 but may end up being a bit more. William notes that the district will tentatively plan to bring an RFP forward regarding these items relating to this grant in February or March.

#### **B. Human Resources**

Kim speaks to the board publicly thanking each of them, the leadership of Jennifer, the bargaining team, and the OEA for their role in ultimately coming to a ratification which she believes honors all employees. Kim gives her appreciation.

#### **C. Finance**

Steven speaks to the board regarding where the district stands on the budget, explaining that revenue is staying consistent with tax turnovers, the state school fund should stay consistent and enrollment has remained flat. In other words, projected revenue is good. Regarding expenses, he references where the certified salaries will be seen as overspent due to the recent increase from the initial offer, as well as the classified "me too" clause. Steven explains that the district is being creative in ways to receive revenue – one of these things being MAC study which the district can only receive revenue if those staff are paid out of the general fund, and with the assistance of Sandi Cox, they were able to find four staff members that were being funded out of ESSR dollars and moved them over to general fund to receive additional revenue. He also notes the blanket purchase orders which is just a blanket amount to cover bills, etc. but the district will most likely not end up spending that much. He states that all other expenses seem to be in line.

Tom inquires about the status of the audit and Steven shares that they are still communicating every day, left with just the GASB 96, otherwise already prepping for all items to be ready in order to stay on schedule. Tom notifies the board members about the controls questionnaire which will be coming via email to each board member to complete.

Steven references the budget calendar as well, which was approved in the consent agenda, explaining the upcoming dates. It is confirmed that there are currently no vacancies on the budget committee.

### **13. COMMUNICATION**

#### **A. Board**

Melissa recognizes the great Lebanon Ladies Warrior game that took place Tuesday night. She also asks that the board entertain having the OSBA join an upcoming board meeting to provide a brief presentation about what a board self-assessment would entail. Tom thinks that this would be a good opportunity.

Clyde recommends that the district also utilize one of the OSBA community surveys that they offer, and Melissa adds that the community service she believes Clyde is referencing would be one that OSBA would provide following the board self-assessment if that was an area that needed improvement.

#### **A. Superintendent**

Jennifer shares her Jen's Zens with the board starting with the preschool program at Cascades Elementary funded by Preschool Promise. This program was open to three and four-year olds living in the Cascades boundary whose family are at or below the Federal Poverty Level. They currently serve 14 little learners. She shares that proud teacher, Ms. Gaskey and two instructional assistants



Emily Carlile and Tia Young have partnered with the LHS Child Development Class, taught by Jorden Swanson, so on each "red" block day, high school students come and engage with their tiny counterparts.

Jennifer also shares Lebanon's highlight with their 3% increase for their on-track rates for freshman, just above state average. She shares that a major factor in this success is due to the Graduation Rate Improvement Teams, commonly called GRIT teams. She acknowledges the efforts made by the staff at LHS, and notes that this is a good reminder that the pride surrounding this doesn't belong to the high school alone. She states that we are a successful K-12 system within a broader community and it takes the proverbial village to get our students across the graduation stage.

Jennifer highlights the Lebanon Schools Foundation, who give out a handful of teacher grants each year, and this year, congratulated 12 lucky recipients for their creative classroom ideas that are now partially or entirely funded. Grant recipients include Rachel Brandt, Darlene Calahan, Elaina Dowdy, Amanda Gaskey, Marcia Hara, Maureen Holt, Luis De Luna, Lori Mills, Andrew McAteer, Ryan McWayne, Amanda Sater, and Jennifer Schmidt. Their projects range from books for classroom libraries to science field trips to art supplies. She congratulates the educators and thanks the Lebanon Schools Foundation.

The recent apple award winners are acknowledged, consisting of Susanne Stefani, Communications Director, Sarah Fountain, 2<sup>nd</sup> grade teacher at Riverview, and Cascades' EGC teachers Andrew Worley and Dan Hartman. She thanks the Gillott Home Team, Adam Kirkpatrick Dentistry, and 1847 Bar and Grill for their generous contributions which make these awards possible.

Tom notes that he would like to invite the Lebanon Schools Foundation to join a future board meeting to discuss their involvement and efforts with the district. Tom also announces that donations can be made to the Foundation, if anyone would like to do that before the end of the year, as well. Melissa asks whether there is a webpage for the foundation, and Jennifer notes that Susanne will be adding a link to our website which goes to the Foundation's page.

#### **14. PUBLIC COMMENTS**

No public comments were made.

#### **15. ADJOURNMENT**

There being no further business before the Board, the meeting was adjourned at 7:22 PM.

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Tom Oliver, Board Chair

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Jennifer Meckley, Superintendent

# Agenda Item 5

Consent Agenda

B. Second Reading Policy Updates

**January 2024 POLICY UPDATES – REVIEW AND RECOMMENDATIONS**

<b>Code</b>	<b>Title</b>	<b>OSBA Recommendation</b>	<b>DO Staff Lead(s)</b>	<b>Changes/DO Staff Comments</b>	<b>Recommended Adoption? (Yes/No)</b>
EFA	Local Wellness Program	Required	Angie	Updated language regarding the district's wellness program	Yes
BCBA	Student Representative(s) on the Board	District Recommendation	Jennifer	Proposed Policy to implement student representatives on the board	Yes
BCBA-AR	Student Representative(s) on the Board	District Recommendation	Jennifer	Proposed Policy to implement student representatives on the board	Yes

# 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, 12/8/22

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 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.

- 1 The written wellness policy;
- 2 Documentation demonstrating that the policy has been made available to the public;
- 3 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;
- 4 Documentation to demonstrate compliance with the annual public notification requirements;
- 5 The most recent assessment on the implementation of the local wellness policy;
- 6 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:

5. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
6. The extent to which the district's policy compares to model wellness policy; and
7. 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 **strategies and** techniques and nutrition messages, by creating food environments that **encourage support** 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.~~

~~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.~~

~~To promote nutrition education in the schools, the principal is responsible for ensuring the following goals are implemented:~~

- ~~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.~~

Nutrition promotion, including marketing and advertising nutritious foods and beverages to students, will be implemented consistently through a comprehensive and multi-channel approach, (e.g., in the classroom, cafeteria and at home) by staff, teachers, parents, students and the community.

To ensure adequate nutrition promotion, the following goals will be implemented:

1. Information about available meal programs is distributed prior to or at the beginning of the school year and at other times throughout the school year;
2. Information about availability and location of a Summer Food Service Program (SFSP) is distributed.

### **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.

The district’s available meal program(s) will operate to meet meal pattern requirements and dietary specifications in accordance with the Healthy, Hunger-Free Kids Act and applicable federal laws and regulations.

The Nutrition Director will support nutrition and food services operation as addressed in Board policy EFAA- District Nutrition and Food Services and its accompanying administrative regulation EFAA-AR – Reimbursable Meals and Milk Programs.

### **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~~ Water bottle filling stations are 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 Standards<sup>1</sup>. 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.

**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;

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<sup>1</sup>[Oregon Department of Education, Oregon Smart Snacks Standards](#)



6. Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a 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 standards in order to meet the ODE's physical education content standards. ~~Students in kindergarten through grade 5 shall participate for at least 120<sup>2</sup> minutes during each school week, and students in grades 6 through 8 for at least 180<sup>3</sup> minutes per school week.~~ Students in kindergarten through grade 5 shall participate for at least 150 minutes during each school week, and students in grades 6 through 8 for at least an average of 150 minutes during each school week, as calculated over the duration of a school year.

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.

## 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

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<sup>2</sup>~~These are the minimum PE requirements in elementary schools for school year 2019-2020.~~

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

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.

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
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 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

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**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.

R6/27/17 | PH

# OSBA Model Sample Policy

Code: BCBA  
Adopted:

## Student Representative(s) on the Board

The Board establishes two positions of student representative on the Board. A student representative shall not be a voting member of the Board.

A student representative shall be installed on the Board with the following Oath of Office:

“I \_\_\_\_\_, will support the Constitution and the laws of the United States, the state of Oregon and the laws thereof, and the policies of the Lebanon Community School District, and will discharge the duties of Student Representative on the Lebanon Community School Board to the best of my ability.”

The superintendent will develop administrative regulations to include application and selection processes, roles and responsibilities of a student representative, communication expectations, procedures and regulations for student representative. The information will be published in appropriate school communications and on the district website.

The district will ensure the process and management of student representative application materials, communications and the interview process (if applicable) will comply with the requirements of law related to student records.

A student representative shall not be liable for any acts of the Board.

END OF POLICY

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### Legal Reference(s):

[ORS 332.107](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2018); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2023).

# OSBA Model Sample Administrative Regulation

Code: BCBA-AR

Revised/Reviewed:

## Student Representatives(s) on the Board

### Student Representative Eligibility

1. Be a resident, full-time student at the time of application and remain so while serving.
2. Be a student in grade 10 or 11 at the time of application.
3. A student who served while in grade 11 may reapply to serve a second term.
4. Maintain a minimum 3.0 GPA at the time of application and throughout term of service.
5. Maintain 90% minimum attendance at the time of application and throughout term of service.
6. Zero major referrals at the time of application and throughout term of service.
7. Provide three professional and/or academic recommendations.

### Student Representative Role and Responsibilities

A student representative on the board will abide by the following regulations:

1. Will take the oath of office stated in Board policy BCBA – Student Representatives(s) on the Board before taking their seat on the board;
2. Shall not be a voting member of the board;
3. Shall not hold an officer position on the board;
4. Shall not attend an executive session of the board;
5. Will serve an academic year September 1-June 30 beginning in the subsequent school year;
6. Will attend all regular board meetings and will be invited to attend budget meetings;
7. Will review and read the board packet in preparation for meetings;
8. Can participate in discussions of the Board at regular meetings;
9. Will have authority given to school board members by parliamentary procedure, e.g., point of order, appeal;
10. Will be responsible for providing regular updates to the district’s student community through available district communication channels;

11. Will give earliest possible notification to the Board of intent to resign, if applicable. Vacancies will be filled through the established process or a student representative may be appointed as deemed appropriate by the Board;
12. May be removed from office for failing to meet roles and responsibilities or regulations outlined herein as determined by the Board, or if deemed necessary by district administration as part of a disciplinary proceedings issued by school administration.

### **Other Responsibilities and/or Duties as Assigned**

The following is a non-inclusive list of other possible duties and/or responsibilities for student representative on the board:

1. May be asked to present specific school board proposals to the district's student community to gain insight and opinions from local students, as appropriate.
2. May be asked to communicate with school-sponsored clubs and organizations on topics proposed by the Board;
3. May be asked to serve on a board committee;
4. May be asked to participate in the promotion for the role of student representative on the board during the application period for a successor.

### **Application and Selection Timeline**

The application materials are available on the school website.

The application deadline<sup>1</sup> and process for selecting a student board member is established each year by district administration published on the school website and in school communications. Applications for student representative must be submitted by the end of the school day on or before the published deadline. Applications will be forwarded to the Board secretary. A student representative applicant, if deemed eligible to serve, will also participate in an interview with a selection committee. The selection of a student representative for the subsequent school year will be made by committee no later than June 1.

The district will designate a staff member **and/or board member** as point of contact to aid applicants with questions related to board service and about the roles and responsibilities of a student representative.

The selection of a student representative will be based on the applicant's completed application and submitted materials and the interview.

The district will organize a selection committee consisting of not less than five members, including the superintendent, the student's building principal or designee, one board member, and the current student representatives(s) or at least two students appointed by the building principal. The district may designate an alternate staff member, e.g., school counselor, teacher, as a committee member if participation of a student or students it is not practical for the current circumstances.

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<sup>1</sup> Generally, a deadline date will be established and published by March 1 for an application deadline which is no later than April 15, allowing at least six weeks for the application period.

## District Role and Responsibilities

1. The district administration will ensure a student representative on the board receives the same notices and materials as elected/appointed school board members, e.g., notice of meetings, agendas, appropriate meeting materials, except confidential information or materials concerning personnel, bargaining or legal matters.
2. The Board will provide a place at the board table for a student representative.
3. The district is responsible for providing a student representative with access to available school communication channels to support providing regular updates to the district's student community.
4. The district will provide learning opportunities as deemed appropriate by the district to a student representative, e.g., trainings, workshops, conferences, at district expense.
5. The district will designate a point of contact for a student representative from district staff.
6. The designated district staff will meet with a newly elected/appointed student representative to mentor and help orient the student representative's role on the Board.
7. The district will invite a student representative to attend public budget meetings.

# Agenda Item 6

C. Finance  
Financial Reports



# BOARD MEMORANDUM



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

**From:** Steven Prosocki, Business Director

**Date:** January 11, 2024                      **Meeting Date:** January 11, 2024

**Re:** Financial Report and Fiscal Updates

## **Financial Report**

The 2023-2024 Financial Board Report included in this packet reflects all revenues and expenditures for 2019-2023 and the budgeted YTD expenditures, plus encumbered amounts for 2023-2024 as of 12/28/23.

	<b>19/20 Actual</b>	<b>20-21 Budget</b>	<b>21-22 Budget</b>	<b>22-23 Budget</b>	<b>23-24 Budget</b>	<b>12-07-23 YTD</b>	<b>12-07-23 Balance</b>
<b>General Fund - Revenue</b>							
SSF Formula	42,038,081	43,560,057	44,440,549	45,499,998	49,402,642	32,050,991	17,351,651
SSF Adjustment	-	-	-	-	-	-	-
State Fiscal Stabilization Fund	-	-	-	-	-	-	-
Federal Ed Jobs	-	-	-	-	-	-	-
School Year SubAccount	-	-	-	-	-	-	-
Loan Receipts	-	-	-	-	-	-	-
Interest	320,317	250,000	150,000	250,000	500,000	247,148	252,852
Third Party Billing	-	-	-	-	-	-	-
TMR	212,376	210,000	210,000	210,000	210,000	145,294	64,706
JROTC	77,982	65,000	65,000	65,000	65,000	29,610	35,390
Other	325,816	387,500	368,266	580,500	335,500	117,135	218,365
Interfund Transfer	850,000	-	-	-	-	-	-
BFB	2,126,603	3,784,307	5,065,000	5,180,500	5,400,000	6,134,889	(734,889)
<b>Total</b>	<b>45,951,175</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>51,785,998</b>	<b>55,913,142</b>	<b>38,725,067</b>	<b>17,188,075</b>
=====	=====	=====	=====	=====	=====	=====	=====
<b>General Fund - Expenses</b>							
Salaries	21,896,193	21,680,883	22,526,487	23,036,272	23,247,263	22,923,185	324,078
Benefits	14,481,355	15,086,873	14,597,973	15,115,726	15,553,189	14,567,191	985,998
P. Services	5,349,577	5,299,827	5,686,551	5,877,223	6,073,148	3,796,718	2,276,430
Supplies	1,569,846	1,530,133	1,606,583	1,882,175	2,063,656	1,000,654	1,063,002
Capital Outlay	54,500	90,000	100,000	70,000	40,000	30,292	9,708
Other Objects	441,468	469,147	501,776	520,603	773,943	529,726	244,217
Transfers	1,185,000	2,100,000	2,279,446	2,284,000	2,184,000	2,164,000	20,000
Contingency	1,750,000	2,000,000	3,000,000	3,000,000	5,977,944	-	5,977,944
<b>Total</b>	<b>46,727,940</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>51,785,998</b>	<b>55,913,142</b>	<b>45,011,766</b>	<b>10,901,376</b>
=====	=====	=====	=====	=====	=====	=====	=====

## 2023-24 General Fund Expenditure Report

Description	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	23/24 Budget	12-28-23 YTD	12-28-23 Encumb	12-28-23 Balance
Certified salaries	12,665,056	12,540,564	12,871,079	13,169,912	13,134,095	3,800,062	9,035,721	298,312
Classified salaries	6,227,931	6,008,791	6,250,523	6,233,686	6,041,456	2,332,451	3,825,698	(116,693)
Administrative salaries	1,873,807	1,863,955	2,059,820	2,151,593	2,327,571	1,134,100	1,136,536	56,935
Managerial - classified	154,577	289,051	299,689	511,189	557,806	301,229	302,799	(46,222)
Retirement stipends	91,904	133,413	120,000	0	0	0	0	0
Confidential salaries	162,808	284,898	343,800	485,197	465,767	243,749	234,335	(12,317)
Certified subs	2,000	0	14,294	0	0	0	0	0
Classified subs	1,500	23,975	0	0	0	0	0	0
Temp certified	82,264	45,425	0	625	0	2,122	0	(2,122)
Temp classified	8,000	21,658	481	11,086	14,300	25,952	0	(11,652)
Student helpers salaries	21,000	16,654	5,748	9,173	15,098	7,660	0	7,438
Overtime	0	91,513	57,127	38,449	53,074	33,579	0	19,495
Compensation time	52,300	44,207	71,883	8,946	18,597	5,970	0	12,627
Extra duty	279,579	128,295	230,761	83,537	216,434	120,785	0	95,649
Classified extra hrs	208,000	0	0	0	0	0	0	0
Vacation Payoff	29,817	24,292	28,240	43,273	25,244	0	0	25,244
Mentor teacher pay	0	0	0	822	0	0	0	0
Department Head Extra Duty	6,000	30,000	0	0	0	0	0	0
Taxable Meal Reimbursement	0	809	2,000	396	1,158	775	0	383
Cell Phone Stipend	0	1,080	1,080	450	450	225	225	0
Travel Stipend	0	11,400	0	30,500	25,950	16,325	16,325	(6,700)
Club/Coach Stipends	29,650	120,904	169,964	257,438	350,265	233,170	113,392	3,703
<b>Total Salaries</b>	<b>21,896,193</b>	<b>21,680,883</b>	<b>22,526,487</b>	<b>23,036,272</b>	<b>23,247,263</b>	<b>8,258,154</b>	<b>14,665,031</b>	<b>324,078</b>
PERS	7,398,130	7,286,664	6,797,646	6,994,709	7,309,631	2,499,643	4,409,072	400,916
Social Security	1,655,388	1,642,024	1,627,475	1,759,624	1,768,022	612,434	1,086,950	68,638
Worker's Comp	293,025	275,747	189,328	196,035	216,535	40,851	59,273	116,411
OR Paid Leave	0	0	0	0	92,132	28,063	56,808	7,261
Employee Ins - Admin	215,642	275,263	283,669	325,403	344,633	176,269	176,141	(7,777)
Employee Ins - Certified	2,449,421	2,756,998	2,840,563	3,029,490	2,897,802	803,468	2,050,370	43,964
Employee Ins - Classified	2,327,520	2,596,579	2,598,694	2,651,363	2,766,210	894,195	1,539,379	332,636
Employee Ins - Other	33,429	65,298	92,498	110,502	101,226	51,936	48,310	980
Employee Ins - Retired	83,600	52,700	120,000	0	0	4,029	0	(4,029)
TSA	25,200	45,600	45,600	48,600	57,000	15,000	15,000	27,000
Staff Tuition Reimbursement	0	90,000	2,500	0	0	0	0	0
<b>Total Benefits</b>	<b>14,481,355</b>	<b>15,086,873</b>	<b>14,597,973</b>	<b>15,115,726</b>	<b>15,553,189</b>	<b>5,125,888</b>	<b>9,441,303</b>	<b>985,998</b>

## 2023-24 General Fund Expenditure Report

Description	19/20	20/21	21/22	22/23	23/24	12-28-23	12-28-23	12-28-23
	Budget	Budget	Budget	Budget	Budget	YTD	Encumb	Balance
Instructional Services	103,800	76,375	66,000	161,000	181,500	29,262	12,827	139,411
Instr Prog Improve Service	53,000	67,750	87,750	56,200	26,817	24,456	0	2,361
Data Processing SVCS	0	0	3,000	5,000	7,500	6,200	0	1,300
Professional and Improvement Cc	0	0	15,000	5,000	5,000	0	0	5,000
Other Instr-Prof-Tech SVCS	20,000	10,000	11,500	16,000	16,000	1,260	9,906	4,834
Repairs & Maintenance	190,300	227,612	258,500	286,050	331,850	292,218	32,239	7,393
Radio Service	11,100	11,100	15,000	4,500	17,500	7,258	0	10,242
Rentals	129,400	88,286	86,300	89,105	112,801	34,689	29,708	48,404
Electricity	502,620	465,700	451,500	450,500	415,000	172,599	239,454	2,947
Fuel	223,135	217,800	208,100	233,000	290,000	44,877	48,993	196,130
Water & Sewer	153,520	142,500	146,700	134,000	150,000	78,888	0	71,112
Garbage	102,400	87,000	106,500	104,500	110,000	53,642	79,186	(22,828)
Other Property Services	20,000	0	0	0	15,000	0	0	15,000
Reimb. Student Transportation	10,200	29,900	34,500	9,000	0	0	0	0
Reimb. Student Transportation				150,390	167,158	18,006	12,130	137,022
Travel	158,263	150,513	153,011	168,395	78,660	19,675	474	58,511
Travel - Student - Out of Dist.	5,300	4,500	3,500	0	0	0	0	0
Meals/Transportation	200	350	350	0	0	0	0	0
Staff Tuition	47,000	2,000	72,000	72,500	22,500	31,554	0	(9,054)
Telephone	73,165	65,100	52,300	73,250	63,825	26,766	24,199	12,860
Postage	26,074	28,900	32,117	31,500	27,050	9,816	14,106	3,128
Advertising	4,300	2,650	3,500	5,500	3,500	710	0	2,790
Printing & Binding	29,400	30,950	31,700	44,500	26,850	2,301	0	24,549
Charter School Payments	2,195,000	2,300,000	2,400,000	2,540,000	2,655,000	1,516,054	515,479	623,467
Tuition Pay Private School	5,000	0	0	0	0	0	0	0
Other Tuition	92,500	90,000	115,000	95,600	10,000	3,450	0	6,550
Audit Services	30,000	39,000	36,000	45,000	45,000	41,150	0	3,850
Legal Services	35,000	35,000	35,000	30,000	75,000	27,925	1,252	45,823
Negotiation Services	10,000	5,000	1,000	1,000	0	0	0	0
Data Processing SVCS	89,600	65,000	57,500	57,000	56,000	16,178	0	39,822
Election Services	5,000	5,000	18,000	5,000	0	0	0	0
Other Non_instr Pro/Tech	363,700	351,450	402,650	379,154	513,457	105,806	56,012	351,639
Physical Exams - Drivers	4,400	5,750	5,500	8,000	8,500	4,403	150	3,947
Drug Tests Drivers	3,000	2,250	3,000	2,500	1,500	553	0	947
Child Care Services	15,000	0	0	0	0	0	0	0
Sub calling service	15,000	12,000	7,500	7,500	500	0	0	500
Classified subs	194,000	228,600	251,500	191,831	140,331	53,267	0	87,064
Criminal History checks	3,200	3,500	3,500	500	3,000	0	0	3,000
Fingerprinting	1,000	2,500	1,000	1,000	3,000	742	0	2,258
Licensed Subs	425,000	445,791	510,573	413,248	493,349	96,898	0	396,451
<b>Total P. Services</b>	<b>5,349,577</b>	<b>5,299,827</b>	<b>5,686,551</b>	<b>5,877,223</b>	<b>6,073,148</b>	<b>2,720,603</b>	<b>1,076,115</b>	<b>2,276,430</b>

## 2023-24 General Fund Expenditure Report

Description	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	23/24 Budget	12-28-23 YTD	12-28-23 Encumb	12-28-23 Balance
Gas Oil & Lubricants	190,500	189,100	192,000	248,000	239,000	71,046	44,660	123,294
Supplies & Materials	648,024	651,837	698,023	996,751	1,011,442	312,787.00	40,546.00	658,109
Vehicle repair parts	52,800	50,500	50,500	61,500	76,500	21,762.00	6,750.00	47,988
Transportation operations	15,000	25,000	25,000	25,000	25,000	13,526	502	10,972
Textbooks	28,033	9,933	5,433	21,500	107,550	45,396	2,677	59,477
Library Books	15,694	8,200	11,700	12,750	11,625	3,248	11	8,366
Periodicals	6,000	10,800	12,100	12,150	16,250	12,183	0	4,067
Equipment under 5K	178,842	146,100	125,550	72,800	73,500	17,037	77	56,386
Computer software	264,360	257,398	323,918	339,174	406,914	296,011	80,753	30,150
Computer hardware	170,593	181,265	162,359	92,550	95,875	29,692	1,990	64,193
<b>Total Supplies &amp; Materials</b>	<b>1,569,846</b>	<b>1,530,133</b>	<b>1,606,583</b>	<b>1,882,175</b>	<b>2,063,656</b>	<b>822,688</b>	<b>177,966</b>	<b>1,063,002</b>
Buildings Acquisition	0	0	25,000	25,000	0	0	0	0
Equipment	54,500	25,000	45,000	0	0	0	0	0
New Equipment over 5K	0	45,000	10,000	22,500	20,000	6,842	15,450	(2,292)
Replace of Equip over 5K	0	20,000	20,000	22,500	20,000	8,000	0	12,000
<b>Total Capital Outlay</b>	<b>54,500</b>	<b>90,000</b>	<b>100,000</b>	<b>70,000</b>	<b>40,000</b>	<b>14,842</b>	<b>15,450</b>	<b>9,708</b>
Regular Interest	500	0	0	0	0	0	0	0
Dues & Fees	175,180	159,726	148,076	122,303	117,843	68,987.00	448	48,408
Insurance & Judgments	265,588	306,221	350,000	395,000	463,000	458,554	0	4,446
Fidelity Bond Premiums	0	0	0	0	100	100	0	0
Judgments & Settlements	0	2,500	3,000	2,500	0	0	0	0
Taxes & Licenses	200	700	700	800	1,000	1,637	0	(637)
Grant Matching	0	0	0	0	192,000	0	0	192,000
<b>Total Other Objects</b>	<b>441,468</b>	<b>469,147</b>	<b>501,776</b>	<b>520,603</b>	<b>773,943</b>	<b>529,278</b>	<b>448</b>	<b>244,217</b>

## 2023-24 General Fund Expenditure Report

Description	19/20 Budget	20/21 Budget	21/22 Budget	22/23 Budget	23/24 Budget	12-28-23 YTD	12-28-23 Encumb	12-28-23 Balance
Transfer - Vocational House Fun	0	70,000	250,000	450,000	200,000	<b>200,000</b>	<b>0</b>	0
Transfer - Technology	0	80,000	100,000	100,000	100,000	<b>100,000</b>	<b>0</b>	0
Transfer - Classroom Furniture	0	10,000	35,000	35,000	60,000	<b>60,000</b>	<b>0</b>	0
Transfer - Textbook Adoption	400,000	200,000	350,000	550,000	350,000	<b>350,000</b>	<b>0</b>	0
Transfer - Capital Improvement		200,000	300,000	50,000	200,000	<b>200,000</b>	<b>0</b>	0
Transfer - Track and Turf Fund	10,000	0	0	0	0	<b>0</b>	<b>0</b>	0
Transfer - Athletic Fund	450,000	475,000	475,000	475,000	475,000	<b>475,000</b>	<b>0</b>	0
Transfer - Bus Replacement	150,000	225,000	225,000	225,000	225,000	<b>225,000</b>	<b>0</b>	0
Transfer - Unemploy Ins	25,000	250,000	0	0	0	<b>0</b>	<b>0</b>	0
PERS Reserve	0	450,000	300,000	154,000	154,000	<b>154,000</b>	<b>0</b>	0
Transfer - Food Service	100,000	120,000	224,446	225,000	200,000	<b>200,000</b>	<b>0</b>	0
Transfer - Music/Band Replaceme	0	20,000	20,000	20,000	20,000	<b>0</b>	<b>0</b>	20,000
Transfer - Debt Service	50,000	0	0	0	200,000	<b>200,000</b>	<b>0</b>	0
Transfer - Academic Achievemer	0	0	0	0	0	<b>0</b>	<b>0</b>	0
<b>Total Transfers</b>	<b>1,185,000</b>	<b>2,100,000</b>	<b>2,279,446</b>	<b>2,284,000</b>	<b>2,184,000</b>	<b>2,164,000</b>	<b>0</b>	<b>20,000</b>
Reserve/Contingency	1,750,000	2,000,000	3,000,000	3,000,000	5,977,944	<b>0</b>	<b>0</b>	<b>5,977,944</b>
<b>Grand Total</b>	<b>46,727,940</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>51,785,998</b>	<b>55,913,142</b>	<b>19,635,453</b>	<b>25,376,313</b>	<b>10,901,376</b>

# 2023-24 General Fund Revenue Report

		19/20 Actual	20-21 Budget	21-22 Budget	22-23 Budget	23-24 Budget	12-28-23 YTD	12-28-23 Balance
	SSF Formula							
1111,	Taxes	10,509,179	10,938,094	11,873,719	12,150,243	12,721,240	11,640,503	1,080,737
4801,4899	Federal Forest Fees	157,804	130,000	125,000	120,000	115,000	-	115,000
3103	Common School	196,120	400,000	444,819	445,000	450,000	-	450,000
2101	County School	209,250	200,000	195,000	50,000	25,000	-	25,000
3104	State Timber	23,587	100,000	100,000	130,000	140,000	-	140,000
3101/3199	School Support Fund	30,942,140	31,791,963	31,702,011	32,604,755	35,951,402	20,410,488	15,540,914
	Adjustments to SSF Payments							
	Adj for Prior Year payments							-
	Adj for HC Disability Grant	-	-		-		-	-
	<b>Total SSF Formula</b>	<b>42,038,081</b>	<b>43,560,057</b>	<b>44,440,549</b>	<b>45,499,998</b>	<b>49,402,642</b>	<b>32,050,991</b>	<b>17,351,651</b>
1510	Interest on Investments	320,317	250,000	150,000	250,000	500,000	247,148	252,852
4200	Third Party billing	-	-	-	-	-	-	-
2210	TMR	212,376	210,000	210,000	210,000	210,000	145,294	64,706
4300	JROTC reimbursement	77,982	65,000	65,000	65,000	65,000	29,610	35,390
	Other							
1741	Outdoor School	-	-	-	-	-	-	-
1910	Rental Fees	1,582	7,500	5,000	-	1,000	311	690
1980	Fees Charged to Grants	14,915	50,000	108,266	110,000	110,000	-	110,000
1312, 1960, 1990,								
5300	Miscellaneous	304,781	250,000	255,000	470,500	152,000	88,502	63,498
1760	Club Fundraising	-	-	-	-	-	-	-
1411, 1993	Transportation Fees	4,538	-	-	-	72,500	7,850	64,650
1994	E-Rate reimbursement	-	80,000	-	-	-	20,472	(20,472)
5200	Interfund Transfer - Athletics	850,000	-	-	-	-	-	-
5400	Beginning Fund Balance	2,126,603	3,784,307	5,065,000	5,180,500	5,400,000	6,134,889	(734,889)
	<b>Total</b>	<b>45,951,175</b>	<b>48,256,864</b>	<b>50,298,816</b>	<b>51,785,998</b>	<b>55,913,142</b>	<b>38,725,067</b>	<b>17,188,075</b>