



# Jefferson School District 14J

## BOARD OF DIRECTORS' REGULAR MEETING

April 8, 2024 - Board Room & Live Streaming JSD Website/YouTube

5:30 PM – Regular Session

### Updated AGENDA

*"We will prepare all students to successfully navigate their transition to life beyond high school by providing qualified, rigorous instruction, providing a safe environment, and fostering a culture of student learning."*

**1. Call Meeting to Order/Flag Salute**

Chair Roe

**2. Roll Call**

Chair Roe

**3. Review/Adjust/Approve agenda & consent items**

Chair Roe

**4. Consent Agenda Items**

- a. Action Items from March 11 & 21, 2024.....Board Members  
*Information/Action Page(s) 6-8*
- b. Enrollment.....Board Members  
*Information Page(s) 9*
- c. Administrators Update.....Chris Sullivan, Scott Jantzi, Laura Pierce-Cummings, Katrina Womack  
*Information Page(s) 10-14*
- d. First Student Update.....Melody Rossiter  
*Information Page(s) 15*
- e. Personnel Recommendations.....Board Members  
*Information/Action Page(s) 16*
- f. Policy Updates.....Board Members  
*Information/Action Page(s) 17-46*

BD/BDA - Board Meetings: remove all brackets in policy and keep suggested revisions.  
 BDC – Executive Sessions: remove all brackets in policy and keep suggested revision.  
 EFA – Local Wellness: Pg 1. Remove all brackets. Pg 2 remove all brackets, strike superintendent. Pg 3 remove all brackets.  
 Pg 4 remove all brackets, under Nutrition Promotion and Nutrition Education remove 1<sup>st</sup> paragraph, remove items 1, 3, 4.  
 LBE – Public Charter School: Do not adopt policy.  
 LBEA – Resident Student Denial for Virtual Public Charter School Attendance:  
 KL – Public Complaints: Pg 1 - para 1 remove all brackets; para 3 remove all brackets and remove bracketed principal; para 5, remove paragraph; para 6 remove all brackets. Pg 2 - para 1 remove brackets; para 2 remove brackets; para 3 remove bracket; para 4 remove all brackets and remove district counsel; para 5 remove brackets; para 6 remove bracket. Pg 3 - remove all language on the page starting with the bracket in para 1.  
 KL – AR (1) Public Complaints Procedure: Header, remove brackets around (1); Pg 1 - para 1 remove all brackets; Remove Supervisor in Step One; para 2 remove all brackets and supervisor; para 3 remove all brackets and supervisor; para 4 remove brackets; para 5 remove bracket; footnote 2, remove brackets. Pg 2 - para 2 remove bracket; para 4 remove bracket; para 6 remove bracket; para 7 remove brackets; para 8 remove brackets; footnote 3 remove brackets. Pg 3 - para 1 remove bracket; para 2 remove brackets and district counsel; para 3&4 remove suggested verbiage; footnote 6 remove. Pg 4, remove brackets around header and add Jefferson School District.

**5. Spotlight on Education**

- a. Celebration of Jefferson Sports.....Doug Naugle, Laura Pierce-Cummings, Scott Jantzi, JSD Students  
*Information Page(s) 47-72*

**6. Reports**

- a. Financial Report.....Hattie Truett  
*Information Page(s) 73-90*
- b. Superintendent Update.....Brad Capener  
*Information Page(s) 91*

**7. Comments from the Audience**

**8. New Business**

- a. Teacher Appreciation Week Resolution 24.04.001.....Board Members  
Information/Action **Page(s) 92**
- b. **Parent Survey Data**.....Becca Mallery  
Information **Page(s) 93-101**
- c. **Policy KGBB - Firearms Prohibited Discussion**.....Board Members  
Information **Page(s) 102**
- d. **Superintendent Goal Setting**.....Brad Capener & Board Members  
Information **Page(s) 103**

**9. Submitted Public Comments**.....Board Chair

*The Jefferson School District Board accepts public comments via email submission.  
If you would like to submit a comment, please email it and any supporting documents you may have to  
[Jennifer.Oertel@jefferson.k12.or.us](mailto:Jennifer.Oertel@jefferson.k12.or.us) by 1:00 p.m. on the day of the board meeting. You can also submit comments during a  
board meeting by clicking this link <https://www.jefferson14j.com/live-meetings-and-events> and clicking on "Public Comment".  
Comments will be sent to the JSD Board prior to their meeting and may or may not be read at the board meeting*

**10. Old Business**

**11. Board Comments**

- a. General.....Board Members

**12. Adjourn**

*Board Chair*

**Upcoming Meeting(s):**

**OSEA/JSD Bargaining Mtg**  
April 11, 2024  
4:00pm  
JSD Board Room

**OSEA/JSD Bargaining Mtg**  
April 22, 2024  
4:00pm  
JSD Board Room

**Regular Monthly – JSD Board Mtg**  
May 13, 2024  
5:30pm  
JSD Board Room



## 2023-2024 Board of Directors

Position 1:

Teresa Mitchell, Director  
Term Expires: 6.30.2027

Position 2:

Terry Kamlade, Director  
Term Expires: 6.30.2025

Position 3:

Carole Vickery, Director  
Term Expires: 6.30.2027

Position 4:

Fred Sondermayer, Vice Chair  
Term Expires: 6.30.2025

Position 5:

Tracy Roe, Chair  
Term Expires: 6.30.2025

## 2023-2024 Subcommittee / Representation

Finance Subcommittee (2):

Teri Mitchell  
Carole Vickery

Bargaining Subcommittee (2):

Fred Sondermayer  
Terry Kamlade

Willamette ESD Budget Representation (1):

Terry Kamlade

Policy Subcommittee (2):

Tracy Roe  
Carole Vickery

### Strategic Pillars:

- Together, the Jefferson Community, and the Jefferson School District will prioritize funding to provide sufficient staffing, appropriate curriculum, and key programs that will equip our students to succeed.
- Jefferson School District will improve community engagement by focusing on creating purposeful, authentic parent involvement through a shared culture where everyone feels welcomed, respected and appreciated.
- Students will be encouraged to reach their goals using methods that include discovery, self-awareness, self-advocacy, credible choices, and learning collaboration.
- In preparation for their future, students are encouraged to be present and engaged in our safe, welcoming environment as they learn to set goals and adapt to discover their passion.



## **PUBLIC PARTICIPATION AT BOARD MEETINGS**

During each regularly scheduled meeting of the Jefferson School District Board, the agenda will include an item titled “Comments from the Audience.” It is during this portion of the agenda that the public can comment. If requesting to speak, when called on, comments should be limited to three (3) minutes.

Public participation is a time for the Board to listen, not a time for in-depth discussion or to respond to questions, as the Board needs adequate time to process the information received to ensure proper steps are taken going forward. The Board may direct questions to administrative staff to respond to after the meeting.

The Jefferson School District Board accepts public comments also via email submission. If you would like to submit a comment, please email it and any supporting documents you may have to [Jennifer.Oertel@jefferson.k12.or.us](mailto:Jennifer.Oertel@jefferson.k12.or.us) by 1:00 p.m. on the day of the board meeting. Submitted comments will be emailed to the Board prior to their meeting and may or may not be read at the Board Meeting. You can also submit comments during a board meeting by clicking on the following link <https://www.jefferson14j.com/live-meetings-and-events> and then selecting “Public Comment.” Comments submitted by the same timeline regarding the 2023-24 Jefferson School District Budget will be read into the record.

As a reminder, the Board cannot review complaints about specific personnel during an open meeting. If a patron has a specific complaint against personnel, please review and follow the process as outlined in Board Policy [KL](#).

The meeting will be live streamed on our website and You Tube, with a link on Facebook. Here is the [link](#) to view the meeting: <https://www.jefferson14j.com/live-meetings-and-events>

If you have any additional questions, please contact [Jennifer.Oertel@jefferson.k12.or.us](mailto:Jennifer.Oertel@jefferson.k12.or.us) and thank you for taking an interest in the Jefferson School District.



## **The Jefferson School Board 14J 2023-2024 Board Goals**

1. The school board members will plan and participate in at least 4 school board work sessions annually.
2. The school board members will visit another district's board meeting.
3. The school board will use collaborative processes with the community and district that result in well-informed problem solving and decision making.
4. The school board will work to improve transparency and communication.

**JSD Work Sessions to date:**

2/12/24 Superintendent Evaluation

3/4/24 Superintendent Evaluation



# Jefferson School District

## BOARD OF DIRECTORS': *Action Summary*

March 11, 2024 – Board Room  
5:30 PM – Regular Public Session

### Board Attendance:

- Tracy Roe, Chair
- Fred Sondermayer, Vice Chair
- Terry Kamlade
- Teresa Mitchell
- Carole Vickery

### Administration:

- Brad Capener, Superintendent
- Hattie Truett, Business Manager
- Jennifer Wollersheim, Board Secretary

### JHS Student Representative

- Chloe Roth

**Public Session Opened:** 5:30 PM

**Adjourned to Executive Session:** 6:25pm

**Return to Regular Session:** 6:30

**Returned to Executive Session:** 6:35pm

**Returned to Regular Session:** 7:47pm

**Chair Roe held roll call: All present**

- The Board:
  - I move to accept the agenda and consent items as presented with the following change: move item 4. Executive Session to item 9a before 10. New Business. Director Kamlade motioned, and Director Mitchell second the motion, the motion passed with the following votes.
 

Yes Vote:	Opposed Vote:
Chair Roe	Abstention Vote:
Vice Chair Sondermayer	
Director Mitchell	
Director Vickery	
Director Kamlade	
  - I move to accept the 1<sup>st</sup> draft of the 2024-2025 Jefferson School District Calendar as presented. Director Vickery motioned, and Director Kamlade second the motion, the motion passed with the following votes.
 

Yes Vote:	Opposed Vote:
Chair Roe	Abstention Vote:
Vice Chair Sondermayer	
Director Mitchell	
Director Vickery	
Director Kamlade	
  - I move to approve giving the Superintendent authorization to proceed with a reduction in force in accordance with the terms outlined in Article 20 of the licensed collective bargaining agreement. Director Kamlade motioned, and Vice Chair Sondermayer second the motion, the motion passed with the following votes.

- |                   |                                      |
|-------------------|--------------------------------------|
| Yes Vote:         | Opposed Vote: Vice Chair Sondermayer |
| Chair Roe         | Abstention Vote:                     |
| Director Mitchell |                                      |
| Director Vickery  |                                      |
| Director Kamlade  |                                      |

- o I move to approve the Superintendent Evaluation for Brad Capener for the 2023-2024 school year. Vice Chair Sondermayer motioned, Director Kamlade second the motion, the motion passed with the following votes.

Yes Vote: Chair Roe  
Vice Chair Sondermayer  
Director Mitchell  
Director Vickery  
Director Kamlade

Opposed Vote:  
Abstention Vote:

**Adjourn meeting: 8:17pm**



**Jefferson School District**  
**BOARD OF DIRECTORS': Action Summary**  
*March 21, 2024 – Board Room*  
*6:00 PM – Regular Public Session*

**Board Attendance:**

- Tracy Roe, Chair
- Fred Sondermayer, Vice Chair
- Terry Kamlade
- Teresa Mitchell
- Carole Vickery

**Administration:**

- Brad Capener, Superintendent
- Hattie Truett, Business Manager
- Jennifer Wollersheim, Board Secretary

**JHS Student Representative**

- Chloe Roth

**Regular Session Opened:** 6:02PM

**Recess:** 7:20PM

**Returned to Regular Session:** 7:48PM

**Chair Roe held roll call: All present**

- The Board:
  - I move to accept the agenda and consent items as presented with the following change: add 3 (a) Superintendent Capener remarks on public comments. Director Kamlade motioned, and Vice Chair Sondermayer second the motion, the motion passed with the following votes.

Yes Vote: Chair Roe  
 Vice Chair Sondermayer  
 Director Mitchell  
 Director Vickery  
 Director Kamlade

Opposed Vote:  
 Abstention Vote:

- I move to renew Superintendent Brad Capener's contract expiring July 1, 2027. Director Kamlade motioned, Director Vickery second the motion, the motion dies with the following votes.

Yes Vote: Chair Roe  
 Director Kamlade

Opposed Vote: Vice Chair Sondermayer  
 Director Vickery

Abstention Vote: Director Mitchell

- I move to not renew Superintendent Brad Capener's contract. Vice Chair Sondermayer motioned, Director Vickery second the motion, the motion passed with the following votes.

Yes Vote: Vice Chair Sondermayer  
 Director Mitchell  
 Director Vickery

Opposed Vote: Chair Roe  
 Director Kamlade

Abstention Vote:

**Adjourn meeting: 8:15pm**





Jefferson School District 14J  
**BOARD OF DIRECTORS' REGULAR MEETING**  
 April 8, 2024 - Board Room  
 5:30 PM – Regular Public Session

**District Enrollment by Grade Level as of March 31, 2024**  
**2020-21 2021-22 2022-23 2023-24**

District Enrollment by Grade Level  
 2020-21, 2021-22, 2022-23, 2023-24

GRADE	S-20	S-21	S-22	S-23	O-20	O-21	O22	O23	N-20	N-21	N-22	N-23	D-20	D-21	D-22	D-23	J-21	J-22	J-23	J-24	F-21	F-22	F-23	F-24	M-21	M-22	M-23	M-24	A-21	A-22	A-23	M-21	M-22	M-23	J-21	J-22	J-23
K	51	52	57	42	51	50	59	42	50	50	59	39	49	53	58	38	48	52	56	38	47	50	56	38	50	49	55	36	49	50	55	50	50	56	46	49	55
1	46	52	54	49	47	48	53	50	46	49	51	50	46	49	51	50	47	49	50	51	49	47	50	51	51	45	50	51	49	48	50	49	50	52	49	49	51
2	61	51	49	49	60	54	48	53	59	55	48	52	59	56	47	52	58	55	47	53	57	56	48	54	58	57	48	52	61	58	47	63	58	47	64	58	47
3	54	65	59	45	54	67	58	45	54	67	56	46	52	65	54	46	52	65	54	45	51	64	54	46	52	65	54	46	55	65	54	56	64	54	56	65	53
4	67	54	66	51	66	52	66	51	65	53	66	50	64	51	67	52	62	49	68	52	62	49	69	53	63	48	67	51	67	48	67	67	46	67	67	46	66
5	57	66	50	62	55	67	51	64	55	67	49	63	54	67	49	63	55	66	49	64	56	67	50	64	57	67	50	61	55	67	50	57	66	49	57	66	49
6	58	63	64	57	60	63	65	58	60	62	65	57	60	64	65	58	63	63	65	55	62	61	67	55	65	59	68	54	66	61	66	68	60	66	68	60	66
7	65	64	59	67	63	65	59	68	63	65	59	68	63	64	59	67	64	62	57	67	63	62	57	68	64	61	57	68	64	63	57	64	63	58	64	51	58
8	72	67	67	56	71	66	68	58	70	64	66	57	70	63	66	54	68	64	65	57	69	63	67	56	71	61	66	56	72	62	67	73	62	68	73	59	67
9	71	77	62	64	71	74	61	64	69	74	57	64	70	71	58	63	69	70	57	67	69	68	57	63	70	68	56	62	70	70	51	70	67	51	71	68	50
10	64	69	64	54	65	67	68	55	66	66	65	55	66	67	65	57	66	67	66	54	67	67	66	52	65	65	65	51	64	65	65	65	65	65	65	66	65
11	60	64	58	63	59	62	60	63	58	62	55	63	58	63	53	58	59	62	52	63	59	59	52	63	57	59	53	63	57	60	53	57	57	53	56	57	53
12	61	63	57	57	61	59	58	57	62	58	56	56	62	58	56	67	62	56	57	55	62	56	53	54	61	56	51	53	61	58	50	61	57	50	61	53	49
<b>TOTAL</b>	<b>787</b>	<b>807</b>	<b>766</b>	<b>716</b>	<b>783</b>	<b>794</b>	<b>774</b>	<b>728</b>	<b>777</b>	<b>792</b>	<b>752</b>	<b>720</b>	<b>773</b>	<b>791</b>	<b>748</b>	<b>725</b>	<b>773</b>	<b>780</b>	<b>743</b>	<b>721</b>	<b>773</b>	<b>769</b>	<b>746</b>	<b>717</b>	<b>784</b>	<b>760</b>	<b>740</b>	<b>704</b>	<b>790</b>	<b>775</b>	<b>732</b>	<b>800</b>	<b>765</b>	<b>736</b>	<b>798</b>	<b>757</b>	<b>729</b>

As of March 31, 2024 ADM: 704.74



**Jefferson Elementary School**

615 N. 2<sup>nd</sup> Street

Jefferson, OR 97352

541.327.3337 - phone

541.327.1216 – fax

**Building Administrators Update – Elementary School: March 2024**

<b>Current Enrollment by Grade</b>	
Kindergarten	36
1 <sup>st</sup>	51
2 <sup>nd</sup>	51
3 <sup>rd</sup>	46
4 <sup>th</sup>	50
5 <sup>th</sup>	61
Unassigned	

**295 –**

Average Daily Membership: 296.71

Average Daily Attendance: 245.61

**Rate 82.78%**

**Kids Heart Challenge**

JES PE Teacher Jamie McCaffrey led our school in raising \$1,012.27 for the American Heart Association’s Kids Heart Challenge. This support and participation in the Kids Heart Challenge makes a tremendous impact in helping millions of Americans through increased awareness of cardiovascular disease, lifesaving scientific research and critically needed education efforts. Thank you, Mr. McCaffrey for your caring and leadership.

**Classified Week**

Teachers Sara Withee, Shauna McElroy, and Melissa Palma organized an amazing week of food and fun for our very appreciated classified staff. The JES classified staff stand out for their adaptability, hard work, humor, and kindness. As the backbone of our school, students could not learn without the efforts of these amazing folks. Thank you food service, office staff, and instructional assistants for everything you do.

**Contact:**

Chris Sullivan, Principal

Jefferson Elementary School

541-327-3337 ext. 1650



## Jefferson Middle School

2180 Talbot Rd SE

Jefferson, OR 97352

541.327.3337 - phone

541.327.7919 - fax

### **Building Administrators Update – Middle School: March, 2023**

#### **March Events**

March 12th at 6:30 PM - Spring Concert in the JMS Gym for Bands and Choir

March 15th - March Lion's Pride Assembly

March 20th and 21st - Spring Conferences

March 25th - 29th - No School - Spring Break

#### **Upcoming in April:**

April 4th - 8th Grade "Take-Over" - 8th Graders job shadow a JMS staff member for the day.

April 5th - 8th Grade Social Studies trip to Fort Clatsop

April 12th - No School - Quarter 3 Grading Day

April 23rd - Intermediate Band Competition

April 25th - Choir Competition

#### **JMS Student Counts:**

6th = 54 Students

7th = 68 Students

8th = 56 Students

178 Total Students

#### **Contact:**

Scott Jantzi, Principal

Jefferson Middle School

541-327-3337 ext. 1550



## Jefferson High School

2200 Talbot Rd SE  
Jefferson, OR 97352  
541.327.3337 - phone  
541.327.1867 - fax

### Jefferson High School Board Report, April 2024

<b>Enrollment Total:</b>	<b>226</b>
Freshmen:	61
Sophomores:	51
Juniors:	63
Seniors:	51

**Total staff members including coaches: 40**

**Family and Student Connections: March was a short month but there were several great experiences for our students.**

- Rick Martin led our ag students in a variety of activities. Students decorated our commons for our Sadie Hawkins dance. The wall mural, haystacks and lighting were beautiful! Also, fifteen Jefferson FFA students attended the State FFA Convention in Redmond, Oregon. Three of our students earned their State FFA Degrees. Congratulations to Ryan Davis, Lilly Tegner and Trevor Withee! The Jefferson FFA/AG students are now preparing for the Oregon AG Fest (April 27 & 28) sheep shearing demonstrations that occur every 1/2 hour at the event. Also, FFA Spring Plant Sale hanging flower baskets and metal garden art (May 3rd-4th).
- JHS was awarded a grant from Oregon GearUp which is part of Oregon Goes To College which supports students in all that is needed for applying to college, including understanding financial aid and scholarship opportunities. During conferences we had information and support available for students who are applying for post-secondary education. Each student who stopped by our table, earned a prize, added to our Oregon Goes to College board and entered a raffle to earn a \$200 or \$250 scholarship. We had 4 seniors earn scholarships.
- Jefferson High School's Hope Squad is having a great first year. Our student members recently took charge of putting on Hope Week. From March 11-15, students made it their mission to spread hope, positivity, and suicide prevention awareness. They designed posters and banners to hang all around the school with positive messages about mental health, and ran a lunch table where they gave other students an opportunity to send free "Hope Grams" to one another. They came up with spirit days like "Peace, Love, and Kindness Day" and delivered morning announcements in the spirit of each day. They also planned and presented a schoolwide assembly educating their peers on how to recognize suicide warning signs. We currently have 13 members representing all grade levels, and every member at every level worked together to make Hope Week possible. We're looking forward to starting our recruitment process this month so we can continue to grow our Squad next year.

#### **Community Connection**

- We have been collaborating with the Jefferson Chamber of Commerce. The Chamber was awarded a grant and is hosting a Trade and Entrepreneurship Fair for both our students and the community. Our students in grades 10-12 will be able to meet with organizations and businesses to learn about future employment and volunteer opportunities on April 19th.

## **Athletics:**

The softball team had a successful trip to the Seaside Tournament over spring break. They won all 3 of their games and enjoyed a one-night stay in Seaside. Their record is now 5-2 with a 5 game winning streak as they enter league play in the toughest softball conference in 3A. They will start April off with 4 games in the first week and then play 2-3 games per week until May 10 when the regular season ends.

The track team started their season off with a purple vs. white practice meet and then an icebreaker meet with Santiam and Regis at Regis. They will begin league meets on 4/4 @ Amity, 4/11 at Taft, and then we will host our meet at Scio on 4/18. We will finish up the league meet schedule by going to Sheridan on 4/25, with the district meet taking place at Amity on 5/10 & 5/11. The total number out for track is 55 at this point with about 75% of those showing up on a daily basis for practice.

The JHS Booster club would like to invite everyone to the **JHS Booster Club Auction** on Saturday May 18 at River Bell Farm in Jefferson. Doors will open at 5pm. We are getting the timing down for the silent and oral auctions but there will be a catered meal and great fun for all that attend. All of the proceeds will go to our athletic programs. We hope you will attend as it will be a night you don't want to miss!

Doug Naugle  
Athletic Director  
541-327-3337 ext. 1256

Laura Pierce-Cummings  
Principal  
Jefferson High School  
541-327-3337 ext. 1249



## Jefferson School District 14J

1328 N 2<sup>nd</sup> Street  
Jefferson, OR 97352  
541.327.3337 - phone  
541.327.2960 - fax

### **Building Administrators Update – Student Services / Special Education: March 2024**

#### **Special Education:**

Current number of students identified under IDEA: 113  
Mandt training is ongoing.

#### **504:**

Current number of students identified under Section 504: 29

#### **McKinney Vento:**

Current number of students: 31

#### **Contact:**

Katrina Womack, Student Services Director  
Jefferson School District  
541-327-3337 ext. 1045

### Routes and Assignments

All 11 routes have assigned drivers and we have a few sub drivers.

### Accidents and Breakdowns

We have not had any accidents or breakdowns in March.

### Arrivals and Student counts

Buses arrived on time and counts are below:

- a. Route 1 – AM 21; PM 28
- b. Route 2 – AM 20; PM 18
- c. Route 3 – AM 36; PM 30
- d. Route 4 – AM 32; PM 41 (intown route, makes 2 rounds)
- e. Route 5 – AM 19; PM 21
- f. Route 6 – AM 37; PM 53 (intown route, makes 2 rounds)
- g. Route 7 – AM 25; PM 23
- h. Route 8 – AM 27; PM 40
- i. Route 9 – AM 54; PM 59 (intown route, makes 2 rounds)
- j. Willamette Career Academy – AM 12; PM 12
- k. Route 20 – AM 12; PM 12 (Special Ed bus)
- l. Route 18 – AM 3; PM 1 (Special Ed bus)

### Items of interest

- *We are still looking for those who will join our team of drivers. We are now offering a \$2500. sign on bonus for to qualified applicants and \$2500.to current drivers who refer an applicant that is hired.*
- *I am still a proud boss when it comes to my drivers and their performance on the Mobile Manager – Their scores on Speeding, Idling, Rapid Accel and Hard Brake is AWESOME! We have a great team of drivers.*

*Thank you for letting us serve the Jefferson School District,*

Melody Rossiter  
Location Manager



## **Personnel Recommendation: April 2024**

### **New Employee(s):**

Employee	Position	Location
None to report at this time.		

*The Administration would like to make the board aware of other personnel changes.*

### **Employee Position Changes:**

Employee	Position	Location
None to report at this time.		

### **Employee Resignation(s):**

Employee	Position	Location
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# OSBA Model Sample Policy

Code: BD/BDA

Adopted:

## Board Meetings

{Optional policy. School boards must follow public meeting law regardless of whether the board adopts this policy. This policy reflects public meeting law as amended by House Bill 2805 (2023).}

The Board has the authority to act only when a quorum is present at a duly called regular, special or emergency meeting. “Meeting” means the convening<sup>1</sup> of a quorum of the Board as the district’s governing body to make a decision<sup>2</sup> or to deliberate<sup>3</sup> toward a decision on any matter. This includes meeting for the purpose of gathering information to serve as the basis for a subsequent decision or recommendation by the Board ~~governing body~~, i.e. a work session. “Meeting” does not include any on-site inspection of any project or program the attendance of members of the Board at any national, regional or state association to which the Board or its members belong.

The affirmative vote of the majority of members of the Board is required to transact any business.

All regular, special and emergency meetings of the Board will be open to the public except as provided by law. Access to and the ability to attend all meetings (excluding executive sessions) by telephone, video or other electronic or virtual means will be made available when reasonably possible. All meetings will be conducted in compliance with state and federal statutes. For information how to give or submit public comment it is outlined in Board policy BDDH - Public Comment at Board Meetings<sup>4</sup> and/or posted on the district’s website.

All Board meetings, including Board retreats and work sessions, will be held within district boundaries, except as allowed by law<sup>5</sup>. The Board may attend training sessions outside the district boundaries but cannot deliberate or discuss district business. No meeting will be held at any place where discrimination

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<sup>1</sup> “Convening” means: (a) Gathering in a physical location; (b) Using electronic, video or telephonic technology to be able to communicate contemporaneously among participants; (c) Using serial electronic written communications among participants; or (d) Using an intermediary to communicate among participants.

<sup>2</sup> “Decision” means any determination, action, vote or final disposition upon a motion, proposal, resolution, order, ordinance or measure on which a vote of a governing body is required, at any meeting at which a quorum is present.

<sup>3</sup> “Deliberation” means discussion or communication that is part of a decision-making process.

<sup>4</sup> When telephone or other electronic means of communication is used during a meeting open to the public, the Board shall make at least one place available to the public where, or at least one electronic means by which, the public can listen during the meeting. At all meetings of the Board open to the public, the public will be provided an opportunity, to the extent reasonably possible, to access and attend the meeting by telephone, video or other electronic or virtual means. If in-person oral testimony (or public comment) is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit oral testimony during the meeting, at the designated portion of the agenda, by telephone, video or other electronic or other means. If in-person written testimony is allowed, the public will be provided, to the extent reasonably possible, an opportunity to submit written testimony including by email or other electronic means, so that the Board is able to consider the submitted testimony in a timely manner.

<sup>5</sup> ORS 192.630(4). Meetings of the governing body of a public body shall be held within the geographic boundaries over which the public body has jurisdiction, or at the administrative headquarters of the public body or at the other nearest practical location. Training sessions may be held outside the jurisdiction if no deliberations toward a decision are involved.

on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, age or national origin is practiced.

The Board will give public notice reasonably calculated to give actual notice to interested persons, including the news media which have requested notice ~~ose with disabilities~~, of the time and place for all Board meetings and of the principal subjects to be considered. The Board may consider additional subjects at a meeting, even if they ~~were~~ are not included in the notice.

If requested to do so at least 48 hours before a meeting held in public, the Board shall make a good faith effort to provide an interpreter for hearing-impaired persons. If the meeting is being held upon less than 48 hours' notice and a request for an interpreter is made, the Board shall make a reasonable effort to have an interpreter present. Other appropriate auxiliary aids and services will be provided upon request and appropriate advance notice.

If requested to do so at least 72 hours before a meeting held in public, the Board will make a reasonable effort to provide translation services. {<sup>6</sup>}

All meetings held in public shall comply with the Oregon Indoor Clean Air Act.

The possession of dangerous or deadly weapons and firearms, as defined in law and Board policy, is prohibited on district property.

#### 1. Regular, Special and Emergency Meetings

Generally, a regular Board meeting will be held each month. The regular meeting schedule will be established at the annual organizational meeting and may be changed by the Board with proper notice. The purpose of each regular monthly meeting will be to conduct the regular Board business.

No later than the next regular meeting following July 1, the Board will hold the annual organizational meeting to elect Board officers for the coming year and to establish the year's schedule of Board meetings. In Board election years (odd numbered years), the first meeting will be held no later than July 31.

Special meetings can be convened by the Board chair, upon request of three Board members, or by common consent of the Board at any time to discuss any topic. A special meeting may ~~also~~ be scheduled if less than a quorum is present at a meeting, ~~or~~ additional business still needs to be conducted at the ending time of a meeting, conducting business prior to the next regular meeting would be advantageous to the district or other reasons. At least 24 hours' notice must be provided to all Board members, the news media, which have requested notice, and the general public for any special meeting.

Emergency meetings can be called by the Board in the case of an actual emergency upon appropriate notice under the circumstances. The minutes of the emergency meeting must describe the emergency. Only topics necessitated by the emergency may be discussed or acted upon at the emergency meeting.

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{<sup>6</sup> Districts are encouraged to evaluate translation needs and resources prior to adding this language. A district may decide that translating the agenda, minutes or other documents, or public comment is sufficient.}

## 2. Communications Outside of Board Meetings

Communications, to, by and among a quorum of Board members outside of a legally called Board meeting, in their capacity as Board members, shall not be used for the purpose of discussing district business. This includes electronic, video or telephonic communications, serial electronic communications among participants and using an intermediary to communicate among participants. Such ~~Electronic~~ communications among Board members shall be limited to messages not involving deliberation, debate, decision-making or gathering of information on which to deliberate.

~~Electronic communications may contain:~~ Communications outside of a Board meeting may contain:

a. Communications to, between or among members of a governing body that are:

- (1) Purely factual or educational in nature and that convey no deliberation or decision on any matter that might reasonably come before the Board (including agendas and information concerning agenda items);
- (2) Not related to any matter that, at any time, could reasonably be foreseen to come before the Board for deliberation and decision; or
- (3) Nonsubstantive in nature, such as communication relating to scheduling, leaves of absence and other similar matters; or

~~b. Agenda item suggestions;~~

~~c. Reminders regarding meeting times, dates and places;~~

~~d. Board meeting agendas or information concerning agenda items;~~

~~e. One-way information from Board members or the superintendent to each Board member (e.g., an article on student achievement or to share a report on district progress on goals);~~

~~f.b.~~ Individual responses to questions posed by community members, subject to other limitations in Board policy.

E-mails sent to other Board members will have the following notice:

*Important: Please do not reply or forward this communication if this communication constitutes a decision or deliberation toward a decision between and among a quorum of a governing body which could be considered a public meeting. Electronic communications on district business are governed by public meetings law.*

## 3. Private or Social Meetings

Private or social meetings of a quorum of the Board for the purpose of making a decision or to deliberate toward a decision on any matter are prohibited by public meetings law.

## 4. Work Sessions

The Board may use regular or special meetings for the purpose of conducting work sessions to provide its members with opportunities for planning and thoughtful discussion. Work sessions will be conducted in accordance with state law on public meetings, including notice and minutes. The Board ~~may make~~ is discouraged from making official decisions during a work session. Generally, Boards do not take official action during work sessions, although there is no legal prohibition to do so.

## 5. Executive Sessions

Executive sessions may be held as an agenda item during regular, special or emergency meetings for a reason permitted by law. (See Board policy BDC - Executive Sessions)

Complaints regarding public meetings laws can be filed with the Board in accordance with Board Policy KL – Public Complaints. The Board will respond and provide a copy of the complaint and response to the Oregon Government Ethics Commission within 21 days in accordance with state law.<sup>7</sup>

### <sup>8</sup> **Mandatory Training**

Every member of the Board shall attend or view a training on public meetings law prepared or approved by the Oregon Government Ethics Commission (OGEC) at least once during the Board member’s term of office and shall verify attendance in accordance with OGEC procedures.

END OF POLICY

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#### Legal Reference(s):

~~ORS 174.100~~

~~ORS 174.104~~

~~ORS Chapter 192~~

~~ORS Chapter 193~~

~~ORS 255.335~~

~~ORS 332.040 - 332.061~~

[ORS 433.835 - 433.875](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2018); 29 C.F.R. Part 1630 (2020); 28 C.F.R. Part 35 (2020).

Americans with Disabilities Act Amendments Act of 2008, 42 U.S.C. §§ 12101-12133 (2018).

OR. ATTY. GEN. Public Records and Meetings Manual.

[House Bill 2805 \(2023\)](#).

~~Oregon House Bill 2560 (2021)~~.

~~Oregon House Bill 3041 (2021)~~.

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<sup>7</sup> See House Bill 2805 (2023) Section 5(2) for requirements of the response.

<sup>8</sup> {This is required for Board members in districts with total expenditures for a fiscal year of \$1 million or more. This number will be reviewed by OGEC at least once every five years. If the district has total expenditures of less than \$1 million, this language can be kept, but “shall” should be replaced with “is encouraged to.”}

# OSBA Model Sample Policy

Code: BDC

Adopted:

## Executive Sessions

{Optional policy. School boards can only meet in executive session when statute allows. This policy can be a helpful resource for Board members in determining whether executive session can be used.}

The Board may meet in executive session to discuss subjects allowed by statute but may not take final action except for the expulsion of a student and matters pertaining to or examination of the confidential records of the student.

An executive session may be included as an agenda item of an existing meeting ~~in accordance with Board policy BDDC - Board Meeting Agenda~~ or held as its own meeting. Proper notice is required.

If open session is held prior to the executive session, ~~convened by order of the Board chair, upon request of three Board members or by common consent of the Board for a purpose authorized under Oregon Revised Statute (ORS) 192.660 during a regular, special or emergency meeting.~~ The presiding officer will announce the executive session by identifying the authorization under Oregon Revised Statute (ORS) 192.660 or ORS 332.061 for holding such session and by noting the subject of the executive session.

The Board may hold an executive session:

1. To consider the employment of a public officer, employee, staff member or individual agent.<sup>1</sup> (ORS 192.660(2)(a))
2. To consider the dismissal or disciplining of, or to hear complaints or charges brought against, a public officer<sup>2</sup>, employee, staff member or individual agent who does not request an open hearing. (ORS 192.660(2)(b))
3. To conduct deliberations with persons designated by the governing body to carry on labor negotiations. (ORS 192.660(2)(d))
4. To conduct deliberations with persons designated by the governing body to negotiate real property transactions. (ORS 192.660(2)(e))
5. To consider information or records that are exempt by law from public inspection. (ORS 192.660(2)(f))

<sup>1</sup> This provision does not apply to the filling of a vacancy in elective office or on any public committee, commission or other advisory group; or for the consideration of general employment policies. Prior to holding an executive session under ORS 192.660(2)(a), the Board must ensure

- a. The vacancy has been advertised;
- b. Regular hiring procedures have been adopted;
- c. If hiring an officer, the public has had the opportunity to comment on the employment of the officer; and
- d. If hiring a chief executive officer, the Board has adopted hiring standards, criteria and policy directives in meetings open to the public in which the public has had the opportunity to comment on the standards, criteria and policy directives.

<sup>2</sup> To determine whether the individual involved is considered a public officer, consult with legal counsel.

6. To consult with counsel concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660(2)(h))
7. To review and evaluate the employment-related performance of the chief executive officer of any public body, a public officer, employee or staff member who does not request an open hearing. (ORS 192.660(2)(i))
8. To consider matters relating to school safety or a plan that responds to safety threats made toward a school. (ORS 192.660(2)(k))
9. To consider matters relating to the safety of the governing body and of public body staff and volunteers and the security of public body facilities and meeting spaces. (ORS 192.660(2)(o))
10. To consider matters relating to cyber security infrastructure and responses to cyber security threats. (ORS 192.660(2)(p))
11. To review the expulsion of a minor student from a public elementary or secondary school. (ORS 332.061(1)(a))
12. To review/discuss matters pertaining to or examination of the confidential records of a student. (ORS 332.061(1)(b))

Members of the press may attend executive sessions except those matters pertaining to:

1. Deliberations with persons designated by the Board to carry on labor negotiations;
2. Hearings on the expulsion of a minor student or examination of the confidential records of a student; and
3. Current litigation or litigation likely to be filed if the member of the news media is a party to the litigation or is an employee, agent or contractor of a news media organization that is a party to the litigation.

If an executive session is held pursuant to ORS 332.061, the following shall not be made public: the name of the minor student; the issue, including the student's confidential records; the discussion; and each Board member's vote on the issue.

Minutes shall be kept for all executive sessions.

Content discussed in executive sessions is confidential except as provided by law. Board members and the media are instructed not to disclose information obtained in executive session except when specifically authorized to do so or as required by law.

END OF POLICY

**Legal Reference(s):**

[ORS 192.660](#)

[ORS 332.045](#)

[ORS 332.061](#)

OR. ATTY. GEN. Public Records and Meetings Manual.

Oregon Government Ethics Commission, [Staff Advisory Opinion](#) No. 22-106S

[House Bill 2806](#) (2023)

# OSBA Model Sample Policy

Code: EFA

Adopted:

## Local Wellness

{Required. Title 7 C.F.R. 210.31(a) requires local education agencies to “establish a local school wellness policy for all schools participating in the National School Lunch Program and/or School Breakfast Program...”. The law describes the policy as “a written plan that includes” various components intended to improve student wellness. This policy is designed to meet the requirements for a wellness policy and provide the framework for the district’s plan. Previously these requirements were split between the policy and an administrative regulation (AR). All required and/or related content is now included in the model policy, therefore OSBA recommends deleting the AR if the district previously included it in the board’s policy manual. Districts should consult with stakeholders in the process of adoption and incorporate language that meets the unique needs of the district.}

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 district superintendent or designee shall establish a Wellness Advisory Committee to advise the district in the development, review and update of the local wellness policy.}

## POLICY IMPLEMENTATION, MONITORING, ACCOUNTABILITY AND COMMUNITY ENGAGEMENT

### Implementation

The district shall manage and coordinate the implementation of this local wellness policy.

Implementation will consist of, but not be limited to, the following:

1. Delineating roles, responsibilities, actions and timelines specific to each school;
2. Generating and disseminating information about who will be responsible to make what change, by how much, where and when;
3. Establishing standards for all foods and beverages provided (but not sold) to students during the school day on participating school campuses;
4. Establishing standards and nutrition guidelines for all foods and beverages sold to students during the school day on participating school campuses that meet state and federal nutrition standards for NSLP and SBP, competitive foods, permit marketing of same that meets the competitive food nutrition standards, and promotes student health and reduces child obesity; and



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

The Board designates the superintendent principal(s) to be responsible for ensuring each school meets the goals outlined and complies with this policy.

### Record Keeping

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

1. The written local wellness policy;
2. Documentation to demonstrate 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 participates 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. Documentation of the district's most recent assessment on the implementation of the local wellness policy;
6. Documentation to demonstrate the most recent assessment on the implementation of the local wellness policy has been made available to the public.

### Notification of Policy

The district will inform the public about the content and implementation of the local wellness policy, and post the policy and any updates to the policy on the district website annually. Included will be, if available, the most recent assessment of the implementation, and a description of the progress being made in attaining the goals of the policy.

The district will publicize the name and contact information of the district or school official(s) leading and coordinating the policy and information on how the public can get involved with the local wellness policy. This information will be published on the district's website and in district communications.

### Triennial Progress Assessments

At least once every three years, the district will evaluate the implementation of this policy and its progress with a triennial assessment and produce a progress report that will include:

1. The extent to which schools under the jurisdiction of the district are in compliance with the policy;
2. The extent to which the district's policy compares to model local school wellness policy<sup>1</sup>; and

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<sup>1</sup> {Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

3. A description of the progress made in attaining the goals of the district’s policy.

The district will publish the triennial progress report on the district website when available. The district will update or modify the policy based on results of the triennial assessment.

### **Community Involvement, Outreach and Communications (Review of, and Updating Policy) <sup>{2}</sup>**

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. The district will communicate information about opportunities **in** community news, on the district’s website, on school websites, and/or in district or school communications<sup>3</sup>. The district will ensure that communications are culturally and linguistically appropriate to the community.

Parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the Board, school administrators, and the general public will be solicited to participate in the periodic review and update of the local school wellness policy.

### **Wellness Advisory Committee <sup>{3}</sup>**

The district supports a wellness advisory committee to assist the development, implementation, and periodic review and update of the local wellness policy. The superintendent or designee will be a member of this committee.

The district will publicize information about the wellness advisory committee **in** community news, in communications to parents, and/or on websites operated by the district<sup>3</sup> to communicate to parents, students and the community at large to explain the committee’s purpose, process and an invitation to volunteer.

1. The wellness advisory committee membership will include, to the extent possible, but not be limited to:
  - a. Parents, caregivers and students;
  - b. Representatives of the school nutrition program (e.g., school nutrition director);
  - c. Physical education and/or health education teachers;
  - d. School health professionals (e.g., school nurses, physicians, dentists, health educators and other allied health personnel who provide school health services);
  - e. Mental health and social services staff (e.g., school counselors, psychologists, social workers, or psychiatrists);
  - f. School administrators (e.g., superintendent, assistant superintendent, principal, vice principal);
  - g. Board members;
  - h. Supplemental Nutrition Assistance Program (SNAP) education coordinators;
  - i. Healthcare professionals and/or other health related professionals (e.g., dietitians, doctors, nurses, dentists); and

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<sup>2</sup> {USDA Local school wellness policy [resource](#); CDC [resource](#); CDC Healthy Schools [resource](#); USDA Local school wellness policy [outreach toolkit](#) and communication resource from [Alliance for a Healthier Generation](#).}

<sup>3</sup> {A Wellness Advisory Committee is not required. If the district chooses to have a committee, the district should amend the language here to establish the membership and responsibilities of the committee. [School Wellness Committee Toolkit](#) published by the Alliance for a Healthier Generation}

- j. Members of the general public.
2. The committee, appointed by the superintendent or designee, will meet to organize and vote on a committee chair and a secretary prior to or at the beginning of the school year. The chair and secretary will serve for one year minimum and may be reappointed.
  3. The wellness advisory committee will meet ~~four~~ times per year to review of the local wellness policy.
  4. The committee will facilitate the development, review and update of the wellness policy, and evaluate each participating school’s compliance with the policy.

The district will create building-level committees to establish school-specific goals and activities that implement this policy. A school coordinator will be designated to support compliance with this policy.

### 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 and by creating food environments that support healthy nutrition choices.~~

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. <sup>4</sup>Students and staff will receive consistent nutrition messages throughout the school environment;
2. 1. Nutrition education is provided throughout the student’s school years as part of the district’s age-appropriate, comprehensive nutrition program (which includes the benefits of healthy eating, essential nutrients, nutritional deficiencies, principles of healthy weight management, the use and misuse of dietary supplements, safe food preparation, and handling and storage related to food and eating), and is aligned and coordinated with the Oregon Health Education Standards and school health education programs;
3. Nutrition education will include culturally relevant, participatory activities that include social learning strategies and activities that are aligned and coordinated with the Oregon Health Education Standards and school health education programs;
4. Teachers will receive curriculum-specific training;

<sup>4</sup> {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to “review and consider evidence-based strategies and techniques” (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

5. Parents and families are encouraged through school communications to send healthy snacks/meals and [reusable] water bottles with their student to school;
6. Families and community organizations are involved, to the extent practicable, in nutrition education;
7. Nutrition education homework that students can do with their families is assigned (e.g., reading and interpreting food labels, reading nutrition-related newsletters, preparing healthy recipes);
8. Materials on 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. {<sup>5</sup>} 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;
3. Nutrition promotion materials are sent home with students, published on the district website, and distributed at parent-teacher conferences;
4. Families are invited to attend exhibitions of student nutrition projects or health fairs;
5. Physical activity is a planned part of all school community events.]

## School Meals

[Schools within the district participate in U.S. Department of Agriculture (USDA) child nutrition program(s), administered through the Oregon Department of Education (ODE)] [which may include the NSLP] [and] [the SBP,] [Fresh Fruit & Vegetable Program (FFVP),] [After School Snack Program (ASSP),] [Special Milk Program (SMP),] [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.

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<sup>5</sup> {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

The ~~[principal(s)]~~ 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.

### ~~[Water~~

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

### **Competitive Foods and Beverages**

The district controls the sale of all competitive foods. All foods and beverages outside the reimbursable school meal programs that are **sold** to students on the school campus during the school day will meet or exceed Smart Snacks Standards<sup>6</sup>.

### **Celebrations and Rewards/Incentives**

All foods and beverages offered on the school campus ~~[will meet or exceed]~~ 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, and classroom snacks brought by parents. ~~[Food will not be used as a reward or incentive.] [This information will be conveyed to staff and parents.]~~

### ~~[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. Such requests to conduct a fund raiser will be submitted to the [principal] for approval before starting.]~~

### **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 for competitive foods set by the USDA.

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

### **PHYSICAL ACTIVITY AND PHYSICAL EDUCATION**

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 and program minute requirements in order to meet ODE’s physical education content standards and state law.

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.

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<sup>6</sup> Oregon Department of Education, [Oregon Smart Snacks Standards](#)

In order to ensure students are afforded the opportunity to engage in physical education and physical activity in the school setting, the following goals are established:

1. <sup>{7}</sup>Physical education will be a course of study that focuses on students' physical literacy and development of motor skills;
2. Staff encourages and provides support for parental involvement in their children's physical education;
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. Instruction, provided by adequately prepared teachers, i.e., licensed or endorsed to teach physical education, will meet the state adopted academic content standards for physical education (Oregon Revised Statute (ORS) 329.045). Teachers of physical education shall regularly participate in professional development activities annually;
5. <sup>{8}</sup>Every public school student in [pre-]kindergarten through grade 8 shall participate in physical education for the entire school year. Students in kindergarten through grade [5][6] shall participate for a least 150 minutes during each school week, and students in grades [6][7] through 8 for at least an average of ~~225~~150 minutes per during each school week, as calculated over the duration of a school year;
6. 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;
7. Physical activity during the school day (including, but not limited to, recess, classroom physical activity breaks or physical education) will not be used as a punishment or a reward;
8. <sup>{9}</sup>At least 50 percent of the weekly physical education class time in grades K through 8 shall be devoted to actual physical activity;
9. Physical activity is a planned part of all school community events;
10. Materials promoting physical activity are sent home with students and published on the district website.

<sup>{10}</sup>A student with a disability shall have suitably adapted physical education incorporated as part of their individualized education program (IEP) developed under ORS 343.151. A student who does not have an

<sup>7</sup> {The goals listed are examples; districts are required to include goals in the policy. Districts are encouraged to evaluate needs and resources and to develop specific goals. Districts are required to "review and consider evidence-based strategies and techniques" (7 CFR 210.31(c)(1)). Model Wellness Policy resource published by the [Alliance for a Healthier Generation](#). OSBA makes no representation of its compliance by providing this resource.}

<sup>8</sup> {Districts are required to provide the specified number of physical education minutes, but are not required to include them as goals or in this policy. If the district operates K-5 elementary schools, select "5" in the first bracket and "6" in the second bracket. If the district operates K-6 elementary schools, select "6" in the first bracket and "7" in the second bracket.}

<sup>9</sup> {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

<sup>10</sup> {This language is not required to be in policy, but this is a required action pursuant to ORS 329.496.}

IEP but has chronic health problems, other disabling conditions or other special needs that preclude them from participating in regular physical education instruction, shall have suitably adapted physical education incorporated as part of their individualized health plan, developed by the district.¶

### Other Activities that Promote Student Wellness

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

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

1. Scoliosis screenings;
2. Safe Routes to Schools Program;
3. Physically active family and community engagement activities for families to learn about healthy eating or to practice being active together (e.g., skate night, fun run, dance night);
4. Nonfood-related fund raisers;
5. Physical activity energizers during transitions from one subject to another;
6. Intramural sports;
7. Monthly/Weekly school walks;
8. Assemblies which focus on wellness issues such as the importance of breakfast, healthy beverages, and how students and staff can incorporate 60 minutes of physical activity into their day;
9. Use of alternates to food as rewards in the classroom;
10. Creation of connections between out-of-school time (OST) programs that involve staff members from OST programs, both school and community based, in school initiatives that address healthy eating, such as school wellness teams or wellness committees;
  1. Integration of social, emotional and mental health supports into school programs (e.g., promote a positive school climate where respect is encouraged and students can seek help from trusted adults);
  2. Mental Health: The district integrates wellness supports to promote help seeking behaviors, connectedness, and practices for emotional wellbeing in healthy school environment. The proactive mental help supports may include: Hope Squad, PAX Program, SEL lessons, crisis response, intervention, and individual counseling.
11. Communication between classroom teachers and nutrition staff, so that menus and nutrition promotion can be tied into classroom learning and coursework;

12. ~~Include wellness as a standing agenda item for school-based meetings (e.g., staff meetings, site council meetings, PTO).~~

### ~~{<sup>11</sup>}~~ **Employee Wellness** {<sup>12</sup>}

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

~~The district will collaborate 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 employees' 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 includes 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);~~

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<sup>11</sup> {This language is optional and is not required by state or federal law.}

<sup>12</sup> {CDC resources for [school employee wellness](#) and [workplace health promotion](#)}



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).]

**[DEFINITIONS**

1. “Competitive food” means all food and beverages other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act available for sale to students on the school campus during the school day.
2. “Food and beverage marketing”<sup>13</sup> 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.
3. “Oregon Smart Snacks Standards”<sup>14</sup> means the State’s minimum nutrition standards for competitive foods and beverages (ORS 336.423).
4. “School day” means, for the purpose of competitive food standards implementation, the period from the midnight before, to 30 minutes after the end of the official school day[, i.e., at the conclusion of afternoon student activities, such as athletic, music or drama practices, clubs, academic support and enrichment activities].
5. “School campus” means, for the purpose of competitive food standards implementation, all areas of property under the jurisdiction of the school that are accessible to students during the school day.]

END OF POLICY

**Legal Reference(s):**

[ORS 327.531](#)  
[ORS 327.537](#)  
[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](#)

<sup>13</sup> [This term includes, but is not limited to, the following: brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container; displays, such as on vending machine exteriors; 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.); 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; advertisements in school publications or school mailings; free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.]

<sup>14</sup> Oregon Department of Education, [Oregon Smart Snacks Standards](#)

Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b (2018).  
National School Lunch Program, 7 C.F.R. Part 210 (2022).  
School Breakfast Program, 7 C.F.R. Part 220 (2022).  
[House Bill 3199](#) (2023).

# OSBA Model Sample Policy

Code: LBE  
Adopted:

**DO NOT ADOPT**

## Public Charter Schools\*\*

Public charter schools may be established as a new public school or a virtual public school, from one or more existing public schools in the district or a portion of the school, or from an existing alternative education program. A public charter school may not convert an existing tuition-based private school into a charter school, affiliate itself with a nonpublic sectarian school or religious institution, or encompass all the schools in the district unless the district is composed of only one school.

Public charter schools shall demonstrate a commitment to the mission and diversity of public education while adhering to the following goals:

1. Increase student learning and achievement;
2. Increase choices of learning opportunities for students;
3. Better meet individual student academic needs and interests;
4. Build stronger working relationships among educators, parents and other community members;
5. Encourage the use of different and innovative learning methods;
6. Provide opportunities in small learning environments for flexibility and innovation;
7. Create new professional opportunities for teachers;
8. Establish additional forms of accountability for schools; and
9. Create innovative measurement tools.

An applicant must submit a complete public charter school proposal that meets the requirements of Oregon law, and includes other information required by the district in the application process. The public charter school will be located and operated within the sponsoring district except where authorized by law.

The public charter school employer will be determined with each proposal. If the district is the employer, the terms of the current collective bargaining agreement will be examined to determine which parts of the agreement apply. If the district is not the sponsor of the public charter school, the district shall not be the employer and will not collectively bargain with public charter school employees.

The district will determine if it has any vacant or unused buildings and make a list of such buildings; buildings may be made available for public charter school use, subject to Board approval and Board policy.

[Public charter school students may, upon request, be allowed to participate in district programs such as physical education, instrumental and vocal music offerings, or other selected options if space and materials

are available.<sup>1</sup> Students must adhere to state law, Board policies, regulations, and rules concerning student conduct and discipline.] [Public charter school students shall not be permitted to participate in district curricular programs.<sup>2</sup>]

Public charter school students in grades K-8 may participate in their resident district’s activities that are offered before or after regular school hours. Public charter school students in grades 9-12 may participate in their resident district’s available activities that are sanctioned by the Oregon School Activities Association (OSAA) when the requirements found in Oregon law are met.

The district [will] [will not] provide instructional materials, lesson plans, or curriculum guides for use in a public charter school.

The superintendent will develop administrative regulations to include, but not limited to, the proposal process, review, and appeal procedures, and program evaluation, renewal, and termination.

END OF POLICY

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**Legal Reference(s):**

[ORS 327.077](#)  
[ORS 327.109](#)  
[ORS 332.107](#)

[ORS 338](#)  
[ORS 339.141](#)  
[ORS 339.147](#)

[ORS 339.450](#)  
[ORS 339.460](#)  
[OAR 581-026-0005 - 0710](#)

Every Student Succeeds Act, 20 U.S.C. §§ 6311-6322 (2018).  
[Senate Bill 767](#) (2023).

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<sup>1</sup> This does not apply to the Oregon law related to OSAA-sanctioned activity participation.

<sup>2</sup> Unless allowed by Oregon law related to OSAA-sanctioned activity participation.

# OSBA Model Sample Policy

Code: LBEA

Adopted:

## Resident Student Denial for Virtual Public Charter School Attendance\*\*

{Conditionally Required. This policy is required if the district plans to deny enrollment of a student to attend a virtual public charter school. OAR 581-026-0007}

The district is not required to approve a transfer of a resident student, when more than three percent of the students residing in the district are attending a virtual public charter school not sponsored by the district. The district will ~~{<sup>1</sup>annually, [by October 1]}~~ semiannually, [by October 1 and April 1] ~~[by [December 1]]~~, calculate the percentage of ~~the number of~~ students residing in the district, who are ~~enrolled in~~ attending a virtual public charter school not sponsored by the district. When the established percentage is more than three percent, the district will not approve additional students enrollment to such a virtual public charter school, ~~subject to the requirements in Oregon Administrative Rule (OAR) 581-026-0305(2).~~

~~The district may send a notice of approval or disapproval to a parent<sup>2</sup> of a student who has sent a notice to the district of intent to enroll the student in a virtual public charter school not sponsored by the district (See OAR 581-026-0305(3)). A parent must give notice to the district of intent to enroll their student in a virtual public charter school not sponsored by the district, before enrolling their student in such a school and notice of actual enrollment. The district may respond with an approval or disapproval to a parent within [five] [eight] business days<sup>{3}</sup> of receipt of the notice from the parent.~~

If the district is not approving the enrollment, the district must respond with a decision to not give approval within 10 calendar days of receipt of the notice of intent from the parent. Such decision must include:

1. The percentage of students in the district that attend virtual public charter schools that are not sponsored by the district, based on recent calculations;
2. The right to appeal the decision to the State Board of Education;
3. A list of two or more other online options available to the student; and
4. A copy of OAR 581-026-0305 and OAR 581-026-0310.

The district is only required to use data that is reasonably available to the district, including but not limited to the following for such calculation:

1. The number of students residing in the district enrolled in the schools within the district;

<sup>1</sup> ~~{Per OAR 581-026-0305(7)(a) the district must choose annual, semi-annual or other date used for calculation; dates are provided as a recommendation only.}~~

<sup>2</sup> ~~“Parent” means parent, legal guardian or person in “parental relationship” as defined in Oregon Revised Statute (ORS) 339.133.~~

<sup>3</sup> ~~{If a parent does not receive a notice of approval or disapproval from the district within 14 days of sending the notice of intent to enroll to the district, the student shall be deemed approved for enrollment by the district.}~~

2. The number of students residing in the district enrolled in public charter schools located in the district;
3. The number of students residing in the district enrolled in virtual public charter schools;
4. The number of home-schooled students who reside in the district and who have registered with the educational service district; and
5. The number of students who reside in the district enrolled in private schools located within the school district.

A parent may appeal a decision of a district to not approve a student enrollment to a virtual public charter school to the State Board of Education under OAR 581-026-0310.

If the student was enrolled in a virtual public charter school while living in another district and has maintained continuous enrollment in such school since moving into, and residing in this district, approval is not required.

END OF POLICY

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**Legal Reference(s):**

[ORS 332.107](#)

[ORS 338.125](#)

[OAR 581-026-0305](#)

[OAR 581-026-0310](#)

[House Bill 3024](#) (2023).

# OSBA Model Sample Policy

Code: KL  
Adopted:

## Public Complaints \*/\*\* (Version 4)

(This version of sample policy KL does not need an accompanying administrative regulation, it is a stand-alone policy. If this policy is chosen by the Board, recommend delete any other existing complaint procedure.)

*{Highly recommended policy. OAR 581-022-2370 requires districts to have a complaint procedure.}*

Board members recognize that complaints about schools may be voiced by {employees,} {students,} parents of students who attend a school in the district[, ] and persons who reside in the district. {When such complaints are made to a Board member, the Board member shall refer the person making the complaint to the superintendent or designee. A Board member shall not attempt to respond, review, handle or resolve such complaints as the individual board member has no authority to do so.}

A complaint of retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation, should be made to the superintendent.

A person may initiate a complaint by discussing the matter with the {administrator} {principal}. That {administrator} {principal} shall attempt to resolve the complaint within {10} working days of initiation of the complaint with the {administrator} {principal}. If the complainant is dissatisfied, the complainant may file a written complaint with the superintendent within {10} working days of the decision from the {administrator} {principal}. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved after {10} working days of receipt of the complaint by the superintendent, the complainant may appeal to the Board. A written complaint referred to the Board may be considered [ at the next regularly scheduled or special Board meeting]. A final written decision regarding the complaint shall be made by the Board within {20} days from receipt of the complaint. The written decision of the Board will be final and will address each allegation in the complaint and reasons for the district's decision. If the Board chooses not to hear the complaint, the superintendent's decision is final. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.

The timelines may be extended upon written agreement between the district the complainant. {{1}}

~~{The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.}~~

Complaints against the principal should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within {10} working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda {at the next regularly scheduled or special Board meeting}. The Board may use executive session if the subject matter

<sup>1</sup> {For district information. The district's timeline established by each step of the district's complaint procedure for alleging a violation found in OAR 581-002-0003 must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. However, the district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)}

qualifies under Oregon law. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~[3+0]~~ days of receipt of the request to place the complaint on a Board meeting agenda. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~[3+0]~~ days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~[3+0]~~ days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board chair should be made directly to ~~[district counsel]~~ [the Board vice chair] on behalf of the Board. The ~~[district counsel]~~ [Board vice chair] shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~[3+0]~~ days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

[A complainant must file a complaint within the later of either time limit set below, in accordance with State law:

1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.]

The district's final decision for a complaint processed under this Board policy that alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant is a [student,] parent or guardian of a student attending school in the district or a person that resides in the district, and the



complaint is not resolved through the complaint process above, the complainant may file an appeal<sup>2</sup> to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 – 581-002-0023 ~~[(See KL AR(2) Appeal to the Deputy Superintendent of Public Instruction)].~~

### **Charter Schools of which the District Board is a Sponsor**

~~[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will review an appeal of a decision reached by the Board of [name of public charter school] on a complaint alleging a violation of ORS 339.285 – 339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards). A complainant may appeal and will submit such appeal to the [superintendent] [Board chair] on behalf of the district Board within [30] days of receipt of the decision from the public charter school board. A final decision reached by the district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 – 581-002-0023.]~~

**OR**

~~[The district Board, [through its charter agreement with [name of public charter school sponsored by the district board]] [through a board resolution] [through this policy], will not review an appeal of a decision reached by the Board of the [name of public charter school] on a complaint alleging a violation of ORS 339.285 – 339.303 or OAR 581-021-0550 – 581-021-0570 (Restraint or Seclusion), ORS 659.852 (Retaliation), or applicable OAR Chapter 581, Division 22 (Division 22 Standards), for which the district Board has jurisdiction, and recognizes a decision reached by the Board of [name of public charter school] as the district Board’s final decision. A final decision reached by this district Board may be appealed to the Oregon Department of Education under OAR 581-002-0001 – 581-002-0023.]~~

### **~~[[<sup>3</sup>]] Review Process for a Public School Board Complaint Decision~~**

~~The appeal of a complaint from a public charter school to be reviewed by the district Board will be presented by the Board chair and reviewed by the Board at a Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board will review the appeal and make a decision about appropriate action, which may include, but is not limited to, holding a hearing, requesting information, and recognizing the decision reached by the public charter school board. A decision will be reached, within [20] days, in open session, unless allowed in executive session. A final written decision regarding the appeal shall be issued by the district Board within [10] days. The written decision of the district Board will address each allegation in the complaint and include reasons for the district Board’s decision.]~~

END OF POLICY

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#### **Legal Reference(s):**

<sup>2</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

~~<sup>3</sup> [If the district Board elects to hear appeals on public charter school complaints for which the district Board has jurisdiction, as decided by statements in the charter agreement, Board policy, or a board resolution, this language is recommended for this policy to delineate the process.]]~~

[ORS 192.660](#)  
[ORS 332.107](#)

[ORS 659.852](#)  
[OAR 581-002-0001 - 002-0005](#)

[OAR 581-022-2370](#)

Anderson v. Central Point Sch. Dist., 746 F.2d 505 (9th Cir. 1984).  
Connick v. Myers, 461 U.S. 138 (1983).

# OSBA Model Sample Policy

Code: KL-AR[(1)]

Revised/Reviewed:

## Public Complaint Procedure

*{Highly Recommended AR. OAR 581-022-2370 requires districts to have a complaint procedure.}*

A parent or guardian of a student attending a school in the district, or a person who resides in the district, a staff member, or a student who wishes to express a concern should discuss the matter with the school employee involved.

### <sup>{1}</sup> The Administrator/Supervisor: Step One

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the administrator/supervisor within five working days of the employee's response. The administrator/supervisor shall evaluate the complaint and render a decision within five working days after receiving the complaint. (A form is available, but is not required.)

### The Superintendent: Step Two

If Step One does not resolve the complaint, within 10 working days of the written response from the administrator/supervisor, the complainant may file a written, signed complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy.

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved, prepare a report of their findings and conclusion, and provide the report <sup>{2}</sup> in writing or in an electronic form to the complainant within 10 working days after receiving the written complaint.

### The Board: Step Three

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within five working days of receiving the superintendent's decision. The Board will review the findings and conclusion of the superintendent in a public meeting to determine what action is appropriate. The Board may use executive session if the subject matter qualifies under Oregon law. Appropriate action may include, but is not limited to, holding a hearing, requesting additional information, and adopting the superintendent's decision as

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<sup>{1}</sup> For district information. The district's timeline established by each step of the district's complaint procedure for alleging a violation found in OAR 581-002-0003 must be within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step. However, the district's complaint procedure should not exceed a total of 90 days from the initial filing of the complaint, regardless of the number of steps involved, unless the district and the complainant have agreed in writing to a longer time period. (OAR 581-002-0005)

<sup>{2}</sup> If the Board chooses to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).

the district's final decision. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues.

If the Board chooses not to hear the complaint, the superintendent's decision in Step Two is final<sup>3</sup>.

~~The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.~~

The complainant shall be informed in writing or in electronic form of the Board's decision within ~~20~~30<sup>4</sup> days from the hearing receipt of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain reasons for the district's decision. The Board's decision will be final.

The timelines may be extended upon written agreement between the district and the complainant.

The district's final decision for a complaint processed under this administrative regulation that alleges a violation of Oregon Administrative rule (OAR) Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS 659.852 (Retaliation), will be issued in writing or electronic form. The final decision will address each allegation in the complaint and contain reasons for the district's decision. If the complainant, who is a student, parent or guardian of a student attending school in the district or a person that resides in the district, and this complaint is not resolved through the complaint process, the complainant may appeal<sup>5</sup> the district's final decision to the Deputy Superintendent of Public Instruction under Oregon OARs 581-002-0001 – 581-002-0023.

Complaints against the principal should be filed with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board shall decide, ~~within 20 days~~, in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within 310 days of receipt of the request to place the complaint on the Board agenda. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within 20 days~~, in open session what action, if any, is warranted. The Board may use executive session if the subject matter qualifies under Oregon law. A final written decision regarding the complaint shall be issued by the Board within 310 days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

<sup>3</sup> If the Board choose to accept the superintendent's decision as the district's final decision on the complaint, the superintendent's written decision must meet the requirements of OAR 581-022-2370(4)(b).

<sup>4</sup> In a complaint process with more than one step, a written decision should be issued within 30 days of the submission of the complaint at any step, unless the district and complainant have agreed in writing to a longer time period for that step.

<sup>5</sup> An appeal must meet the criteria found in OAR 581-002-0005(1)(a).

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. The Board chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~[3+0]~~ days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

Complaints against the Board chair may be referred directly to the ~~[district counsel]~~ Board vice chair on behalf of the Board. The ~~[district counsel]~~ Board vice chair shall present the complaint to the Board in a Board meeting. If the Board decides an investigation is warranted, the Board may refer the investigation to a third party. When the investigation is complete, the results will be presented to the Board. The Board shall decide, ~~within [20] days,~~ in open session what action, if any, is warranted. A final written decision regarding the complaint shall be issued by the Board within ~~[3+0]~~ days of receipt of the complaint. The written decision of the Board will address each allegation in the complaint and reasons for the district's decision.

#### **~~[[6] Charter Schools of which the District Board is a Sponsor~~**

~~The appeal of a complaint from a public charter school to be reviewed by the district Board will be presented by the Board chair and reviewed by the Board at a Board meeting. The Board may use executive session if the subject matter qualifies under Oregon law. The Board will review the appeal and make a decision about appropriate action, which may include, but is not limited to, holding a hearing, requesting information, and recognizing the decision reached by the public charter school board. A decision will be reached, ~~within [20] days,~~ in open session, unless allowed in executive session. A final written decision regarding the appeal shall be issued by the district Board within ~~[3+0]~~ days of receipt of the complaint. The written decision of the district Board will address each allegation in the complaint and include reasons for the district Board's decision.]~~

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~~[[6 If the district Board elects to hear appeals on public charter school complaints for which the district Board has jurisdiction, as decided by statements in the charter agreement, Board policy, or a board resolution, this language is recommended for this administrative regulation to delineate the process.]]~~

**Jefferson School District**

**COMPLAINT FORM**

To:  Employee\*  Administrator/Supervisor\*  Superintendent  Board chair  Board vice chair

\* Form available but is not required.

Person Making Complaint \_\_\_\_\_

Phone Number \_\_\_\_\_ Email \_\_\_\_\_

Nature of Complaint \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who should we talk to and what evidence should we consider? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggested solution/resolution/outcome: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature of Complainant: \_\_\_\_\_ Date: \_\_\_\_\_

.....

**Office Use**

Disposition of Complaint: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

cc: District Office



PLAIN ENGLISH POLITICS THE RINGER PODCAST NETWORK

# Why Youth Sports in America Are in Decline

Derek talks to Jason Gay of the Wall Street Journal and Tom Farrey, the executive director of the Aspen Institute's Sports and Society Program, to see what's going on and what we should do

By Derek Thompson | May 23, 2023, 8:04am EDT



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In the last five years, high school sports participation has fallen for the first time on record. The number of boys playing high school sports today is lower than in any year since 2007. While travel leagues are thriving, local leagues are flailing—for football, soccer, baseball, basketball ... you name it. And this is happening, of course, in a decade when young people are spending less time in the physical world, less time with their friends, less time moving around, and more time sitting hunched over a phone. So what's going on, and what should we do? Today's guests are Jason Gay, sports columnist for the *Wall Street Journal*, and Tom Farrey, the executive director of the Aspen Institute's Sports and Society Program.

If you have questions, observations, or ideas for future episodes, email us at [PlainEnglish@Spotify.com](mailto:PlainEnglish@Spotify.com). You can find us on TikTok [@plainenglish\\_](https://www.tiktok.com/@plainenglish_)



**In the following excerpt, Derek, Jason Gay, and Tom Farrey discuss North Carolina Republicans' attempts to ban participation trophies and why youth participation in sports is declining.**

**Derek Thompson:** Jason, I want to start with you because I thought your framing of this issue was really, really smart. You start by looking at legislation in North Carolina to ban participation trophies. Tell me a little bit about why politicians are so mad about participation trophies.

**Jason Gay:** Well, participation trophies, we all know, are one of those perpetual issues. It comes up with some regularity. I would probably time it to the spring and fall sport seasons. And it is one of those red-meat topics of the culture war that never seems to go anywhere except become a place for people to take sides. But what struck me about this particular scenario, which was three legislators in North Carolina seeking to prohibit the use of participation trophies statewide, specifically banning trophies for anything other than stellar achievement in athletics, was really some of the work that Tom [Farrey] and his group with Aspen have been so convincing about over the years. Which is that the real problem with participation in youth sports is certainly not hardware, but the lack thereof.

Participation in youth sports is on the decline, has been on the decline for some time, and there are a myriad of very concerning factors and symptoms that will come up because of that. And so that was the thing that I really wanted to use this piece of legislation to call attention to, that it's just a complete misread of what the crisis is in youth sports.

**Thompson:** And before we ask Tom to nerd out on all the numbers about exactly how youth sports is declining, Jason, why does this matter? Why should we care about the decline of youth sports in



America?

**Gay:** Well, we should care because no cupboard should be without 14, 15 trophies, Derek. No. I mean, listen, the research is incredibly convincing over the years that participation in youth sports, and I mean just that, participating, being part of something, being part of a team, whether you are the backup to the backup right-fielder or the star superstar of the club, has enormous impact upon children's self-esteem, upon their ability to achieve strong academic results. There are just really impressive bits of longitudinal data about positive outcomes for kids who participate in sports. And I haven't even gotten to the whole aspect of being outside, and exercise, and exertion, and all those wonderful things. Fresh air and sunlight, Derek. We focus a lot on some of the negative things that happen in youth sports, and I'm as guilty of that as anyone, including most recently in the *Journal*. But there are a lot of great things about it and a lot of great coaches and a lot of great programs still. And so participation and getting kids out there, I feel, is a really vital part of childhood. And I'm not just being nostalgic for it.

**Thompson:** Yeah, we've had episodes on obesity. There's been an increase in childhood obesity. We've had episodes on youth anxiety. And the argument that I am very persuaded by is that it's not just about the fact that teens spend seven hours a day on their phones, five hours a day on social media. It's that the day is only 24 hours long, so those five hours spent on their phones participating in social life through a screen are five hours not participating in being outside, being around people. And I'm very persuaded by the evidence that that trade-off of the physical world for the digital world is not good for teen mental health. Tom, let's bring you in here. Put some numbers on this story. How dramatic is the decline in youth sports in America?

**Tom Farrey:** Well, we don't exactly know, Derek, because there was really no data collected before 2008 that we can do apples to apples on. And in fact, the federal government didn't start collecting data on this until 2016, 2017. But based upon the industry data, we know that in 2008, about 45 percent of kids were playing team sports on a regular basis. Then the economic recession hit, and it took a huge bite. And nobody even paid any attention to this. And it just fell off. Municipal park budgets were cut, programming went away. The travel team environment ramped up, things became privatized, and it fell down to about 37, 38 percent of kids ages 6 to 12 played sports in 2014 or so. Now since then, it's kind of leveled off a bit. That's when Project Play, which is our signature initiative, got started.

And a lot of the professional leagues, the Nikes, the Under Armours of the world, they all started digging into this access to sport issue, the coaching issue. People kind of woke up to it all. And things have leveled off. But the pandemic really took a huge bite. I mean, the latest data from the federal government shows that only 50.7 percent of kids ages 6 to 17 played sports or took a sports lesson or some sort in 2021. So in

the middle of the pandemic. So filter that as you may, it's pandemic data. But it's still down from about, according to the federal government, about 50, 56, 57 percent pre-pandemic. So we'll see where we net out, but generally the trends are flat to not good.

*This excerpt was edited for clarity. Listen to the rest of the episode here and follow the [Plain English feed on Spotify](#).*

Host: Derek Thompson



Guests: Jason Gay and Tom Farrey

Producer: Devon Manze

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40 REPLIES

## Why Baseball is declining in popularity

 Teaching Elder  5,000+ posts

We have discussed declining baseball popularity a few times, trying to put our finger on the problem. Seems that other sports are having similar problems, notably the NBA as this article proves <http://www.usatoday.com/story/...tion-spans/96535434/>. They want to shorten games because the millennial has a shortened attention span.

Stipulating that Millennials have shorter attention spans, I would think that Baseball might be not only immune but would thrive in such a society, as the game has numerous breaks in the action. Therefore, people are getting a reprieve from having to focus (sort of like a commercial on TV). This should make baseball a good sport for those with shorter attention spans or suffering from ADD.

Shortening Les Miserables to 1.5 hours won't help if a person has a short attention span in the first place. Neither will shortening the over-all game.

Furthermore, total length of game wouldn't explain general disinterest, given that people can simply leave the game, or turn the channel if the game wears on them. I think there may be a general sense of apathy towards sports in general and people are less inclined to turn-on sports in the first place.

I am going to leave things a little open ended here for free flow of discussion. I am, however, not really interested in discussing how bad one generation or the other is.

Some ideas:


- 1) Are younger generations less sports oriented?
- 2) If so, when and why did younger generations turn off to sports?
- 3) Is it actually important to get them back, or do we just want to move on with the new paradigm?
- 4) If so, how do we get them back?
- 5) Is "Listen to the Rhythm of the Falling Rain" one of the best pop songs ever?

I am *that* wretch.

1/14/17 @ 12:34 PM

Original Post

Replies sorted oldest to newest

 RJM ○ HSBBaseballWeb member since 2007

I don't believe baseball is declining in popularity. What is declining is youth participation due to other options. It doesn't mean the kids don't become fans. A lot of kids don't play football as kids and become fans. National viewing ESPN, Fox, Tbs may be down. But regional viewing is up. Nine baseball teams are their regions top viewed show per evening.

<http://www.forbes.com/sites/ma...h-team/#306fca76171f>

1) Many have turned to X games sports their parents don't understand and can't critique.

2) Most haven't. The fat lazy kids have. They don't have to be teased anymore. They can play video games instead.

3/4) Things are fine the way the are. Life moves on and evolves.

5) No, it's at the bottom with Bobby Sherman's "Julie Do You Love Me" and the 1910 Fruit Gum Company's "Yummy, Yummy, Yummy." Actually it's in the same death march as "If" by Bread and "Color My World" by Chicago.

1/14/17 @ 1:00 PM \*

 Truman ○ 5,000+ posts


At this time and age of technology and video games along with maybe some general fear for danger just outside the front door, it seems to me these things are influencing the newer generations to not be as interested (as a whole) in outdoor activities as previous generations. To get them back (and it's NOT an easy task unless everyone else is doing it) would be to get them away from their large screen TV's, x-boxes, video game consoles, cell phones, etc. so the they might engage more in face to face contact with pier groups. Being as "connected" to technology as we've become, it's having a profound effect on people and their relationships and recreational activities. IMHO

1/14/17 @ 1:31 PM \*

 PGStaff ○ 10,000+ posts

Information that we are getting shows that of the major sports baseball is declining the least. Participation in all the major sports is declining some. In some ways and in some areas Baseball is actually growing at a good rate.

1/14/17 @ 1:47 PM

 RedFishFool ○ 5,000+ posts

Unless football does something significant, I believe it won't be around in the future. May be beyond my lifetime but head injuries and arthritic conditions will cause its demise.

1/14/17 @ 1:52 PM

 Truman ○ 5,000+ posts

 **RedFishFool posted:**

Unless football does something significant, I believe it won't be around in the future. May be beyond my lifetime but head injuries and arthritic conditions will cause its demise.

Maybe better and longer half time shows would help . . . and maybe more Superbowl like commercials during the regular season???

1/14/17 @ 1:55 PM

 Golfman25 ○ 10,000+ posts

For me sports is becoming unwatchable on tv. The ginormous tv contracts require way too many commercials. Too much down time.

1/14/17 @ 2:59 PM

 Teaching Elder ○ 5,000+ posts

 **Golfman25 posted:**

For me sports is becoming unwatchable on tv. The ginormous tv contracts require way too many commercials. Too much down time.

What do you mean? I love coming back from a commercial break, to a punting situation, and then going back into a commercial break once the punt is fair caught.

I can't get enough of the one where the construction workers are trying to figure out what is the word on the cow's sandwich board. Keeps me on the edge of my sofa.

1/14/17 @ 3:26 PM

 MidAtlanticDad ○ 10,000+ posts


 **RedFishFool posted:**

Unless football does something significant, I believe it won't be around in the future. May be beyond my lifetime but head injuries and arthritic conditions will cause its demise.

Bo knows.

<http://www.espn.com/nfl/story/...n-more-head-injuries>

1/14/17 @ 3:29 PM

 Go44dad ○ 10,000+ posts

**“ Golfman25 posted:**

For me sports is becoming unwatchable on tv. The ginormous tv contracts require way too many commercials. Too much down time.

I want the part of my life back that I have spent watching replays of "is that a catch?"

1/14/17 @ 6:54 PM

 hitting4dudes ○ 100+ posts

Good subject. There are probably numbers that can substantiate that. On the flip side the overall state of baseball is on the rise. International players have an impact to this balance. Kids here have more access to technology than others do. Xgames also is taking a piece of the pie as well. What do parents condone?

Do not know about decline or not...I do know that if you are a youth player these days, your facilities are a lot better than mine were. Coaching, not all, is better as well. There is more access to give you more opportunity. Today's baseball, the specialized sport is about quality not quantity.

1/14/17 @ 10:42 PM


 Teaching Elder ○ 5,000+ posts

You are right Hitting. The whole deal is light years beyond what I had growing up. The Ted Williams camp in Connecticut, advertised in the back of Boy's Life Magazine, was a pipe dream for me. Maybe kids in non lower middle-class blue collar towns had things a little different, but most of my coaches were a slight notch above Buttermaker.

I can remember having three coaches growing up who *weren't* total boobs. My son had one assistant coach and two coaches from *other* teams who *were* boobs. Big difference in our experiences. We both love baseball though.

My son also got to train at the Alabama Sports Medicine Institute, travel around and play ball all summer and fall between Soph. and Jr. years and play at Lakepoint as well as numerous colleges around the Southeastern Conference. Tell me as a 16 y/o that I would walk out and play on an SEC field, you would have had to hit me with smelling salts before the game. We just did not have those kinds of opportunities. Also, getting to play at the next level was harder then. There was no internet. No HSbaseballweb. I still don't know how good players got opportunities where I was from. Well...not many did.

1/14/17 @ 11:25 PM

 hitting4dudes ○ 100+ posts


The Ted Williams Camp in Connecticut...WOW! For me, that's just a dream. He is my guy. My good friend asked me the other day if I thought Ted Williams would hit in today's game. Lol, I told him he was a savant when it came to hitting and that he could and would hit in any era and relm. He is the greatest hitter that ever played the game. Sorry Mr. Hornsby.

1/15/17 @ 1:26 PM

 RJM ○ HSBBaseballWeb member since 2007

I don't recollect any of the LL coaches in my league having an legit baseball skills. But none of them had kids on the team to give preference. The best players still went on to high school and college ball. The less talented kids didn't. This was when kids had to make LL or play Farms. Everyone in LL could throw, field and swing a bat reasonably well. My team won back to back championships when I was eleven and twelve. We had the coach the players liked the best. We played hard for him.

1/15/17 @ 2:17 PM

 fenwaysouth ○ 10,000+ posts

*Why Baseball is declining in popularity*

On the surface, I'm not seeing it. All three of my kids played baseball from an early age all the way to high school. All three had an opportunity to play in college, only one did. As a parent, what I saw was an increase in baseball participation from that early age until about 14 years including travel baseball. There was a far greater demand for fields and good coaching than supply in my area. We had record number of kids wanting to play in the Fall as well, and the recreational and travel teams were playing greater numbers of Fall games and teams across the region. So, I don't see declining youth participation numbers in my area. Baseball is still big.


Serious showcase teams and tournaments also seem to be increasing in popularity and numbers in my area. College baseball fandom is also pretty big. If you head to a major conference game (ie...ACC) there are many people there. The College World Series is a big deal where I live and the many people I touch in my job are interested in the CWS. Again, I'm not seeing the interest level down in college baseball.

Professional baseball is where this may have been intended, but I understand MLB just had a record setting year based on attendance. I don't know about viewership across the various markets.

It seems to me young kids have a lot of choices with other sports that I did not have access to when I was young including soccer and lacrosse. But, it seems to me that today's young kids continue to play baseball but they also play another sport. I gave up baseball at 14 for Darwinian purposes but still love the game. I taught my kids how to play and they did the rest. It seems to me that I'm not alone in that baseball is still loved by many people today including young people that are not yet at the point in their lives when they have to choose between a sport they love and a sport they are much better at.


I'm not convinced baseball is declining in popularity based on youth participation and revenue growth at the professional levels.

1/15/17 @ 4:22 PM \*

 Teaching Elder ○ 5,000+ posts

Ted Williams was indeed something special. He wanted to be the best hitter ever, and may have reached his goal. People are still building off of his hitting philosophy.

1/15/17 @ 6:04 PM

 Teaching Elder ○ 5,000+ posts

It seems to me young kids have a lot of choices with other sports that I did not have access to when I was young including soccer and lacrosse.

I think you may be on to something there, Fenway. More kids can play soccer in the spring, or LaCrosse.

1/15/17 @ 6:12 PM



 GoingwiththePitch ○ 100+ posts

Clearly there are new distractions, but there is also a story to be told of baseball's increased popularity. Instead of scanning a box score in the morning paper, kids now carry news and highlights live to the moment on their phones. You can watch multiple games at the same time, follow an entire league through fantasy while watching another game.


Baseball is consumed differently than it used to be... it is played differently? Maybe. Supply and Demand do fluctuate over time. But I always worry thinking one generation is "lazier" than the previous. Is baseball waning? I don't think so. But that doesn't mean its not off its peak.

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Amazon: [Going with the Pitch SE](#)

Author of "Going with the Pitch: Adjusting to Baseball, School and Life as a Division I College Athlete" (Second Edition)

1/15/17 @ 7:38 PM

 sportsdad&fan ○ 1,000+ posts  
Sports participation levels link.

<http://www.engagesports.com/bl...tatistics-and-trends>

1/16/17 @ 9:14 AM

 Nuke83 ○ 5,000+ posts

“ MidAtlanticDad posted:

“ RedFishFool posted:

Unless football does something significant, I believe it won't be around in the future. May be beyond my lifetime but head injuries and arthritic conditions will cause its demise.

Bo knows.

<http://www.espn.com/nfl/story/...n-more-head-injuries>

His wife (and mother of his kids) is a physician. My guess is Bo Know's the correct answer when given.....by his wife.

1/16/17 @ 9:16 AM

 ClevelandDad ○ HSBWeb Administrator


This type thread pops up here from time to time and I am encouraged by PGStaff's comments.

My opinion is that video killed the radio star. In the 20's, 30's, and 40's, baseball was king because it was in our culture to derive enjoyment from it by listening to it on the radio or by going to the games in person. IMHO, baseball does not translate well to TV. Football is the ultimate TV sport, a gladiator sport if you will, and I think that is a large part of its popularity. People can sugar-coat it all they want but a big part of the allure of football is the spectacle of watching the "big hit."

I would encourage people to try listening to a baseball game on the radio or over the Internet. With the right type of announcer, it is an enjoyable experience and you can do other things at the same time. Rather than watching on TV, go to the game. Mingle in the crowd, enjoy the sunshine, and be thankful that summer will hopefully always be for baseball.

Finally, I think baseball is the most easily relatable sport to the masses. Most people have no idea how basketball works (watch a youth basketball game sometime) and the rules of football are often elusive to ordinary people (your mother or your sister, for example). Baseball on the other hand, even your 90 year old grandmother can relate. She knows it comes down to the pitcher and the hitter and what happens next. A simple game that is almost impossible to master and can be enjoyed by all.

1/16/17 @ 9:39 AM

 Teaching Elder ○ 5,000+ posts

Very good points, Cleveland. Baseball is like the 1980s video game. Easy to understand and get started playing, but tough to master.

Sometimes I get to listen to UA baseball games on the radio. You do sort of get into the game a bit. The sounds of the crowd are amplified and highlighted. You can hear the folks clapping, and shouting and at times the peanut hawker. The sound of the bat.

You have to imagine the pitch as the announcer states, "I'm not sure where he missed with that one. Maybe a little outside?" Or "Baker winds and he deals. Curveball catches the inside corner." And there is more than a little anticipation hearing about a "Well hit ball... going back, back, back."

The TV does kind of sterilize the experience a bit. Especially as compared to being at the game. I think most anyone can enjoy going to a game. Watching on TV, maybe not so much.

1/16/17 @ 9:59 AM

 Teaching Elder ○ 5,000+ posts



**sportsdad&fan posted:**

Sports participation levels link.


<http://www.engagesports.com/bl...tatistics-and-trends>

There are 17 sports listed on this article's chart. A full 11 of them showed a decrease in participation levels. Baseball certainly did not have the biggest decline (-4.3%) but according to the article did have one.

That cursed LaCross was up almost 30%.

Tackle football down (17.9%) Touch football down (32.4%). Rugby UP (100%)! "Hey guys. Let's try it WITHOUT the helmet!" "Yeah! Great Idea! Let's go for it!" 🙌

1/16/17 @ 10:09 AM


 PGStaff ○ 10,000+ posts

One thing that is noticeable, actually two things. Both are good signs for baseball.

1. 20 years ago, it was rare to see an indoor baseball/softball facility. Now there are thousands of them all over the country.
2. Just in the past decade, the number of baseball complexes being built is at an all time high. There are new large complexes planned all over the country.

Also, the new commissioner has made growing the game a very important initiative.

1/16/17 @ 11:31 AM

 piaa\_ump ○ 5,000+ posts

Even with factoring in the chronic lack of umpires, there has been a trend of more games than we have umpires to do them.

We still have rec teams, middle school teams, HS teams, training teams, Travel teams, scout teams, tournament teams, legion teams and showcase teams....

The only thing I don't see enough of is sadly.....neighborhood pickup games.....

1/16/17 @ 12:33 PM



2020.2023dad ○ 100+ posts

I help run one of the largest travel baseball leagues in our state if not in the country.

We have seen a recent decline in participation/# of teams but I believe the teams are simply moving to a tournament only format vs playing a league.

4 years ago we had 250+ teams in a 30 mile radius (8u-16u). Now that number is about one hundred. I believe that there are possibly now even more teams than 4 years ago but they are just playing in tournament only format because of the availability of good competition and enjoyment of the tournament format vs. playing the same local teams over and over again. Partially also just demographics as family size is down slightly from 20-30 years ago as the boomer effect fades.

I also know that the competition for fields for practice and games is also higher than it ever has been before and the municipalities are cashing in.

As PG said there is an abundance of new private training facilities and fields popping up and i think that's a great indication of interest. Despite what the soccer (my kids play that too), lacrosse and other sports would like to think, they really aren't replacing baseball anytime soon.

1/16/17 @ 1:59 PM



RJM ○ HSBBaseballWeb member since 2007

**ClevelandDad posted:**

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comes down to the pitcher and the hitter and what happens next. A simple game that is almost impossible to master and can be enjoyed by all.

I have a distinct memory of listening to baseball on the radio as a kid. Weekend games were on tv. Weekday games were on radio only. I can still picture listening to Red Sox games on the west coast against the Angels. With the technology of the time they sounded as far away as they were. The broadcast sounded like it was being piped down a tunnel.

I remember getting home from school and pacing back and forth in my room as rookie Billy Rohr was pitching a no hitter in his first MLB start against the Yankees. He lost it on a quail with two outs in the ninth.

There probably isn't a poster on the board from this era who didn't go to bed with a radio under his pillow and the ball game on.

1/16/17 @ 3:00 PM

 RJM ○ HSBBaseballWeb member since 2007

There may be less participation with preteen kids. But is participation down at the 13-15yp level or the high school level? I know some school districts have dropped sports. But has a high school ever dropped baseball due to lack of participation outside the inner city?

1/16/17 @ 3:02 PM

 nxl lvi ○ 1,000+ posts

Many different levels to the "decline of baseball" question. Furthermore, many sports are on the decline. Maybe the kids playing sports are more serious and that leads the casual player to decide against the work and time involved in playing and practicing a sport. It is much easier to just play that sport on a video game for fun than to practice every day only to sit the bench behind more serious talented kids who practice their craft before and after the official practice with the coach...

Also, "Listen to the Rhythm of the Falling Rain" can be heard in elevators on the way to or from the dentist's office. That excludes it from being the greatest pop song ever.

1/16/17 @ 3:04 PM

 RJM ○ HSBBaseballWeb member since 2007

“ Teaching Elder posted:

“ sportsdad&fan posted:

Sports participation levels link.

<http://www.engagesports.com/bl...tatistics-and-trends>

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Lacrosse is speed, strength, hitting and action. Go figure it's gaining popularity. My son said if lacrosse was played in the fall he would have played over soccer (his best sport).

There are a lot less concussions in rugby than football. Without a helmet the players learn to tackle differently.

1/16/17 @ 3:04 PM \*

 Gmnk ○ 100+ posts

Something I wonder about with watching baseball on TV and one of my pet peaves is the camera angles. I wish the perspective would be more varied than just watching the game behind the pitcher for most of the game....at least it seems like it is. I like to see the whole enchilada of the game and I wonder if that would make a difference in viewer satisfaction, it would mine. I can watch back to back games with no problem and enjoy it.

I like to see pitching from the side a lot as I like to see the pitching mechanics. Would also like more perspective from the hitter. The change to say a left fielder. I mean it may satisfy mine and others ADD.

1/17/17 @ 3:41 PM

 Midlo Dad ○ 10,000+ posts

I do not believe baseball is declining in popularity. MLB revenues would seem to suggest otherwise, as would the explosion of travel baseball over the past 15 years -- a phenomenon that, especially at the younger ages, I view as proof positive that the Williamsport approach of 15-20 games per year, all in the spring, just isn't meeting the demand.

I do think there was a time when baseball was the # 1 thing for Americans outside of working. The National Pastime as it were. It has been supplanted in that regard by video entertainment in all of its forms -- something that didn't exist 80 years ago that has pretty much taken over the national consciousness. And given that other sports

copied baseball's model of taking a game people played for fun and turning it into a spectator sport with paid players, it's only natural that it not remain the dominant viewing option. Though it probably still consumes more TV broadcasting hours than every other sport combined.

On other points: The worst pop song ever was "Run Joey Run" by David Geddes. Geddes wrote some classics that are still sung today, but that one was some sort of a joke that somehow charted and achieved earworm status in my youth. Best pop song ever is hard to pick, but "Uptown Funk" is a recent entry in that sweepstakes.

Ted Williams story: I was once on a cruise ship maybe 25 years ago, and it turned out that a Cincinnati-area travel agency had sold a lot of rooms on a "cruise with the Reds" theme. I got to meet Marty Brennaman, Brett Boone, Jim Bowden and Jeff Brantley. But of course, Sparky Anderson stole the show. His best yarn (bear in mind this was in the early 1990's) was: "Somebody asked me if they thought the old players could really compete against today's pitching -- for instance, would Ted Williams hit .400 today? And I said, 'No, I don't think he could.' They were flabbergasted. But I said, 'Hey, you've got to remember, Ted's what? 75 years old now?'"

1/17/17 @ 4:05 PM

 Teaching Elder ○ 5,000+ posts

I like to see pitching from the side a lot as I like to see the pitching mechanics. Would also like more perspective from the hitter. The change to say a left fielder. I mean it may satisfy mine and others ADD.

Wouldn't it be something if you had an umpire's/hitter's view with a knowledgeable ex-pro commenting on the pitch and showing how much movement was on the ball?

Maybe a graph showing where the ball was expected to go, if it was a four seam fastball, vs. where it really went and thus how the hitter missed the ball. Also a graph demonstrating change of speed showing what a fastball looks like versus the change up you just saw. Then maybe behind the pitcher views discussing location and telling about how tough it is to throw to a spot. Really put on the show with explaining a lot of intricacies of the ball game.

A fan-in-the-stands type of panoramic view might be interesting as well. Dugout cam would be fun.

1/17/17 @ 4:18 PM

 MidAtlanticDad ○ 10,000+ posts

 Gmknk posted:

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I like that idea. ESPN has "Megacast" and "Command Center" views of the BCS Championship. With today's huge televisions, a multi-camera broadcast will probably be feasible in the near future.

1/17/17 @ 4:21 PM



MKbaseballdad ○ 1,000+ posts

It seems like high level travel participation has gone up but from a local perspective from someone who has been in the same Little League/School system for the last 19 years here is what I've seen:

2016 grad - had about 20-25 more kids in the little league program when he first started and lots of kids who could really play. We had a full LL season of 18 games and playoffs, a travel season of 18 games where we had to really cut players to get down to 14 (which was too many) and had a good competitive local travel team for his 9u-11u years (he also played in a more competitive league on Sundays and went to Cooperstown with that team). By his 12u team those numbers started to dwindle. We struggled to get 12 kids to just play 12u travel - no need for cuts. We had a kid visiting his grandparents from CA for the summer who was previously from our town. He kept showing up to watch - he eventually ended up catching half our games. That year we cut one of our teams because of numbers and re-drafted those kids into the league.

His 12u LL season he tried out for our modified middle school team (7/8th graders) - 98 kids tried out.

2020 grad (my 9th grader) - 25 less kids in the LL. We had travel for his age group for the summer and struggled to get 10u players (we got 12 by pulling up some 9u players who were in his grade). We were horrible - 10 of those 12 kids dropped out the following year because their traveling lacrosse team coach told them they could not do both (they since changed that stance). We did not field a travel program for that age group his 11/12u seasons - he played somewhere else his 12u year.

His modified tryouts - 35 kids.

Last year the HS dropped the freshman program (it was the only sport with a freshman team because the demand had been so high). Less than 10 kids showed up for tryouts




and they had not planned on moving kids up from modified (plus budget concerns).

I'm on the board of the LL - we've done a ton to try to make the game more fun (events, food, raffles, give aways), we've sponsored some kids who may have not have been able to afford it, we've worked entire seasons around the local lax program (to have games on alternate nights for Lax practice), we have the HS coach and varsity run a clinic for the LL and minor league programs - and we still struggle filling out the teams.

Both programs in our closest neighboring towns report the same issue - we've had discussions with one to combine leagues but we haven't pulled the trigger yet.

1/17/17 @ 4:37 PM

 Dominik85 ○ 10,000+ posts

There are simply more things to do now. 40 years ago there were just like 3 sports or so and now there are probably 10-12 sports who draw significant participation and even TV coverage. also there are more non sports Entertainment offers (Video games....).

still Baseball is thriving financially due to the local cable Networks who pay a ton. it is true that Baseball is a little down in that 15-40 (or whatever that Group is) but that Group is not as dominant as it was 30 years ago as the number of old People is increasing and advertisements have discovered that Group too (People are no longer just waiting for death after Age 50🙄).

regarding youth participation it is several things.

LL numbers are down but at the same time travel is up, so you can't just look at LL numbers. of course that is not the only factor, as the Overall number is still lower even if you add travel and LL but Baseball is still one of the top sports, if not the top Sport.

it is just that Overall sports participation is down (Video games, smart phones, other Hobbies like Music/arts and so on...) and there are more sports, but there aren't really sports that have overtaken Baseball (maybe some are Close now but no clearly dominating Sport).

1/18/17 @ 4:27 AM

 GoHeels ○ 1,000+ posts

**Truman posted:**

At this time and age of technology and video games along with maybe some general fear for danger just outside the front door, it seems to me these things are influencing the newer generations to not be as interested (as a whole) in outdoor activities as previous generations. To get them back (and it's NOT an easy task unless everyone else is doing it) would be to get

them away from their large screen TV's, x-boxes, video game consoles, cell phones, etc. so the they might engage more in face to face contact with pier groups. Being as "connected" to technology as we've become, it's having a profound effect on people and their relationships and recreational activities. IMHO

Agree wholeheartedly! There have been numerous ongoing studies to show that human beings, not just kids, have a general lack of patience in today's society. Due to advances in technology, human beings, especially kids, are rewarded with instant gratification, EVERYWHERE in their lives. We no longer have dial up...we have 4G, moving into 5G. Communication today takes place on the interwebs and through a cloud of things.

Unfortunately, there is no instant gratification in sports. It requires a basic level of talent, and some determination to work at it to get better over a long period of time. Scientifically, it has been recorded that dopamine gets released in our biological system every time someone "Likes" our Facebook post, or responds to a text message. Therefore, humans are constantly, an instantly, rewarded throughout the day while simply existing on Earth. This lack of instant reward in sports is most likely the largest determinant in kids seeking other forms of entertainment.

1/18/17 @ 8:19 AM \*

 CaCO3Girl ○ 10,000+ posts


I don't see baseball declining either. I see it expanding. LL, Rec, A, AA, AAA, Major travel teams.....if you add them all up I think you will see plenty of kids playing baseball.

1/18/17 @ 8:23 AM

 Teaching Elder ○ 5,000+ posts

Goheels: Don't forget robot girlfriends and boyfriends. They are what some of the tech types are talking about. Programmable to be one's perfect mate, i.e., suit one's every whim for personal gratification. Which won't ultimately workout, but that's for another thread. LOL.

1/18/17 @ 8:44 AM

 BaseballFan2016 ○ 100+ posts

Building upon the instant gratification concept with the assumption we are talking participation, not observation. The decline might have to do with what I think of as a collision of opposing realities. Instead of encouraging kids to work toward goals we publicize and cite "the odds of making it" and effectively have raised these kids to believe they don't really have a shot at high school ball (at best) or beyond. Couple that

with a generation that has been built up as great at everything they do and who expect to be instantly rewarded for their skills and you have the aforementioned collision.

As an aside, there should be balance with "the odds" discussion. Not a terrible thing for kids to have an understanding of the odds, a real assessment of their talent level (though thing for parents and players alike), and also know that hard work and desire can overcome odds, or at least carry you farther. On the other hand odds of a kid from a small town in the Midwest getting a full ride to an Ivy and becoming a notable surgeon are pretty slim and I don't think anyone would recommend we just encourage kids to quit studying because of the odds.

1/18/17 @ 4:44 PM

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NFL | Opinion 0

Youth Sports Organizations

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# 70% of kids drop out of youth sports by age 13. Here's why and how to fix it, per AAP

**Stephen Borelli**

USA TODAY

Published 1:58 p.m. ET Jan. 22, 2024 | Updated 8:43 p.m. ET Feb. 6, 2024

Before he became a doctor, Kody Moffatt was an athletic trainer. He worked for junior and professional hockey teams, including three NHL training camps and an exhilarating San Jose Sharks playoff run. When he eventually opted for a life without the grueling travel schedule, he brought a unique perspective into a career in sports medicine.

Today, Moffatt, the division chief of pediatric sports medicine at Children's Nebraska, has an insider's view of youth sports. Kids, of course, aren't professionals, but many of our young athletes are swept up in a world that treats them as such.

Parents invest significant time and money in their kids to train with teams and buy their uniforms. They expect "results." They drive them all over to year-round sports, sometimes more than one during the same season. Oftentimes, perhaps unintentionally, they drive them out of sports entirely.

"For a lot of kids, it comes down to the fact that sports become less fun and more about the concept of what success is from more of an adult's eyes than a child's eyes," Moffatt says. "Kids want to stay active, play and have fun with their friends, and winning and losing is something that they care less about."

About 70 % of kids drop out of organized sports by age 13 and the so-called "professionalization of youth sports" can't be understated as a significant factor why, according to a new report released Monday by the American Academy of Pediatrics (AAP).

"The professionalization of youth sports is widely considered responsible for the high volumes of training and the pressure to specialize in a single sport that may lead to overuse injury, overtraining, and burnout in youth athletes," write Drs. Joel Brenner and Andrew Watson, sports medicine physicians and the authors of the paper released by the AAP entitled "Overuse Injuries, Overtraining, and Burnout in Young Athletes."

"In addition, the pressure to succeed at a young age, as well as the perception that this is the most efficacious route to future athletic success, further leads to high volumes of training and loss of enjoyment in sport, both of which can contribute to widespread burnout and attrition among youth athletes."

The new paper updates a 2007 AAP report offering "considerable evidence to better define how excessive training volumes can lead to overuse injury, overtraining, impaired well-being, and decreased quality of life."

It also gives advice for parents about how to manage these challenges in youth sports. USA TODAY Sports spoke with Brenner, who is the medical director of the sports medicine program at Children's Hospital of The King's Daughters in Norfolk, Virginia, and Moffatt about why so many kids are quitting sports and what parents can do about it.

## **1. Promote athletics to develop healthy habits, not as a means to an end**

According to AAP, discontinuation of sports during childhood plays a role in the more than 75% of U.S. adolescents failing to meet physical activity recommendations.

We want our kids to play sports but we tend to obsess over it. When we do that, we miss the point of getting them into sports in the first place.

Think of his or her sports career with this perspective: It will be over some day, whether that day occurs in high school, college, the Olympics or the pros.

“But you want these kids to still be physically active, to find things that they can do and not get to the point where they’re just burned out mentally and they do not want to be physically active, which, unfortunately, is an outcome that can occur in kids,” Brenner said. “The underlying goal for sports should be to have fun and learn lifelong physical activity skills.”

The best way to ensure your child stays active is to be a partner in their discovery from the beginning. Let them try anything and everything from a young age and let them develop a love for one of them organically.

Try to play a different sport each season, even if it’s just recreationally.

“If you’re just locked into one sport at 8, let’s say, you might miss out on another sport that you would have really enjoyed even more and might have been even better at, too,” Brenner says.

**COACH STEVE:** When should your kid specialize in a sport?

## **2. Come up with an intrinsic, team-oriented definition of sports success**

Parents get furious when a call goes against their kid in a game. They berate the officials and cheer loudly to help, or so they think, their kid’s team win.

But isn't a call that goes against your kid, or a close loss, good for building overall character? Your son or daughter might even try harder, and perform better, the next game if you quietly talk to them about it instead of blaming them or someone else.

“We all learn from things that don’t go as planned,” Moffatt said. “I had an old professor who used to say, ‘You only learn from your mistakes because they hurt.’ ”

Competing in sports should derive from intrinsic motivation. If you emphasize effort and have your kid set goals related to teamwork, the winning will come more naturally. Have your baseball player focus on scoring or driving in two runs per game or your basketball, soccer or hockey player get assists.

**COACH STEVE:** What was legendary coach John Wooden's definition of success? You never quite get there

### **3. Keep in mind playing one sport all the time might hurt you**

The AAP report details how extended periods of increased training without proper recovery time can lead to overtraining syndrome, which results in decreased performance, increased risk of injury, and can even affect a child psychologically.

Brenner said he's seen teenagers who have been doing the same sport nonstop since they were six. By this point, they're feeling a lot of pressure, whether it's external or internal, to succeed. Then there's the physical toll.

The AAP recommends one day of rest per week and two to three months off from participation in any specific sport. The months don't have to be consecutive, but whenever you can take these breaks in one-month increments during the year. Professional athletes even take time off from their sports in the offseason for strength- and cross-training.

Remember, "off" doesn't mean sitting on the couch, but staying active another way.

"I stunned a mom a few months back," Moffatt said. "She had a talented middle school-aged baseball player and she asked me what could she do as a mom to help him succeed at baseball? She was referring to the winter months. I told her to have him play basketball, and I thought she was gonna fall off her chair, but then I explained the why. The diversity really makes a difference in building young athletes, not specialization."

### **4. Watch for overuse injuries, and take care of them before they get worse**

Overtraining syndrome is less common than overuse injuries to bone, muscle or tendon due to repetitive stress without enough recovery. Moffatt said he sees overuse injuries almost every day, while Brenner said 50% of patients he sees have them.

Most overuse injuries last less than three weeks, according to the AAP report, but they can be season-ending, too.

"The whole goal of training is train, break it down a little bit, make it weaker," Moffatt said. "But if you break something down and you don't allow for that recovery time, you continue to break it down, the system starts to fail, whether it's the bone or the growth plate, and that's where you get the injury and pain and then the disability that follows."

Overuse injuries can manifest themselves as "dysfunction," Brenner said, such as decreased pitch velocity in a baseball player. And be alert: Your child might be hiding it.

"Kids feel pressure," Brenner said. "They might feel pressure from coaches, they might feel pressure from parents. They don't want to let their teammates down, so, despite having some soreness, or wanting some time off, they continue to participate so they don't let anybody down."

Stress to your kids the importance of resting something if it hurts. Tell them if they have long-term goals, such as making a high school or college team, a key component must be resting an injury until it heals.

## **5. Use sleep and nutrition to drive performance**

Brenner calls sleep “one of the most important medicines” for recovery and to fuel your performance. He's incorporated a dietician into his sports medicine program to ensure kids get enough protein, carbohydrates, fruits, vegetables and even fats.

As far as sleep, kids need 8 to 10 hours, and most teenagers don't get an optimal amount.

“Sleep is not just this passive state of rest,” Moffatt said. “During deep sleep, the brain and the body go into kind of this metabolic repair mode where the stuff that got broken down during the day kind of gets pruned and processed and recovers while we sleep and probably the biggest organ that applies to is the brain. Sleep is so important to the developing brain.”

## **6. Watch closely for signs of burnout**

Burnout is one of the primary reasons for attrition in youth sports, according to the AAP.

The most common two burnout symptoms Moffatt sees are the loss of interest or motivation in a sport and sleep disturbances. Others signs include fatigue, anxiety, a lack of concentration and decreased academic and athletic performance.

“They don't all hit at once,” Moffatt said. “The depression and anxiety tend to come later.”

Many of the goals we have already discussed – intrinsic motivation, long-term development goals, emphasizing effort over winning, getting adequate rest – can prevent and protect our kids from burnout. So can supporting them through sports, whether they have a bad game or not.

## **7. Always be mindful of your kid's emotional state, especially after injury**

We can help teach our kids mindfulness, which Brenner has described as purposely paying attention to one's physical, mental, and emotional condition in a nonjudgmental manner. Mindfulness, Brenner said, helps us move on from failure, reduce the risk of injury and maintain a positive outlook when returning from an injury, especially a devastating one like an ACL tear.

“If they're feeling stressed and overwhelmed, they can be doing different breathing exercises, for instance, to kind of help them come back to moment and try to avoid that negative self-talk that we all inherently have and try to focus more on the positive,” said Brenner, who incorporates mindfulness into medical coaching and treatment programs.

Staying mindful also means staying connected to your team. Brenner says sports medicine physicians try to never completely shut someone down. If a kid has a shoulder injury, for example, he or she can remain physically active by finding something to do with their legs or core.

## 8. Stay ahead of the curve with your pediatrician

Brenner and Watson recommend that your pediatrician plays an active role in your child's sports career. Have your pre-participation exam in your medical home so your pediatrician can talk to you about how to prevent overuse injuries and answer questions regarding sports and proper training.

## 9. Be well-rounded (and not just with sports)

Tell your kids they're more than just athletes. Brenner said by communicating openly with our children about sports, we can find out what the child's motivation is to play them.

Ask your kids periodically: "Are you still enjoying it? Are you still having fun?"

If they're not, let them know it's OK after the season to try a different activity to take up that part of the year. Perhaps that activity is not a sport, but an art class, even as a temporary break.

"Sometimes, especially if they're burned out or overtraining, just taking a break, having a few months off, can really refresh them both physically and mentally, and maybe they don't want to get back to that sport but maybe they'll pick up another sport," Brenner said.

## 10. Remember: Sports are supposed to be fun.

You've seen that sentence before in this space. The AAP report reinforces that if you want your kids to continue with a sport, they should enjoy it, perhaps even more than you enjoy watching them play it.

Foster their autonomy by letting them lead the conversations (about successes and failures) in games. The goal is to take those games, and the memories and learning experiences from them, into their own lives.

"I love that term: Healthy relationship with sport," Moffat says. "When I think about it, it's that relationship where you're obviously staying physically active and competing. But there's real value in teamwork and sportsmanship and learning how to win and lose with grace - those real, less-tangible life lessons."

*Steve Borelli, aka Coach Steve, has been an editor and writer with USA TODAY since 1999. He spent 10 years coaching his two sons' baseball and basketball teams. He and his wife, Colleen, are now loving life as sports parents for a high schooler and middle schooler. For his past columns, [click here](#).*

**Got a question for Coach Steve you want answered in a future column? Email him at [sborelli@usatoday.com](mailto:sborelli@usatoday.com).**



## EXAMPLE QUESTIONS ASKED BY BOARD MEMBERS OF A BUSINESS MANAGER DURING A FINANCIAL REVIEW SESSION

- 1) Are the books balanced and reconciled?
- 2) Are all cash and investment accounts reconciled to the general ledger?
- 3) Does the adopted budget reflect expected expenditures?
- 4) Have payroll reports been filed and have all payroll liabilities been paid timely?
- 5) Have all federal and state reimbursement requests as well as required financial reporting forms been filed timely?
- 6) Are there any suspected cases of fraud that we need to be aware of?
- 7) Are there any suspected changes to the internal control system?
- 8) Have there been any significant changes to the internal control system?
- 9) Is the business office adequately staffed to allow for proper segregation of duties?
- 10) Have there been any changes to the accounting system or accounting policies that are significant?
- 11) Has the accounting software and related IT systems been subject to review by an IT professional to ensure seamless backup in the event of a malware, ransomware, or other compromise of computer security?
- 12) Are there any other financial-related matters we should be aware of?
- 13) Are there any new pronouncements on the horizon that may require additional staff time or disbursement of funds to properly implement?
- 14) Are all financial statements that have been provided to the Board accurate and complete to the best of your knowledge?
- 15) Have you been asked by the Superintendent to do anything that makes you uncomfortable or to present any information you feel is inaccurate?

Jefferson School District 14J  
 General Fund: Statement of Revenues Budget Vs. Actual  
 For the Fiscal Year 2023-2024  
 As of 03/31/2024

Source	2023-24 Budget	Actual YTD Rev. 3/31/2024	Projected through 6/30/2024	Total Estimated 2023-24	(Over)/Under Budget	2022-23 Budget	Actual* YTD Rev. 6/30/2023
SSF Funding							
1111 Current Year Property Taxes- Marion	2,380,709	2,459,732		2,459,732	(79,023)	2,315,407	2,404,180
1111 Current Year Property Taxes- Linn	185,386	182,527	2,859	185,386	-	180,000	186,868
1112 Prior Year's Property Taxes- Marion	62,974	47,630	15,344	62,974	-	40,000	51,696
1112 Prior Year's Property Taxes- Linn	3,662	2,764	898	3,662	-	10,000	6,125
1114 Payment in Lieu of Property Taxes- Marion	7,269	1,546	5,723	7,269	-	4,000	26,039
1114 Payment in Lieu of Property Taxes- Linn	-	-	-	-	-	100	807
2101 County School Funds- Marion	23,000	5,484	17,516	23,000	-	23,000	10,155
2101 County School Funds- Linn	3,000	484	2,516	3,000	-	3,000	1,124
2199 Other Intermediate Sources	-	-	-	-	-	-	-
2800 Revenue in Lieu of Taxes	7,000	2,700	4,300	7,000	-	7,000	3,559
3101 State School Support Funds	7,767,969	6,492,966	1,026,012	7,518,978	248,991	7,524,116	7,038,220
3101 SSF May Payback	-	-	-	-	-	-	-
3103 Common School Fund- Marion	107,236	51,940	55,296	107,236	-	87,484	103,157
3104 State Timber- Marion	750	-	750	750	-	750	-
3104 State Timber- Linn	250	-	250	250	-	250	174
3150 Small HS Grant	50,000	-	50,000	50,000	-	50,000	49,100
4801 Federal Forest Fees- Marion	-	-	-	-	-	750	-
4801 Federal Forest Fees- Linn	-	-	-	-	-	250	-
<b>Total SSF Funding</b>	<b>10,599,205</b>	<b>9,247,774</b>	<b>1,181,463</b>	<b>10,429,237</b>	<b>169,968</b>	<b>10,246,107</b>	<b>9,881,203</b>
<b>Total SSF Revenue</b>	<b>\$ 10,599,205</b>	<b>\$ 9,247,774</b>	<b>\$ 1,181,463</b>	<b>\$ 10,429,237</b>	<b>\$ 169,968</b>	<b>\$ 10,246,107</b>	<b>9,881,203</b>
<b>Non State School Support Formula Sources</b>							
<b>Local Sources</b>							
1510 Earnings on Investments	120,000	74,845	45,155	120,000	-	30,000	69,611
1512 Local Tax Interest	1,000	-	1,000	1,000	-	-	4
1910 Rentals	7,000	1,100	5,900	7,000	-	7,000	1,580
1920 Donations from Private Sources/SB1149	-	-	-	-	-	-	-
1941 Other LEA Services	-	-	-	-	-	-	-
1960 Recovery of Prior Year	-	-	-	-	-	-	-
1980 Indirect from Grants	-	-	-	-	-	-	-
1990 Miscellaneous Local Revenue	18,000	18,963	-	18,963	(963)	23,000	7,804
1991 Medicaid	-	-	-	-	-	-	-
<b>Total Non Formula Local Sources</b>	<b>146,000</b>	<b>94,908</b>	<b>52,055</b>	<b>146,963</b>	<b>(963)</b>	<b>60,000</b>	<b>78,998</b>
<b>Intermediate Sources</b>							
2900 WESD Transit Funds	-	-	-	-	-	-	-
<b>State/Federal Sources</b>							
3190 High Cost Disability	64,000	-	64,000	64,000	-	55,000	89,258
3199 Unrestricted State Revenue	-	-	-	-	-	-	-
<b>Total State/Federal Sources</b>	<b>64,000</b>	<b>-</b>	<b>64,000</b>	<b>64,000</b>	<b>-</b>	<b>55,000</b>	<b>89,258</b>
<b>Other Sources</b>							
5200 Interfund Transfers	-	-	-	-	-	-	-
5400 Beginning Fund Balance*	1,200,000	550,564	-	550,564	649,436	1,200,000	1,079,622
<b>Total Other Sources</b>	<b>1,200,000</b>	<b>550,564</b>	<b>-</b>	<b>550,564</b>	<b>649,436</b>	<b>1,200,000</b>	<b>1,079,622</b>
<b>Total Non SSF Revenue</b>	<b>\$ 1,410,000</b>	<b>\$ 645,472</b>	<b>116,055</b>	<b>\$ 761,527</b>	<b>\$ 648,473</b>	<b>\$ 1,315,000</b>	<b>1,247,879</b>
<b>Total Resources</b>	<b>\$ 12,009,205</b>	<b>\$ 9,893,246</b>	<b>\$ 1,297,519</b>	<b>\$ 11,190,764</b>	<b>\$ 818,441</b>	<b>\$ 11,561,107</b>	<b>\$ 11,129,082</b>
				Less Estimated Requirements			Less Estimated Requirements
				<b>\$ (10,774,698)</b>			<b>\$ (10,774,698)</b>
				<b>\$ 416,067</b>			<b>\$ 416,067</b>
				<b>Estimated Ending Fund Balance</b>			<b>Estimated Ending Fund Balance</b>

**Jefferson School District 14J**  
**General Fund: Statement of Expenditure Budget Vs. Actual**  
**For the Fiscal Year 2023-2024**  
**As of 3/31/2024**

Function	2023-24 Budget	Actual YTD Exp. 3/31/2024	Projected through 6/30/2024	Total Estimated 2023-24	(Over)/ Under Budget	% Committed	2022-23 Budget	Actual YTD Exp. 6/30/2023
<b>Instruction</b>								
1111 Elementary, K-5 or K-6	1,825,873	1,013,562	659,905	1,673,467	152,406	91.65%	1,878,567	1,736,374
1113 Elementary/Extracurricular	4,136	3,038	2,246	5,284	(1,148)	127.75%	3,942	3,910
1121 Middle/Junior High Programs	1,112,022	619,172	467,409	1,086,582	25,440	97.71%	1,062,395	997,074
1122 Middle/Junior High School Extracurricular	51,356	26,889	24,331	51,220	136	99.74%	44,239	53,725
1131 High School Programs	1,660,595	907,590	570,604	1,478,194	182,401	89.02%	1,616,972	1,524,165
1132 High School Extracurricular	110,642	73,979	39,136	113,115	(2,473)	102.23%	131,753	106,251
1210 Programs for the Talented and Gifted	6,961	3,040	2,877	5,917	1,044	85.00%	6,997	4,728
1220 Restrictive Pgms for Students w/Disabilities	598,700	286,448	179,490	465,938	132,762	77.83%	612,503	507,607
1221 Learning Centers	-	-	-	-	-	0.00%	-	-
1227 Early School Year Program	9,274	3,890	-	3,890	5,384	41.95%	9,464	5,836
1229 Other Pgms for Students w/Disabilities	-	-	-	-	-	0.00%	-	-
1250 Programs for Students w/Severe Disabilities	788,855	402,191	248,046	650,237	138,618	82.43%	700,394	578,163
1281 Public Alternative Programs	4,000	1,352	-	1,352	2,648	33.80%	4,000	1,760
1283 District Alternative Programs	63,344	-	-	-	63,344	0.00%	39,702	38,706
1284 JCA	-	-	-	-	-	0.00%	-	-
1291 English Second Language Programs	252,374	156,603	93,344	249,946	2,428	99.04%	234,962	236,042
<b>Total Instruction</b>	<b>\$ 6,488,132</b>	<b>\$ 3,497,754</b>	<b>\$ 2,287,388</b>	<b>\$ 5,785,142</b>	<b>\$ 702,990</b>		<b>\$ 6,345,890</b>	<b>5,794,341</b>
<b>Support Services</b>								
2112 Attendance Services	-	-	-	-	-	0.00%	100	-
2115 Student Safety	3,500	2,010	-	2,010	1,490	57.43%	3,600	6,643
2122 Counseling Services	241,411	129,743	92,669	222,412	18,999	92.13%	228,454	222,419
2134 Nurse Services	19,774	-	19,774	19,774	-	100.00%	-	-
2140 Behavior Consultant	-	-	-	-	-	0.00%	-	-
2148 Psychological Services	104,331	-	104,331	104,331	-	100.00%	92,000	91,635
2152 Speech Pathology Services	-	-	-	-	-	0.00%	8,384	-
2160 Other Student Treatment Services	-	-	-	-	-	0.00%	-	-
2190 Service Directions, Student Support Svcs	110,932	84,492	27,605	112,096	(1,164)	101.05%	110,084	108,746
2213 Curriculum	-	-	-	-	-	0.00%	125,138	45,168
2219 Improvement of Instruction Services	-	-	-	-	-	0.00%	-	-
2222 Library/Media Center	24,948	9,963	8,861	18,824	6,125	75.45%	26,707	11,816
2223 Multimedia Services	-	-	-	-	-	0.00%	-	-
2240 Staff Development	36,515	3,015	15,243	18,258	18,258	50.00%	30,000	5,123
2310 Board of Education	129,935	57,338	49,047	106,385	23,550	81.88%	112,929	101,709
2320 Executive Administration	200,467	138,937	45,348	184,285	16,182	91.93%	196,113	181,678
2410 Office of the Principal Services	1,112,817	692,340	318,983	1,011,323	101,494	90.88%	1,063,017	1,045,596
2510 Direction of Business Services	153,155	109,423	37,567	146,989	6,166	95.97%	144,342	134,995
2520 Fiscal Services	160,420	119,621	36,106	155,727	4,693	97.07%	155,563	155,528
2528 Other General Professional and Technological Servi	1,500	888	-	888	612	59.22%	1,500	-
2540 Operation & Maintenance of Plant Services	135,000	139,134	-	139,134	(4,134)	103.06%	125,000	117,530
2542 Care and Upkeep of Building Services	840,550	584,033	217,695	801,728	38,822	95.38%	783,142	782,884
2543 Care and Upkeep of Grounds Services	132,520	87,732	24,657	112,390	20,130	84.81%	124,236	107,884
2544 Maintenance	161,450	121,804	38,106	159,909	1,541	99.05%	163,875	130,940
2546 Security Services	10,000	2,042	4,458	6,500	3,500	65.00%	4,000	11,366
2550 Student Transportation Services	-	-	-	-	-	0.00%	-	-
2552 Vehicle Operation Services	670,000	459,405	319,027	778,432	(108,432)	116.18%	565,000	683,103
2558 Transportation/Special Educationb	86,000	44,675	37,325	82,000	4,000	95.35%	86,000	104,707
2573 Warehouse & Distribution Services	41,200	20,434	9,671	30,105	11,095	73.07%	40,200	33,064
2574 Printing, Publishing and Duplicating Services	43,000	26,839	18,964	45,803	(2,803)	106.52%	43,000	48,327
2643 Human Resources	121,530	86,111	14,379	100,490	21,040	82.69%	113,333	108,513
2649 Other Staff Services	3,000	157	1,343	1,500	1,500	50.00%	-	2,605
2662 Technology- Systems Analysis Services	304,580	211,877	55,705	267,582	36,998	87.85%	253,600	254,735
2663 Technology- Programming Services	72,000	60,143	-	60,143	11,857	83.53%	45,300	55,869
<b>Total Support Services</b>	<b>\$ 4,920,535</b>	<b>\$ 3,192,154</b>	<b>\$ 1,496,864</b>	<b>\$ 4,689,018</b>	<b>\$ 231,517</b>		<b>\$ 4,644,617</b>	<b>\$ 4,552,583</b>
<b>Other Requirements</b>								
5100 Debt Service	-	-	-	-	-	-	-	-
5200 Transfers of Funds	300,538	-	300,538	300,538	-	100.00%	270,600	217,909
6000 Contingency	100,000	-	-	-	100,000	0.00%	100,000	-
7000 Unappropriated Ending Fund Balance	200,000	-	-	-	200,000	0.00%	200,000	-
<b>Total Other Requirements</b>	<b>\$ 600,538</b>		<b>\$ 300,538</b>	<b>\$ 300,538</b>	<b>\$ 300,000</b>		<b>\$ 570,600</b>	<b>217,909</b>
<b>Total Requirements</b>	<b>\$ 12,009,205</b>	<b>\$ 6,689,908</b>	<b>\$ 4,084,790</b>	<b>\$ 10,774,698</b>	<b>\$ 1,234,507</b>		<b>\$ 11,561,107</b>	<b>\$ 10,564,833</b>

**Jefferson School District 14J**  
**Appropriations**  
**For the Fiscal Year 2023-2024**  
**As of 3/31/2024**

<b>General Fund (100)</b>	<b>Appropriations</b>	<b>Resolutions</b>	<b>YTD</b>	<b>Encumbrances</b>	<b>Totals</b>	<b>(Over)/Under Budget</b>
1000 Instruction	\$ 6,488,132	\$ -	\$ 3,497,754	\$ 2,286,504	\$ 5,784,258	\$ 703,874
2000 Support Services	\$ 4,920,535	\$ -	\$ 3,192,154	\$ 1,482,505	\$ 4,674,659	\$ 245,876
5100 Debt Service	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5200 Transfers	\$ 300,538	\$ -	\$ -	\$ 300,538	\$ 300,538	\$ -
6000 Contingency	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ 100,000
Sub Total	\$ 11,809,205	\$ -	6,689,908	4,069,546	10,759,454	\$ 1,049,751
<b>Special Revenue Funds</b>						
1000 Instruction	\$ 1,605,498	\$ -	\$ 1,076,195	\$ 517,111	\$ 1,593,306	\$ 12,192
2000 Support Services	\$ 728,091	\$ -	\$ 362,560	\$ 216,817	\$ 579,377	\$ 148,714
3000 Community Service	\$ 665,626	\$ -	\$ 393,674	\$ 164,580	\$ 558,254	\$ 107,372
Sub Total	\$ 2,999,215	-	1,832,429	898,509	2,730,938	\$ 268,277
<b>ASB Funds</b>						
1000 Instruction	\$ 297,950	\$ -	\$ 74,323	\$ 23,258	\$ 97,580	\$ 200,370
5200 Transfers	\$ 9,500	\$ -	\$ -	\$ -	\$ -	\$ 9,500
Sub Total	\$ 307,450	\$ -	\$ 74,323	\$ 23,258	\$ 97,580	\$ 209,870
<b>Debt Service</b>						
5100 Debt Service	\$ 1,795,268	\$ -	\$ 500,902	\$ 1,294,366	\$ 1,795,268	\$ -
7000 Unappropriated	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Total	\$ 1,795,268		500,902	1,294,366	1,795,268	\$ -
<b>Capital Fund</b>						
2000 Support Services	\$ 41,926	\$ -	\$ -	\$ -	\$ -	\$ 41,926
4000 Facilities Acquisitor	\$ 2,501,500	\$ -	\$ 295,481	\$ 50,000	\$ 345,481	\$ 2,156,019
5000 Facilities Acquisitor	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Sub Total	\$ 2,543,426	-	295,481	50,000	345,481	\$ 2,197,945
<b>Total Appropriations</b>	\$ 19,454,564	\$ -	\$ 9,393,042	\$ 6,335,679	\$ 15,728,721	\$ 3,725,843
<b>Total Unappropriated</b>	\$ 314,518	-	-	-	-	\$ 314,518
<b>TOTAL</b>	<b>\$ 19,769,082</b>	<b>\$ -</b>	<b>\$ 9,393,042</b>	<b>\$ 6,335,679</b>	<b>\$ 15,728,721</b>	<b>\$ 4,040,361</b>

## Jefferson School District 14J

### Approval of Bills Report

Fiscal Year: 2023-2024

Criteria: From Check Date: 03/01/2024 To: 03/31/2024 Voucher: ALL  
 Report Sort: FUND From Fund: 100 To: 999  Page Break

Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - General Fund			
47621	A&E Security	Basic Monitoring - District Wide	\$545.25
47641	Albany Lock & Key	HS/Repairs & Maintenance Services	\$41.50
0	Amazon Capital Services, Inc	Supplies for District Office	\$20.61
0	Amazon Capital Services, Inc	Supplies for District Office	\$27.47
0	Amazon Capital Services, Inc	Paper/Envelops/Supplies as needed	\$151.36
0	Amazon Capital Services, Inc	6th Grade-Classroom supplies as needed	\$193.50
0	Amazon Capital Services, Inc	7th Grade Supplies as needed	\$270.17
0	Amazon Capital Services, Inc	Open PO for office supplies & supplies for meetings for the school year	\$6.69
0	Amazon Capital Services, Inc	Rep & Maint - Maintenance	\$66.66
0	Amazon Capital Services, Inc	Supplies/Physical Ed Rackets/paddles	\$89.57
0	Amazon Capital Services, Inc	Open PO for office supplies & supplies for meetings for the school year	\$84.25
0	Amazon Capital Services, Inc	Paper/Envelops/Supplies as needed	\$329.31
47622	American Rooter	HS/Repairs & Maintenance Services	\$225.00
47660	Canon Financial Services	Contact for delivery: Barbi Hemmer 541-327-3337 x1048. Contact for training and meter: Jen Wollersheim 541-327-3337 x1051. 60 month FMV - District Wide Printing (cost is for Jan -June 2022-2023)	\$3,373.61
47624	Certified Systems, Inc	PA SYSTEM Repair	\$350.00
47661	Chemeketa Comm College	SB300 Tuition	\$607.00
47662	Chemeketa Comm College	Supplies/Ag Science Flower starts for the Ag in the Classroom project.	\$68.00
47613	City Of Jefferson	Water and Sewer Elementary School	\$964.79
47613	City Of Jefferson	Water and Sewer Middle School	\$838.80
47613	City Of Jefferson	Water and Sewer High School	\$838.80
47663	Copiers Northwest Inc	Staples and supplies-Mid Paper Supplies/envelopes	\$89.57
47614	Freres Building Supply	Supplies/Woods Wood shop supplies of lumber, glue, nails, screws, paint and wood stain for required projects.	\$35.86
47614	Freres Building Supply	Supplies/Woods Wood shop supplies of lumber, glue, nails, screws, paint and wood stain for required projects.	\$171.87

Jefferson School District 14J

Approval of Bills Report

Fiscal Year: 2023-2024

Criteria: From Check Date: 03/01/2024 To: 03/31/2024 Voucher: ALL  
 Report Sort: FUND From Fund: 100 To: 999  Page Break

Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - General Fund			
47614	Freres Building Supply	Maintenance Supplies	\$252.79
47632	Garrett Hemann Robertson P.C.	Legal Services Sped	\$137.50
47665	Harvey & Price	Other Contracted Services	\$1,278.00
47665	Harvey & Price	Other Contracted Services	\$1,496.00
0	Hemmer, Barbara L	Mllege out of town for the year	\$20.10
47616	Hollmeyer HVAC Inc.	MS/Repairs & Maintenance Services	\$1,107.00
47633	Home Depot Credit Services	Maintenance Supplies	\$503.03
47634	Liden Technologies LLC- Help Counter	Help Counter Volunteer Software - Annual subscription license fee for all 3 schools.	\$450.00
47674	Marion County Sheriffs Office	OTHER CONTRACTED SERVICES	\$100.00
0	Martin, Darren Scott	Dist PLT/Travel	\$20.96
0	Oertel, Jennifer L	Reimbursement - Classified Week Donuts	\$157.20
47617	OETC	Google Duet	\$288.00
47637	Pacific Power	DO Electricity	\$2,256.68
47637	Pacific Power	ES Electricity	\$6,767.07
47637	Pacific Power	MS Electricity	\$1,883.97
47637	Pacific Power	HS Electricity	\$14,042.11
47618	Pacific Sanitation	ES Garbage	\$369.95
47618	Pacific Sanitation	MS Garbage	\$575.00
47618	Pacific Sanitation	HS Garbage	\$546.38
47619	Purchase Power	District Wide Postage	\$200.00
47670	Ram Steelco Inc.	Supplies/Ag/Welding Ag welding consumable metal for required welds and projects.	\$200.27
47638	Robert Lloyd Sheet Metal	HS/Repairs & Maintenance Services	\$1,501.87
47639	Sierra Springs	Water and Cooler Rental District Office Wide	\$62.68
0	Sullivan, Chris	Supplies/principals acct - To purchase supplies as needed throughout the 23/24 school year.	\$99.80
0	Sullivan, Chris	Supplies/principals acct	\$17.94
47647	Truax Corporation	Dist Vehicles Pupil Trans	\$397.08

Jefferson School District 14J

Approval of Bills Report

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Exclude Invoice Description

Check Number	Vendor	Description	Amount
100 - General Fund			
47647	Truax Corporation	Grounds - Fuel	\$76.48
0	Truett, Hattie M	Mileage out of town for the year	\$20.10
47672	Valley Green, Inc	Other Contracted Services/ Spray infields Baseball/Softball	\$355.00
0	Ward, Renee N	Supplies/Gen Class - To purchase supplies for the 23/24 school year	\$15.08
47620	Willamette ESD	OR Data Suite	\$1,441.70
47673	Willamette ESD	Sub Services - Elementary	\$2,747.74
47673	Willamette ESD	Sub Services - Middle	\$2,587.60
47673	Willamette ESD	Sub Services - High School	\$4,783.62
47673	Willamette ESD	Instr Serv/-Spec Ed	\$788.94
47673	Willamette ESD	Instr Serv/-Spec Ed	\$1,785.10
47673	Willamette ESD	Sub Services - Elementary	\$1,649.37
47673	Willamette ESD	Sub Services - Middle	\$2,846.36
47673	Willamette ESD	Sub Services - High School	\$6,149.32
47673	Willamette ESD	Instr Serv/-Spec Ed	\$258.76
Total for 100 - General Fund			\$69,626.19
210 - Title 2A - Quality Teacher			
0	Gonzales, Daletta A.T.	Title 2A/Prof & Tech Dev - Mileage reimbursement for Daletta to attend the 2 day EL Achieve Symposium in Hillsboror. It is 133.4 miles round trip for 1 day x 2 days = 266.8 miles x \$.67 reimbursement rate = \$178.75.	\$178.75
Total for 210 - Title 2A - Quality Teacher			\$178.75
215 - IDEA Part B			
47645	Linguistic Services	Translation Svc	\$500.00
47645	Linguistic Services	Translation Svc	\$75.00
47673	Willamette ESD	IDEA Sub Costs	\$258.76
Total for 215 - IDEA Part B			\$833.76
226 - Title 1A			

Jefferson School District 14J

Approval of Bills Report

Fiscal Year: 2023-2024

Criteria: From Check Date: 03/01/2024 To: 03/31/2024 Voucher: ALL  
 Report Sort: FUND From Fund: 100 To: 999

Page Break  Exclude Invoice Description

Check Number	Vendor	Description	Amount
<b>226 - Title 1A</b>			
47673	Willamette ESD	Title I Sub Costs	\$258.76
Total for 226 - Title 1A			\$258.76
<b>229 - Textbooks</b>			
47612	Childrens Health Market	Teacher Guides - Health Curriculum for JES	\$506.00
Total for 229 - Textbooks			\$506.00
<b>235 - Measure 98</b>			
0	Amazon Capital Services, Inc	Supplies	\$40.84
0	Amazon Capital Services, Inc	Supplies	\$49.10
0	Amazon Capital Services, Inc	Supplies	\$5.99
47673	Willamette ESD	HSS Sub Costs	\$129.38
Total for 235 - Measure 98			\$225.31
<b>250 - Child Nutrition Programs</b>			
47623	Bargreen Ellingson	Kitchen Supplies-non food	\$242.04
47625	Franz Bakery	Bread Products	\$265.11
47644	Franz Bakery	Bread Products	\$314.60
0	Mitchell, Adrian N.	Additional Salary/Mileage	\$12.60
47629	Sysco	FOOD SVC RECEIVABLE Sysco	\$4,911.43
47629	Sysco	FOOD SVC RECEIVABLE Sysco	\$1,542.17
47646	Sysco	FOOD SVC RECEIVABLE Sysco	\$4,767.81
47640	Umpqua Dairy Products Co.	Milk products	\$737.47
47671	Umpqua Dairy Products Co.	Milk products	\$895.68
47630	Water Walkers Inc.	Healthe Pro Data Base/Software Support	\$3,871.25
47673	Willamette ESD	Food Service	(\$8.68)
47673	Willamette ESD	Food Service	\$522.27
Total for 250 - Child Nutrition Programs			\$18,073.75

252 - Student Success Act



Jefferson School District 14J

Approval of Bills Report

Fiscal Year: 2023-2024

Criteria: From Check Date: 03/01/2024 To: 03/31/2024 Voucher: ALL  
 Report Sort: FUND From Fund: 100 To: 999  Page Break

Exclude Invoice Description

Check Number	Vendor	Description	Amount
<b>252 - Student Success Act</b>			
47615	Graduation Alliance Inc	Online software	\$3,625.16
47673	Willamette ESD	MS Instruciton Services	\$258.76
47673	Willamette ESD	MS Instruciton Services	\$517.52
47673	Willamette ESD	HS Instruciton Services	\$274.14
Total for 252 - Student Success Act			\$4,675.58
<b>255 - Co-Curricular Fund</b>			
47658	Armorzone Athletic LLC	Repairs/Equipment	\$80.00
47643	BSN Sports	Supplies/Materials	\$156.21
47636	OSAA	Supplies/Materials	\$67.50
Total for 255 - Co-Curricular Fund			\$303.71
<b>264 - School Based Health and Recourse Center</b>			
0	Amazon Capital Services, Inc	School Based Health and Resource Center Supplies	\$339.54
0	Amazon Capital Services, Inc	School Based Health and Resource Center Supplies	\$105.97
0	Amazon Capital Services, Inc	Supplies for the School Based Health and Resource Center	\$249.72
0	Amazon Capital Services, Inc	Supplies/Gen Class	\$78.40
Total for 264 - School Based Health and Recourse Center			\$773.63
<b>271 - Elementary ASB</b>			
47639	Sierra Springs	Elem/Parent Teacher Committee - PTC will pay for water service to get JES through the end of the school year	\$228.91
Total for 271 - Elementary ASB			\$228.91
<b>272 - Middle School ASB</b>			
0	Amazon Capital Services, Inc	Supplies for staff room and staff celebrations-MS/FACULTY ACCOUNT	\$9.89
0	Amazon Capital Services, Inc	Binder Supplies as needed	\$79.76
0	Amazon Capital Services, Inc	Supplies as needed-Harris-Elective	\$33.27
0	Amazon Capital Services, Inc	Supplies as needed-Harris-Elective	\$119.99

## Jefferson School District 14J

### Approval of Bills Report

Fiscal Year: 2023-2024

Criteria: From Check Date: 03/01/2024 To: 03/31/2024 Voucher: ALL  
 Report Sort: FUND From Fund: 100 To: 999  Page Break

Exclude Invoice Description

Check Number	Vendor	Description	Amount
<b>272 - Middle School ASB</b>			
0	Beeson, Melissa A	Concessions/fundraiser supplies-MS Parent Teacher Committee Supplies & teacher appreciation..	\$41.90
0	Beeson, Melissa A	Concessions/fundraiser supplies-MS Parent Teacher Committee Supplies & teacher appreciation..	\$8.76
0	Hart, Anna Marie	Supplies as needed-MS/ASB	\$27.35
0	Magana, Silvia	Supplies as needed-MS/FACULTY ACCOUNT	\$5.69
0	Mendez, Brooke A	Supplies as needed-MS Parent Teacher Committee Supplies	\$130.00
0	Stewart, Sean C	Supplies as Needed for Activities-MS/ASB	\$103.59
<b>Total for 272 - Middle School ASB</b>			<b>\$560.20</b>
<b>273 - High School ASB</b>			
0	Amazon Capital Services, Inc	HS/MUSIC wireless mics for music concerts	\$193.99
47659	Avant	HS/SPANISH CLUB	\$373.50
47631	Blick Art Materials	Boxes of Gluesticks	\$21.16
47631	Blick Art Materials	Bottles of Tempra Paint	\$65.84
47631	Blick Art Materials	Bottles of Acrylic Paint	\$92.32
47631	Blick Art Materials	Boxes of Erasers	\$32.32
47631	Blick Art Materials	Bottles of Glaze	\$79.62
47642	Branding Stitch	HS/ASB	\$310.00
47643	BSN Sports	HS/Track	\$649.44
47643	BSN Sports	HS/Girls Basketball	\$1,414.50
47643	BSN Sports	HS/Girls Basketball	(\$31.46)
47664	Hagemann, Kaydence	HS/FFA Staff breakfast purchase of condiments.	\$19.75
47666	J.W.Pepper & Son Inc.	HS/MUSIC Sheet music for spring concert, this was supposed to have already been submitted but something happened	\$241.50
47667	JHS Booster Club	HS/ASB	\$52.00
0	Martin, Darren Scott	AVID Hotel	\$128.88
0	Martin, Darren Scott	AVID Meals	\$48.76
0	Martin, Darren Scott	AVID Mileage	\$180.90

Jefferson School District 14J

Approval of Bills Report

Fiscal Year: 2023-2024

Criteria: From Check Date: 03/01/2024 To: 03/31/2024 Voucher: ALL  
 Report Sort: FUND From Fund: 100 To: 999  Page Break

Exclude Invoice Description

Check Number	Vendor	Description	Amount
<b>273 - High School ASB</b>			
47635	National FFA Organization	HS/FFA Jefferson FFA Awards(Seniors, Outstanding Greenhand & Chapter plaques).	\$127.00
47626	Petty Cash - Joy Donohue	HS/FFA	\$100.00
47669	Petty Cash - Joy Donohue	HS/ CLASS 2025	\$100.00
0	Pierce-Cummings, Laura M	HS/ASB	\$40.00
47627	Ryan's Custom Signs	HS/Girls Basketball	\$120.00
47628	Stayton Flowers	HS/Athletics	\$27.00
Total for 273 - High School ASB			\$4,387.02
<b>274 - Scholarship Fund</b>			
47668	JHS Booster Club	Chamber of Commerce	\$250.00
Total for 274 - Scholarship Fund			\$250.00
<b>295 - ESSER III</b>			
47673	Willamette ESD	ESSER Sub Costs	\$388.14
47673	Willamette ESD	ESSER Sub Costs	\$895.73
Total for 295 - ESSER III			\$1,283.87
<b>300 - Debt Service Funds</b>			
0	Oregon Department of Energy	SELP Loan Interest	\$553.45
0	Oregon Department of Energy	SELP Loan Principal	\$5,196.55
Total for 300 - Debt Service Funds			\$5,750.00
<b>303 - Demo Loan</b>			
0	Umpqua Bank - Loan Dept	Principal Payment 3/1	\$32,207.71
0	Umpqua Bank - Loan Dept	Interest Payment 3/1	\$5,561.29
Total for 303 - Demo Loan			\$37,769.00
Grand Total:			\$145,684.44

End of Report

Jefferson School District 14J

Student Activities Summary Report

Fiscal Year: 2023-2024

From: 7/1/2023

To: 4/30/2024

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
273.0000.9701.002.230.000 Athletics	4,812.54	4,538.51	(1,825.73)	7,525.32	.00	7,525.32
273.0000.9701.002.231.000 Baseball	2,167.82	145.00	.00	2,312.82	(564.00)	1,748.82
273.0000.9701.002.232.000 Boys Basketball	35.21	.00	.00	35.21	.00	35.21
273.0000.9701.002.233.000 Girls Basketball	(43.00)	1,700.00	(1,478.04)	178.96	.00	178.96
273.0000.9701.002.234.000 US Hispanic Leadership Institute	.00	.00	.00	.00	.00	.00
273.0000.9701.002.235.000 Football	2,627.48	3,246.20	(4,256.80)	1,616.88	.00	1,616.88
273.0000.9701.002.236.000 Rally	7,634.05	2,040.00	(7,137.07)	2,536.98	.00	2,536.98
273.0000.9701.002.237.000 Softball	799.99	498.00	175.00	1,472.99	(1,002.00)	470.99
273.0000.9701.002.238.000 Track	2,775.00	920.00	(1,820.43)	1,874.57	(250.00)	1,624.57
273.0000.9701.002.239.000 Volleyball	3,357.12	760.00	508.30	4,625.42	.00	4,625.42
273.0000.9701.002.240.000 Wrestling	214.52	.00	.00	214.52	(720.00)	(505.48)
273.0000.9701.002.241.000 Track Go Fund Me	1,044.74	.00	.00	1,044.74	.00	1,044.74
273.0000.9701.002.243.000 Girls Soccer	.00	.00	.00	.00	.00	.00
273.0000.9701.002.244.000 Boys Soccer	1,615.63	.00	.00	1,615.63	.00	1,615.63
273.0000.9701.002.290.000 College Credit Now BFB	1,610.50	235.00	.00	1,845.50	.00	1,845.50
273.0000.9701.002.728.000 AVID	12,292.24	69.00	2,147.51	14,508.75	(1,440.00)	13,068.75
273.0000.9701.002.730.000 Media Productions	158.24	.00	.00	158.24	.00	158.24
273.0000.9701.002.731.000 Life Skills High School	848.66	1,659.25	.00	2,507.91	.00	2,507.91
273.0000.9701.002.732.000 Jefferson Auto Club	1,270.43	.00	(722.69)	547.74	(300.00)	247.74
273.0000.9701.002.740.000 Concessions	3,222.82	6,421.72	.00	9,644.54	.00	9,644.54
273.0000.9701.002.741.000 ASB	4,731.36	2,460.00	(1,634.99)	5,556.37	(548.50)	5,007.87
273.0000.9701.002.742.000 Library	1,401.49	.00	.00	1,401.49	.00	1,401.49
273.0000.9701.002.743.000 Faculty Account	382.84	.00	.00	382.84	.00	382.84

Jefferson School District 14J

Student Activities Summary Report

Fiscal Year: 2023-2024

From: 7/1/2023

To: 4/30/2024

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
273.0000.9701.002.744.000 Class of 2024	2,221.61	.00	.00	2,221.61	.00	2,221.61
273.0000.9701.002.745.000 Class of 2026	800.00	707.84	(139.36)	1,368.48	.00	1,368.48
273.0000.9701.002.746.000 Class of 2025	2,104.07	.00	(2,700.00)	(595.93)	.00	(595.93)
273.0000.9701.002.747.000 Class of 2022	.00	.00	.00	.00	.00	.00
273.0000.9701.002.748.000 Class of 2023	690.15	.00	(690.15)	.00	.00	.00
273.0000.9701.002.751.000 Book Security	.00	.00	.00	.00	.00	.00
273.0000.9701.002.752.000 Towel & Locker	1,702.38	210.00	.00	1,912.38	.00	1,912.38
273.0000.9701.002.753.000 Hardship	5,066.18	.00	.00	5,066.18	.00	5,066.18
273.0000.9701.002.754.000 Revolving Office	488.34	434.00	(680.00)	242.34	.00	242.34
273.0000.9701.002.761.000 Horticulture	.00	.00	.00	.00	.00	.00
273.0000.9701.002.762.000 Drama	2,621.20	1,054.00	(3,434.15)	241.05	(177.50)	63.55
273.0000.9701.002.763.000 FFA	21,711.48	11,884.00	(15,018.86)	18,576.62	(6,460.95)	12,115.67
273.0000.9701.002.765.000 Metals	1,628.34	210.00	(30.45)	1,807.89	.00	1,807.89
273.0000.9701.002.766.000 Music	4,501.08	800.00	(2,252.56)	3,048.52	(582.01)	2,466.51
273.0000.9701.002.768.000 Equestrian	.00	.00	.00	.00	.00	.00
273.0000.9701.002.769.000 Woods	7,107.47	260.00	.00	7,367.47	.00	7,367.47
273.0000.9701.002.770.000 Yearbook	2,660.99	171.97	(357.38)	2,475.58	.00	2,475.58
273.0000.9701.002.772.000 Math	234.84	.00	.00	234.84	.00	234.84
273.0000.9701.002.773.000 Staff Development	2,114.79	.00	.00	2,114.79	.00	2,114.79
273.0000.9701.002.774.000 Beginning Foods	100.00	.00	.00	100.00	.00	100.00
273.0000.9701.002.775.000 Art Club	1,463.19	350.00	(291.26)	1,521.93	.00	1,521.93
273.0000.9701.002.776.000 Class of 2027	.00	.00	345.08	345.08	.00	345.08
273.0000.9701.002.777.000 HS/FBLA	.00	.00	.00	.00	.00	.00

Jefferson School District 14J

Student Activities Summary Report

Fiscal Year: 2023-2024

From: 7/1/2023

To: 4/30/2024

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

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273.0000.9701.002.779.000 Honor Society	912.38	1,057.00	(739.23)	1,230.15	.00	1,230.15
273.0000.9701.002.780.000 Spanish Club	5,169.86	20.00	(373.50)	4,816.36	.00	4,816.36
273.0000.9701.002.781.000 Science Club	123.17	.00	.00	123.17	.00	123.17
273.0000.9701.002.782.000 Lions Den	5,718.30	2,450.00	(2,426.96)	5,741.34	(1,573.04)	4,168.30
273.0000.9701.002.783.000 Wellness	873.63	.00	.00	873.63	.00	873.63
<b>GRAND TOTALS</b>	<b>122,973.13</b>	<b>44,301.49</b>	<b>(44,833.72)</b>	<b>122,440.90</b>	<b>(13,618.00)</b>	<b>108,822.90</b>

End of Report

Jefferson School District 14J

Student Activities Summary Report

Fiscal Year: 2023-2024

From: 7/1/2023

To: 4/30/2024

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
272.0000.9701.001.000.000 ASB Beginning Fund Balance	90.00	.00	(90.00)	.00	.00	.00
272.0000.9701.001.242.000 Life Skills - Lions Mart	290.92	.00	(290.92)	.00	.00	.00
272.0000.9701.001.710.000 MS Parent Teacher Committee	1,879.48	589.75	(695.00)	1,774.23	(431.77)	1,342.46
272.0000.9701.001.721.000 ASB	2,872.84	2,444.00	(1,774.89)	3,541.95	(1,301.04)	2,240.91
272.0000.9701.001.722.000 Library	277.99	193.04	238.98	710.01	(373.98)	336.03
272.0000.9701.001.723.000 Faculty Account	63.88	320.00	(197.80)	186.08	(177.20)	8.88
272.0000.9701.001.724.000 JMS AVID Notebooks	1,008.00	.00	(811.04)	196.96	(3.96)	193.00
272.0000.9701.001.725.000 General Fees	321.58	.00	(475.00)	(153.42)	.00	(153.42)
272.0000.9701.001.726.000 School Wide Fundraiser	.00	.00	.00	.00	.00	.00
272.0000.9701.001.727.000 Gotcha	291.84	1,321.05	(764.76)	848.13	(444.32)	403.81
272.0000.9701.001.728.000 MS - Hardship	70.00	.00	(50.00)	20.00	.00	20.00
272.0000.9701.001.729.000 Harris-Elective	578.33	30.00	(205.22)	403.11	(244.78)	158.33
272.0000.9701.001.730.000 Hasty-Music	4,768.32	1,919.00	(4,654.64)	2,032.68	(2,147.75)	(115.07)
272.0000.9701.001.731.000 Counseling	.00	370.12	(145.94)	224.18	(162.01)	62.17
272.0000.9701.001.732.000 Larson-Art	1,289.76	300.00	(614.12)	975.64	(751.72)	223.92
272.0000.9701.001.733.000 Chitwood-Pottery	687.10	150.00	(879.49)	(42.39)	.00	(42.39)
272.0000.9701.001.734.000 National Junior Honor Society-NJHS	173.39	560.00	(98.58)	634.81	(220.96)	413.85
272.0000.9701.001.737.000 Hasty-Choir	20.00	30.00	(50.00)	.00	.00	.00
272.0000.9701.001.739.000 Hart-Elective	554.51	180.00	(415.56)	318.95	(384.44)	(65.49)
272.0000.9701.001.740.000 Hasty-Elective	1,102.58	210.00	(438.89)	873.69	(107.04)	766.65
272.0000.9701.001.741.000 Class of 2027/ 8th Grade	542.70	1,060.00	(612.50)	990.20	.00	990.20
272.0000.9701.001.742.000 JMS Art Fund	.00	.00	.00	.00	.00	.00

Jefferson School District 14J

Student Activities Summary Report

Fiscal Year: 2023-2024

From: 7/1/2023

To: 4/30/2024

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

Subtotal By Journal

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272.0000.9701.001.743.000 Class of 2028/7th Grade	15.00	.00	.00	15.00	.00	15.00
272.0000.9701.001.745.000 Class of 2029/6th Grade	.00	.00	.00	.00	.00	.00
272.0000.9701.001.770.000 Yearbook	920.93	275.00	.00	1,195.93	.00	1,195.93
<b>GRAND TOTALS</b>	<b>17,819.15</b>	<b>9,951.96</b>	<b>(13,025.37)</b>	<b>14,745.74</b>	<b>(6,750.97)</b>	<b>7,994.77</b>

End of Report



Jefferson School District 14J

Student Activities Summary Report

Fiscal Year: 2023-2024

From: 7/1/2023

To: 4/30/2024

Print Detail

Page Break by Activity

Exclude Encumbrances

Reverse Signs

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	Range Beg. Balance	Range Revenue	Range Expenditures	Balance	Encumbrances	Available Balance
271.0000.9701.013.701.000 ASB	6,100.32	999.75	(452.65)	6,647.42	.00	6,647.42
271.0000.9701.013.702.000 Library	1,720.02	2,486.31	(3,937.55)	268.78	.00	268.78
271.0000.9701.013.703.000 Faculty Account	701.10	.00	.00	701.10	.00	701.10
271.0000.9701.013.704.000 JES 1st Grade Field Trip - Fund Bal	12.41	260.00	.00	272.41	.00	272.41
271.0000.9701.013.705.000 JES 2nd Grade Field Trip - Fund bal	395.00	.00	.00	395.00	.00	395.00
271.0000.9701.013.706.000 PE - Beg Fund Bal	2,509.21	.00	(249.00)	2,260.21	.00	2,260.21
271.0000.9701.013.707.000 5th Grade Promotion	719.17	268.39	.00	987.56	.00	987.56
271.0000.9701.013.708.000 JES 5th Grade Field Trips - Fund Bal	281.01	.00	.00	281.01	.00	281.01
271.0000.9701.013.709.000 JES KG Field Trip - Fund Balance	570.90	145.00	.00	715.90	.00	715.90
271.0000.9701.013.710.000 Parent Teacher Committee	12,712.82	7,203.20	(8,562.59)	11,353.43	(1,892.77)	9,460.66
271.0000.9701.013.711.000 BFB Keegan's Garden	288.69	.00	.00	288.69	.00	288.69
271.0000.9701.013.712.000 JES 3rd Grade Field Trip - Fund Bal	250.00	.00	.00	250.00	.00	250.00
271.0000.9701.013.713.000 Field Trips-Beg Balance	141.78	.00	3,186.00	3,327.78	.00	3,327.78
271.0000.9701.013.714.000 JES Garden - Beg Balance	576.00	.00	.00	576.00	(300.00)	276.00
271.0000.9701.013.715.000 JES 4th Grade Field Trip - Beg Balance	250.00	.00	.00	250.00	.00	250.00
271.0000.9701.013.716.000 Explore - Sullivan	1,323.54	.00	.00	1,323.54	.00	1,323.54
271.0000.9701.013.717.000 JES Life Skills Field Trip - Fund Bal	60.00	5.00	.00	65.00	.00	65.00
271.0000.9701.013.730.000 Music	7,570.16	187.98	(2,399.30)	5,358.84	(865.49)	4,493.35
271.0000.9701.013.731.000 Donation - United Way	2,452.84	.00	.00	2,452.84	.00	2,452.84
271.0000.9701.013.732.000 Carnival	2,461.65	.00	.00	2,461.65	.00	2,461.65
271.0000.9701.013.733.000 Read-a-Thon fund raising	459.69	.00	.00	459.69	.00	459.69

Jefferson School District 14J

Student Activities Summary Report

Fiscal Year: 2023-2024

From: 7/1/2023

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Print Detail

Page Break by Activity

Exclude Encumbrances

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271.0000.9701.013.734.000 Social & Emotional Learning - Fund Bal	1,745.58	130.00	(684.87)	1,190.71	(434.72)	755.99
<b>GRAND TOTALS</b>	43,301.89	11,685.63	(13,099.96)	41,887.56	(3,492.98)	38,394.58

End of Report



## Jefferson School District 14J

Brad Capener, Superintendent  
1328 N 2<sup>nd</sup> Street  
Jefferson, OR 97352  
541.327.3337 ext. 1050

### Superintendent Update – March

#### **A Strong Finish and Building for the Future**

Board Members,

As we emerge from a refreshing Spring Break, I'm excited to share some positive developments in our district. This final stretch of the school year carries a renewed sense of focus and determination, fueled by the hard work and dedication of our exceptional staff.

#### **Appreciation for Staff:**

I want to express my deepest gratitude to all our educators and support staff. Their unwavering commitment to student success is truly inspiring. Whether it's guiding students in the classroom, providing vital support services, or maintaining a safe and welcoming environment, their efforts lay the foundation for all we achieve.

#### **Strategic Plan Progress:**

As we continue making steady progress on our strategic plan goals, it's gratifying to see our vision for the district coming to life. We're seeing positive results in areas like literacy and math. This progress is a testament to the collaborative efforts of our board, administrators, teachers, and staff.

#### **Supporting Social-Emotional Needs:**

The social-emotional well-being of our students remains a top priority. Our commitment to this area was recently exemplified by the Hope Squad's presentation at the high school. The Hope Squad, comprised of trained student leaders, provided valuable peer support and resources, demonstrating to students that we care about them and are here for them if they need help. This initiative exemplifies the importance we place on creating a supportive and safe environment for all students.

#### **Academic Growth and Data-Driven Decisions:**

Academically, we're seeing positive growth across the district. Data analysis helps us identify areas where students excel and where they might need additional support. By using data to inform instruction, we are tailoring our learning experiences to meet the individual needs of each student. This final stretch of the school year is a crucial time for solidifying learning and preparing students for the next academic year. With our focused plan, dedicated staff, and unwavering support for student well-being, we are confident we will finish the year strong and pave the way for even greater success in the years to come.

Thank you for your continued partnership in advancing our district's mission.

Sincerely,

Brad Capener  
Superintendent

**RESOLUTION NO. 2023-2024 (24.04.001)**

**Teacher Appreciation Week**

Teacher Appreciation Week is observed annually during the second week in May. In 2024, this is the week of May 6-10, 2024.

**WHEREAS**, teachers mold future citizens through guidance and education; and

**WHEREAS**, teachers encounter students of widely differing backgrounds; and

**WHEREAS**, our country’s future depends upon providing quality education to all students; and

**WHEREAS**, teachers spend countless hours preparing lessons, evaluating progress, counseling and coaching students and performing community service; and

**WHEREAS**, our community recognizes and supports its teachers in educating the children of this community.

**NOW, THEREFORE, BE IT RESOLVED** that the Jefferson School District 14J Board of Directors proclaims May 6–10, 2024, to be TEACHER APPRECIATION WEEK; and

**BE IT FURTHER RESOLVED** that the Jefferson School District 14J Board of Directors strongly encourages all members of our community to join with it in personally expressing appreciation to our teachers for their dedication and devotion to their work.

Adopted this 8<sup>th</sup> day of April 2024.

**VOTE:**

\_\_\_\_\_ In Favor \_\_\_\_\_

\_\_\_\_\_ Opposed \_\_\_\_\_

\_\_\_\_\_ Abstention \_\_\_\_\_

\_\_\_\_\_ Absent \_\_\_\_\_

\_\_\_\_\_  
Chair, Jefferson School District 14J Board of Directors

Attest: \_\_\_\_\_



Jefferson  
on the  
**MOVE**

# **JSD Community Survey Data**

Taken March 2024

# About the Data

- Given as a Google Form this year
- 207 responses (*compared to 182 last year*)
  - 138 Elementary School (*compared to 54 last year*)
  - 36 Middle School (*compared to 44 last year*)
  - 30 High School (*compared to 84 last year*)
  - 3 parents that didn't identify a grade level
- Given during Conferences
  - Paper surveys for Elementary school, as parents walked in/out for conferences
  - Link sent to families' emails for MS and HS (with reminder emails throughout the week)

# Our District Focus Areas



**Develop  
Foundational  
Knowledge &  
Skills**



**Improve  
Wellness,  
Safety & Social  
- Emotional  
Health**



**Foster  
Relationships,  
Citizenship &  
Collaboration**



**Build  
Community  
Partnerships  
& Real-World  
Relevance**

# How the questions tie into our Strategic Plan



- My child is being challenged, yet supported in class.
- My child is engaged in learning.



- I understand the emergency protocols for my school.
- My child feels a sense of belonging.



- I feel comfortable approaching the school's principal about my concerns about my child.



- My school communicates information in a timely manner.



# The Data

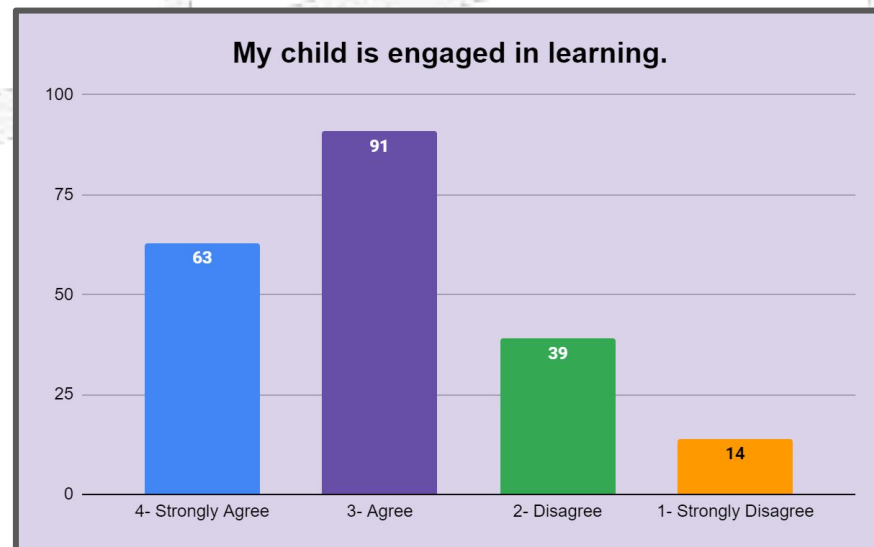
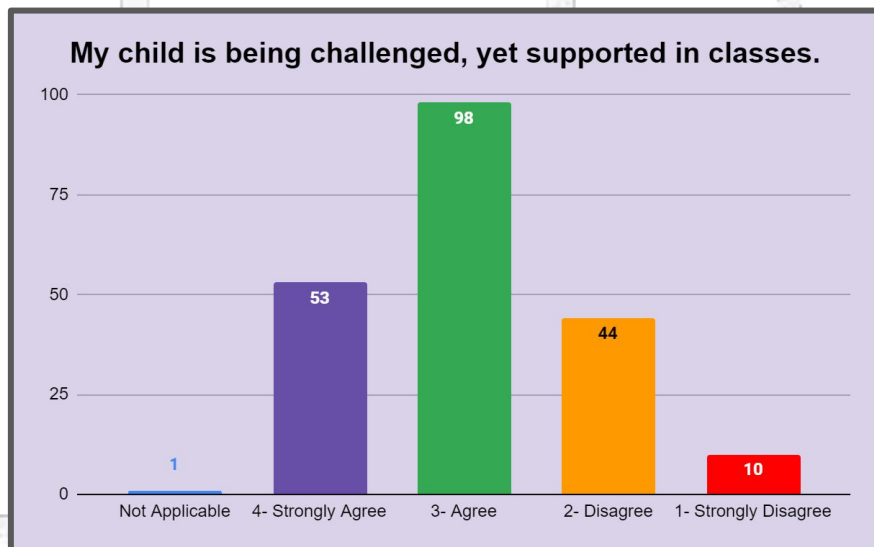


## Develop Foundational Knowledge & Skills

The questions with this focus area:

- My child is being challenged, yet supported in class.
- My child is engaged in learning.

### District-wide



# The Data



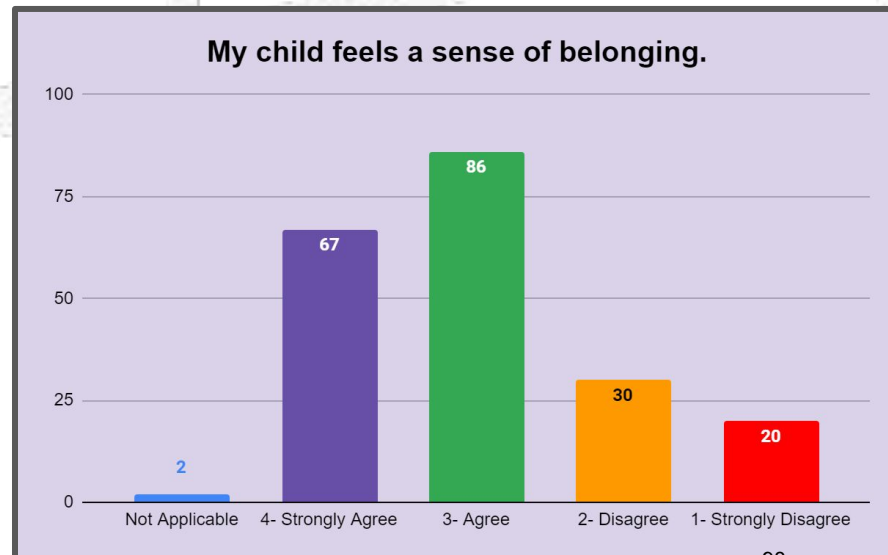
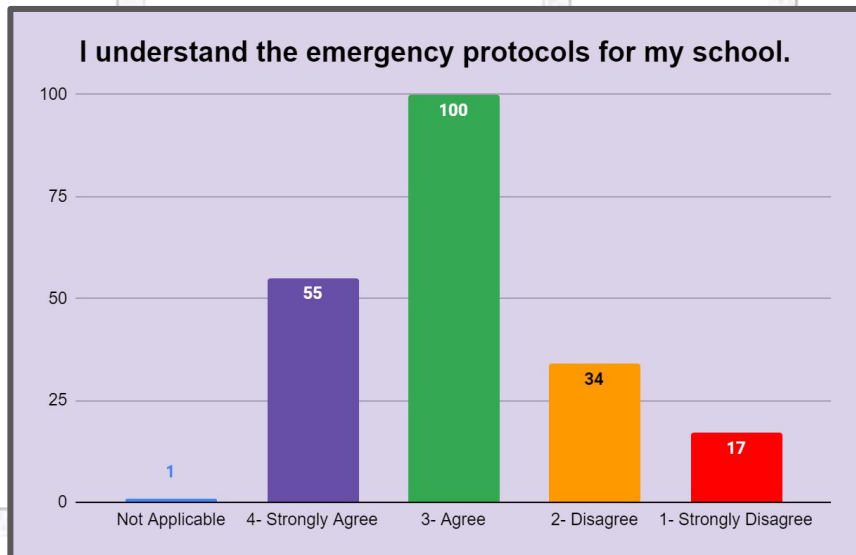
Improve Wellness, Safety & Social - Emotional Health

Jefferson  
on the  
**MOVE**

The questions with this focus area:

- I understand the emergency protocols for my school.
- My child feels a sense of belonging.

## District-wide



Jefferson School District 14J

*Together we inspire, empower, and prepare all students to succeed!*

# The Data



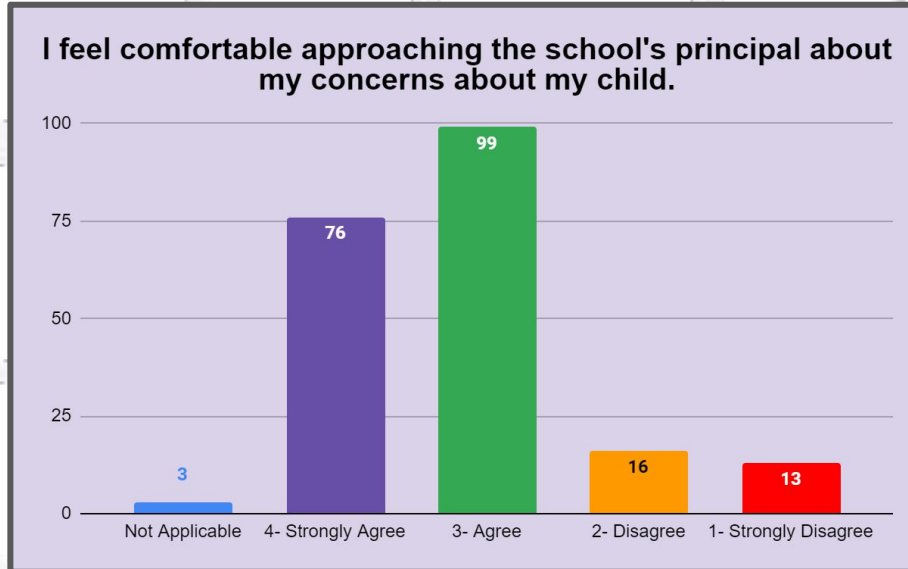
Foster Relationships,  
Citizenship & Collaboration

Jefferson  
on the  
**MOVE**

The question with this focus area:

- I feel comfortable approaching the school's principal about my concerns about my child.

## District-wide



Jefferson School District 14J

*Together we inspire, empower, and prepare all students to succeed!*

# The Data

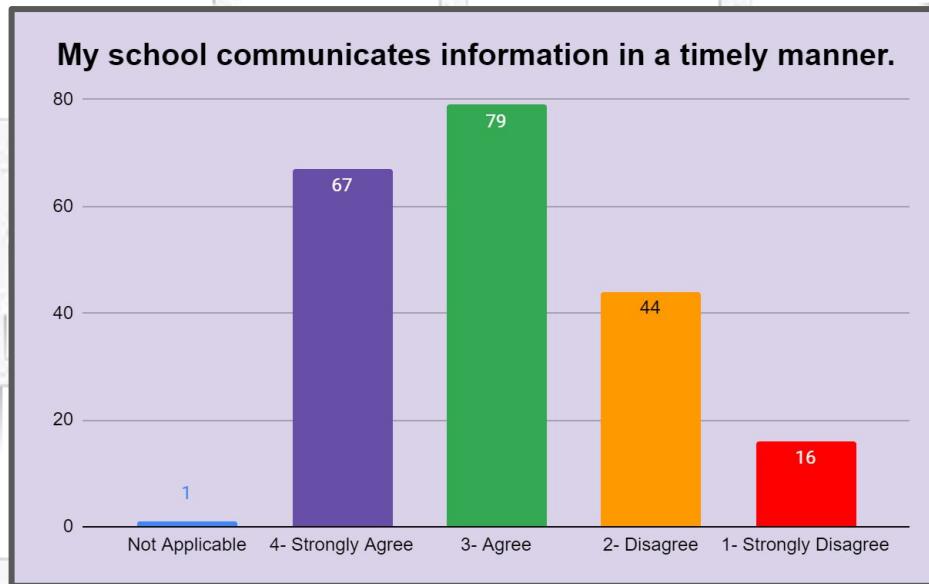


## Build Community Partnerships & Real-World Relevance

The question with this focus area:

- My school communicates information in a timely manner.

### District-wide



Jefferson School District 14J

*Together we inspire, empower, and prepare all students to succeed!*

# Our Next Steps

- Administrative team will evaluate in greater depth and communicate with staff
- Schools will revise S.P goals for next year and incorporate this data into their goals

# Jefferson School District 14J

Code: KGBB  
Adopted: 7/18/22

## Firearms Prohibited

No person on grounds of the schools controlled by the Board (including in school buildings), will possess any firearm<sup>1</sup>, except when said firearm is possessed by a person who is not otherwise prohibited from possessing the firearm, and is unloaded and locked in a motor vehicle. The exception provided in Oregon Revised Statute (ORS) 166.370(3)(g) for concealed carry licensees (see ORS 166.291 and 166.292) does not apply to the possession of firearms on grounds of the schools controlled by the Board.<sup>2</sup> Firearms under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities when in compliance with law and board policy.

Any person violating or threatening to violate the above rules, as determined by the district, may be issued a trespass citation, ejected from the premises and referred to law enforcement officials<sup>3</sup>.

The district will post clearly visible sign(s) at all normal points of entry to the school grounds subject to this policy indicating that the affirmative defense described in ORS 166.370(3)(g) does not apply.

END OF POLICY

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### Legal Reference(s):

[ORS 161.015](#)  
[ORS 164.245](#)  
[ORS 164.255](#)

[ORS 166.210 - 166.370](#)  
[ORS 297.405](#)  
[ORS 332.107](#)

[ORS 332.172](#)  
[ORS 339.315](#)

Gun-Free Schools Act, 20 U.S.C. § 7961 (2018).  
Senate Bill 554 (2021).

### Cross Reference(s):

KG - Community Use of District Facilities  
KGB - Public Conduct on District Property  
KI - Public Solicitation in District Facilities  
KK - Visitors to District Facilities

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<sup>1</sup> “Firearm” has the meaning given that term in ORS 166.210, except that it does not include a firearm that has been rendered permanently inoperable.

<sup>2</sup> See Senate Bill 554 (2021).

<sup>3</sup> ORS 339.315 requires any district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in violation of Oregon law in the previous 120 days report such information to an administrator or law enforcement. A district employee with reasonable cause to believe that a person is in possession of a firearm within a school or has possessed a firearm within a school in the previous 120 days in violation of Oregon law, may report such information to law enforcement.

## **Superintendent Goals for 2024-25**

### **Proposed Goals for the 2024-5 School Year**

- Effective Organizational management
- Effective Financial Management



# Jefferson Elementary School Section List by Teacher

Year: 2023-2024

Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	YR	2	238005-0001	238005 - English Language Arts 05	108	0	15	-15
		2	2790040003	279004 - Mathematics 4	108	0	11	-11
		2	2380040003	238004 - English Language Arts 04	108	0	11	-11
		2	4590040003	459004 - Social Studies 4	108	0	11	-11
		2	902005-0001	902005 - Successful Learner Skills	108	0	15	-15
		2	2690040003	269004 - Science 4	108	0	11	-11
		2	459005-0001	459005 - Social Studies 5	108	0	14	-14
		2	269005-0001	269005 - Science 5	108	0	15	-15
		2	279005-0001	279005 - Mathematics 5	108	0	15	-15
		2	9020040003	902004 - Successful Learner Skills	108	0	11	-11
<b>Total:</b>						<b>0</b>	<b>129</b>	<b>-129</b>
	YR	2	2380SP0002	2380SP - English Language Arts	11	0	6	-6
		2	2790000002	279000 - Mathematics	11	40	6	34
		2	26900SP0002	26900SP - Science	11	0	6	-6
		2	9020000002	902000 - Successful Learner Skills	11	40	6	34
		2	459001SP0002	459001SP - Social Studies	11	0	6	-6
<b>Total:</b>						<b>80</b>	<b>30</b>	<b>50</b>
	YR	2	4590020002	459003 - Social Studies 3	17	0	23	-23
		2	9020020002	902003 - Successful Learner Skills	17	0	25	-25
		2	2790020002	279003 - Mathematics 3	17	0	25	-25
		2	2380020002	238003 - English Language Arts 03	17	0	23	-23
		2	2690020002	269003 - Science 3	17	0	24	-24
<b>Total:</b>						<b>0</b>	<b>120</b>	<b>-120</b>
	YR	2	2690020006	269002 - Science 2	1	0	20	-20
		2	2790020006	279002 - Mathematics 2	1	0	20	-20
		2	9020020006	902002 - Successful Learner Skills	1	0	19	-19
		2	4590020006	459002 - Social Studies 2	1	0	19	-19
		2	238002-0001	238002 - English Language Arts 02		30	19	11
		2	2380020006	238002 - English Language Arts 02	1	0	20	-20
<b>Total:</b>						<b>30</b>	<b>117</b>	<b>-87</b>
	YR	2	9020KG0002	9020KG - Successful Learner Skills	8	0	18	-18
		2	4590KG0002	4590KG - Social Studies KG	8	0	18	-18
		2	2690KG0002	2690KG - Science KG	8	0	18	-18
		2	2790KG0002	2790KG - Mathematics KG	8	0	18	-18
		2	2380KG0002	2380KG - English Language Arts KG	8	0	18	-18
<b>Total:</b>						<b>0</b>	<b>90</b>	<b>-90</b>





# Jefferson Elementary School Section List by Teacher

Year: 2023-2024

Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	YR	2	2790010003	279001 - Mathematics 1	4	0	18	-18
		2	2380010003	238001 - English Language Arts 01	4	0	18	-18
		2	2690010003	269001 - Science 1	4	0	21	-21
		2	9020010003	902001 - Successful Learner Skills	4	0	17	-17
		2	4590010003	459001 - Social Studies 1	4	0	17	-17
				<b>Total:</b>		<b>0</b>	<b>91</b>	<b>-91</b>
	YR	2	2690030003	269003 - Science 3	16	0	23	-23
		2	9020030003	902003 - Successful Learner Skills	16	0	24	-24
		2	4590030003	459003 - Social Studies 3	16	0	25	-25
		2	2790030003	279003 - Mathematics 3	16	0	24	-24
		2	2380030003	238003 - English Language Arts 03	16	0	24	-24
				<b>Total:</b>		<b>0</b>	<b>120</b>	<b>-120</b>
	YR	2	2690030002	269001 - Science 1	3	0	20	-20
		2	9020030002	902001 - Successful Learner Skills	3	0	19	-19
		2	2790030002	279001 - Mathematics 1	3	0	20	-20
		2	4590030002	459001 - Social Studies 1	3	0	20	-20
		2	2380030002	238001 - English Language Arts 01	3	0	19	-19
				<b>Total:</b>		<b>0</b>	<b>98</b>	<b>-98</b>
	YR	2	2690050004	269005 - Science 5	109	0	13	-13
		2	902004-0001	902004 - Successful Learner Skills	109	0	11	-11
		2	4590050004	459005 - Social Studies 5	109	0	13	-13
		2	2380050004	238005 - English Language Arts 05	109	0	13	-13
		2	9020050004	902005 - Successful Learner Skills	109	0	14	-14
		2	238004-0001	238004 - English Language Arts 04	109	0	12	-12
		2	459004-0001	459004 - Social Studies 4	109	0	12	-12
		2	269004-0001	269004 - Science 4	109	0	12	-12
		2	2790050004	279005 - Mathematics 5	109	0	13	-13
		2	279004-0001	279004 - Mathematics 4	109	0	12	-12
				<b>Total:</b>		<b>0</b>	<b>125</b>	<b>-125</b>



# Jefferson Elementary School

## Section List by Teacher

Year: 2023-2024

Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	YR	2	509105-0002	509105 - Music 5	113	0	14	-14
		2	5091050002	509105 - Music 5	113	0	15	-15
		2	509104-0001	509104 - Music 4	113	0	11	-11
		2	5091020006	509102 - Music 2	113	0	18	-18
		2	5091KG0004	5091KG - Music KG	113	0	18	-18
		2	5091KG0002	5091KG - Music KG	113	0	4	-4
		2	5091040001	509104 - Music 4	113	0	12	-12
		2	5091040002	509104 - Music 4	113	0	12	-12
		2	5091KG0003	5091KG - Music KG	113	0	19	-19
		2	EGC_MUS-002	EGC_MUS - Music EGC	113	40	0	40
		2	5091050005	509105 - Music 5	113	0	9	-9
		2	5091000002	509100 - Music SLP	113	30	6	24
		2	5091030001	509103 - Music 3	113	0	24	-24
		2	5091040003	509104 - Music 4	113	0	12	-12
		2	5091010003	509101 - Music 1	113	0	18	-18
		2	5091020002	509102 - Music 2	113	0	19	-19
		2	5091010005	509101 - Music 1	113	0	19	-19
		2	5091020001	509102 - Music 2	113	0	20	-20
		2	5091010001	509101 - Music 1	113	0	20	-20
		2	509105-0001	509105 - Music 5	113	0	13	-13
		2	5091050004	509105 - Music 5	113	0	16	-16
		2	5091030002	509103 - Music 3	113	0	24	-24
		2	509104-0002	509104 - Music 4	113	0	7	-7
<b>Total:</b>						<b>70</b>	<b>330</b>	<b>-260</b>
	YR	2	EGC_SS-0002	EGC_SS - Elementary EGC Social Studies	11	5	0	5
		2	EGC_SCI-002	EGC_SCI - Elementary EGC Science	11	5	0	5
		2	EGC_Math-02	EGC_Math - Elementary EGC Math	11	5	0	5
		2	EGC_ELA-002	EGC_ELA - Elementary EGC English Language	11	5	0	5
		2	EGC_SL-0002	EGC_SL - Elementary EGC Successful Learner	11	5	0	5
<b>Total:</b>						<b>25</b>	<b>0</b>	<b>25</b>
	YR	2	2690KG0003	2690KG - Science KG	7	0	4	-4
		2	2380KG0003	2380KG - English Language Arts KG	6	0	5	-5
		2	9020KG0003	9020KG - Successful Learner Skills	6	0	4	-4
		2	4590KG0003	4590KG - Social Studies KG	6	0	4	-4
		2	2790KG0003	2790KG - Mathematics KG	6	0	5	-5
<b>Total:</b>						<b>0</b>	<b>22</b>	<b>-22</b>



# Jefferson Elementary School

## Section List by Teacher

Year: 2023-2024

Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	YR	2	3490KG0004	3490KG - Physical ED KG	gym	0	18	-18
		2	349005-0001	349005 - Physical ED 5	gym	0	13	-13
		2	3490040002	349004 - Physical ED 4	gym	0	11	-11
		2	3490020003	349002 - Physical ED 2	gym	0	18	-18
		2	3490050004	349005 - Physical ED 5	gym	0	17	-17
		2	EGC-PE-0002	EGC-PE - Physical ED EGC	gym	40	0	40
		2	3490030002	349003 - Physical ED 3	gym	0	24	-24
		2	349004-0002	349004 - Physical ED 4	gym	0	6	-6
		2	3490KG0003	3490KG - Physical ED KG	gym	0	18	-18
		2	3490050002	349005 - Physical ED 5	gym	0	15	-15
		2	3490040001	349004 - Physical ED 4	gym	0	12	-12
		2	3490010003	349001 - Physical ED 1	gym	0	19	-19
		2	349005-0002	349005 - Physical ED 5	gym	0	12	-12
		2	3490050005	349005 - Physical ED 5	gym	0	9	-9
		2	3490KG0002	3490KG - Physical ED KG	gym	0	4	-4
		2	3490020006	349002 - Physical ED 2	gym	0	18	-18
		2	3490010005	349001 - Physical ED 1	gym	0	21	-21
		2	3490020001	349002 - Physical ED 2	gym	0	20	-20
		2	3490010001	349001 - Physical ED 1	gym	0	19	-19
		2	3490040003	349004 - Physical ED 4	gym	0	12	-12
		2	3490000002	349000 - Physical ED SLP	gym	30	6	24
		2	3490030001	349003 - Physical ED 3	gym	0	25	-25
		2	349004-0001	349004 - Physical ED 4	gym	0	11	-11
<b>Total:</b>						<b>70</b>	<b>328</b>	<b>-258</b>
	YR	2	4590020001	459002 - Social Studies 2	18	0	17	-17
		2	9020020001	902002 - Successful Learner Skills	18	0	18	-18
		2	2690020001	269002 - Science 2	18	0	17	-17
		2	2790020001	279002 - Mathematics 2	18	0	18	-18
		2	2380020001	238002 - English Language Arts 02	18	0	19	-19
<b>Total:</b>						<b>0</b>	<b>89</b>	<b>-89</b>
	YR	2	2380010001	238004 - English Language Arts 04	112	0	12	-12
		2	2690010001	269004 - Science 4	112	0	12	-12
		2	902005-0002	902005 - Successful Learner Skills	112	0	9	-9
		2	2790010001	279004 - Mathematics 4	112	0	12	-12
		2	9020010001	902004 - Successful Learner Skills	112	0	12	-12
		2	279005-0002	279005 - Mathematics 5	112	0	9	-9
		2	269005-0002	269005 - Science 5	112	0	9	-9
		2	459005-0002	459005 - Social Studies 5	112	0	9	-9
		2	238005-0002	238005 - English Language Arts 05	112	0	9	-9
		2	4590010001	459004 - Social Studies 4	112	0	12	-12
<b>Total:</b>						<b>0</b>	<b>105</b>	<b>-105</b>



# Jefferson Elementary School

## Section List by Teacher

Year: 2023-2024

Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	YR	2	4590KG0004	459001 - Social Studies 1	5	0	20	-20
		2	2790KG0004	279001 - Mathematics 1	5	0	20	-20
		2	2690KG0004	269001 - Science 1	8	0	19	-19
		2	9020KG0004	902001 - Successful Learner Skills	5	0	19	-19
		2	2380KG0004	238001 - English Language Arts 01	5	0	19	-19
<b>Total:</b>						<b>0</b>	<b>97</b>	<b>-97</b>
	YR	2	2790040002	279002 - Mathematics 2	2	0	19	-19
		2	2380040002	238002 - English Language Arts 02	2	0	19	-19
		2	2690040002	269002 - Science 2	2	0	19	-19
		2	9020040002	902002 - Successful Learner Skills	2	0	19	-19
		2	4590040002	459002 - Social Studies 2	2	0	18	-18
<b>Total:</b>						<b>0</b>	<b>94</b>	<b>-94</b>
	YR	2	2380SP0003	2380SP - English Language Arts		0	0	0
		2	459001SP0003	459001SP - Social Studies		0	0	0
		2	26900SP0003	26900SP - Science		0	0	0
		2	9020000003	902000 - Successful Learner Skills		40	0	40
		2	2790000003	279000 - Mathematics		40	0	40
<b>Total:</b>						<b>80</b>	<b>0</b>	<b>80</b>
	YR	2	4590040001	459004 - Social Studies 4	107	0	12	-12
		2	2790050005	279005 - Mathematics 5	107	0	13	-13
		2	4590050005	459005 - Social Studies 5	107	0	13	-13
		2	2690040001	269004 - Science 4	107	0	12	-12
		2	9020040001	902004 - Successful Learner Skills	107	0	12	-12
		2	2380040001	238004 - English Language Arts 04	107	0	12	-12
		2	2790040001	279004 - Mathematics 4	107	0	12	-12
		2	2380050005	238005 - English Language Arts 05	107	0	13	-13
		2	9020050005	902005 - Successful Learner Skills	107	0	14	-14
		2	2690050005	269005 - Science 5	107	0	13	-13
<b>Total:</b>						<b>0</b>	<b>126</b>	<b>-126</b>
	YR	2	459004-0002	459004 - Social Studies 4	110	0	7	-7
		2	2690050002	269005 - Science 5	110	0	17	-17
		2	9020050002	902005 - Successful Learner Skills	110	0	17	-17
		2	279004-0002	279004 - Mathematics 4	110	0	7	-7
		2	902004-0002	902004 - Successful Learner Skills	110	0	8	-8
		2	2380050002	238005 - English Language Arts 05	110	0	17	-17
		2	269004-0002	269004 - Science 4	110	0	7	-7
		2	4590050002	459005 - Social Studies 5	110	0	16	-16
		2	238004-0002	238004 - English Language Arts 04	110	0	7	-7
		2	2790050002	279005 - Mathematics 5	110	0	17	-17
<b>Total:</b>						<b>0</b>	<b>120</b>	<b>-120</b>



# Jefferson Elementary School Section List by Teacher

Year: 2023-2024

Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	YR	2	LRC0001	LRC - Learning Resource Room	10	40	0	40
		2	9020000001	902000 - Successful Learner Skills	10	40	0	40
<b>Total:</b>						<b>80</b>	<b>0</b>	<b>80</b>
	YR	2	2380010005	2380KG - English Language Arts KG	7	0	19	-19
		2	2690010005	2690KG - Science KG	7	0	19	-19
		2	9020010005	9020KG - Successful Learner Skills	7	0	18	-18
		2	4590010005	4590KG - Social Studies KG	7	0	19	-19
		2	2790010005	2790KG - Mathematics KG	7	0	18	-18
<b>Total:</b>						<b>0</b>	<b>93</b>	<b>-93</b>



# Jefferson Middle School Section List by Teacher

Year: 2023-2024  
Report: MST402

Staff Name	Term	Per	Sept ID	Course ID And Title	Room	Max	Total	Left
	S2	2	MA6S20001	MA6S2 - Math 6	A1	25	12	13
		3	MA6S20002	MA6S2 - Math 6	A1	25	16	9
		4	HEA70003	HEA7 - Health 7	A1	25	30	-5
		5	MA7S20002	MA7S2 - Math 7	A1	25	22	3
		6	MA6S20003	MA6S2 - Math 6	A1	25	20	5
		7	SC7S20003	SC7S2 - Science 7	A1	25	16	9
		8	PR7S20001	PR7S2 - PRIDE 7	A1	25	23	2
<b>Total:</b>						<b>175</b>	<b>139</b>	<b>36</b>
	S2	1	EGCS20001	EGCS2 - Emotional Growth Center	B2	25	3	22
		2	EGCS20002	EGCS2 - Emotional Growth Center	B2	25	0	25
		2	VSS2-000001	VSS2 - Virtual Social Studies	B2	10	5	5
		3	VSCS2-00002	VSCS2 - Virtual Science	B2	30	0	30
		3	EGCS20003	EGCS2 - Emotional Growth Center	B2	25	0	25
		4	EGCS20004	EGCS2 - Emotional Growth Center	B2	25	0	25
		4	VMAS2-00001	VMAS2 - Virtual Math	B2	10	3	7
		4	VPE-0000002	VPE - Virtual Physical Education	B2	10	2	8
		5	EGCS20005	EGCS2 - Emotional Growth Center	B2	25	0	25
		5	VELEC-00002	VELEC - Virtual Elective		10	3	7
		7	VSCS2-00001	VSCS2 - Virtual Science	B2	10	3	7
		8	PR7S2-00001	PR7S2 - PRIDE 7	B2	5	4	1
<b>Total:</b>						<b>210</b>	<b>23</b>	<b>187</b>
	S2	1	PE8S20001	PE8S2 - Physical Education 8	Gym	25	27	-2
		2	PE8S20002	PE8S2 - Physical Education 8	Gym	25	23	2
		3	PE7S20001	PE7S2 - Physical Education 7	Gym	25	31	-6
		5	PE6S20001	PE6S2 - Physical Education 6	Gym	25	23	2
		6	PE7S20002	PE7S2 - Physical Education 7	Gym	25	39	-14
		7	PE6S20002	PE6S2 - Physical Education 6	Gym	25	29	-4
		8	PR7S20002	PR7S2 - PRIDE 7	A4	25	23	2
<b>Total:</b>						<b>175</b>	<b>195</b>	<b>-20</b>
	S2	1	LA6S20001	LA6S2 - Language Arts 6	A2	25	16	9
		2	LA6S20002	LA6S2 - Language Arts 6	A2	25	18	7
		4	IXL60002	IXL6 - IXL 6	A2	25	22	3
		5	LA6S20003	LA6S2 - Language Arts 6	A2	25	14	11
		6	LA7S20003	LA7S2 - Language Arts 7	A2	25	27	-2
		7	POTT0002	POTT - Pottery	C2	25	24	1
		8	PR6S20001	PR6S2 - PRIDE 6	A2	25	15	10
<b>Total:</b>						<b>175</b>	<b>136</b>	<b>39</b>



# Jefferson Middle School

## Section List by Teacher

Year: 2023-2024

Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	S2	1	LA8S20001	LA8S2 - Language Arts 8	C5	25	20	5
		2	LA7S20001	LA7S2 - Language Arts 7	C5	25	19	6
		3	LA8S20002	LA8S2 - Language Arts 8	C5	25	18	7
		4	IXL80002	IXL8 - IXL 8	C5	25	9	16
		5	LA7S20002	LA7S2 - Language Arts 7	C5	25	20	5
		7	LA8S20003	LA8S2 - Language Arts 8	C5	25	15	10
		8	PR8S20001	PR8S2 - PRIDE 8	C5	25	17	8
<b>Total:</b>						<b>175</b>	<b>118</b>	<b>57</b>
	S2	1	SC6S20001	SC6S2 - Science 6	B3	25	16	9
		2	ACR0002	ACR - Acrylics	B3	25	25	0
		3	SC6S20002	SC6S2 - Science 6	B3	25	16	9
		4	HEA60002	HEA6 - Health 6	B3	25	23	2
		6	SC6S20003	SC6S2 - Science 6	B3	25	13	12
		7	ELD20001	ELD2 - English Language Developm	B3	25	17	8
		8	PR6S20002	PR6S2 - PRIDE 6	B3	25	16	9
<b>Total:</b>						<b>175</b>	<b>126</b>	<b>49</b>
	S2	1	VLAS2-00001	VLAS2 - Virtual Language Arts	B2	30	2	28
		2	COGR0001	COGR - Coding-Graphics	A4	25	23	2
		3	VSCS20001	VSCS2 - Virtual Science		25	2	23
		3	VPE0002	VPE - Virtual Physical Education	B2	25	2	23
		4	CHR20001	CHR2 - Choir	Band	25	20	5
		5	BBAND20002	BBAND2 - Beginning Band	Band	25	9	16
		6	VSS20001	VSS2 - Virtual Social Studies		25	0	25
		6	VMAS20001	VMAS2 - Virtual Math	B2	25	2	23
		6	VLAS20001	VLAS2 - Virtual Language Arts	B2	25	3	22
		7	IBAND20001	IBAND2 - Intermediate Band	Band	25	19	6
<b>Total:</b>						<b>255</b>	<b>82</b>	<b>173</b>
	S2	1	MA7S20001	MA7S2 - Math 7	C6	25	22	3
		3	MA8S20002	MA8S2 - Math 8	C6	25	23	2
		4	IXL70002	IXL7 - IXL 7	C6	25	25	0
		5	MA8S20001	MA8S2 - Math 8	C6	25	15	10
		6	MA8S20003	MA8S2 - Math 8	C6	25	15	10
		7	MA7S20003	MA7S2 - Math 7	C6	25	14	11
		8	PR7S20003	PR7S2 - PRIDE 7	C6	25	20	5
<b>Total:</b>						<b>175</b>	<b>134</b>	<b>41</b>



# Jefferson Middle School Section List by Teacher

Year: 2023-2024

Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	S2	1	OFFAS2-0002	OFFAS2 - Office Aide		10	2	8
		2	LIBAIDES2-3	LIBAIDES2 - Library Aide		10	1	9
		3	LIBAIDES2-2	LIBAIDES2 - Library Aide		10	2	8
		6	OFFAS2-0001	OFFAS2 - Office Aide		5	0	5
		6	LIBAIDES2-1	LIBAIDES2 - Library Aide		5	2	3
		9	LUNCHA-0002	LUNCHA - Lunch - A		200	101	99
		9	LUNCHB-0002	LUNCHB - Lunch - B		200	74	126
<b>Total:</b>						<b>440</b>	<b>182</b>	<b>258</b>
	S2	1	SS6S20001	SS6S2 - Social Studies 6	A3	25	16	9
		2	DRA0002	DRA - Drawing	A3	25	24	1
		3	SS6S20002	SS6S2 - Social Studies 6	A3	25	16	9
		5	SS7S20003	SS7S2 - Social Studies 7	A3	25	20	5
		6	SS6S20003	SS6S2 - Social Studies 6	A3	25	15	10
		7	DRA0004	DRA - Drawing	A3	25	24	1
		8	PR6S20003	PR6S2 - PRIDE 6	A3	25	15	10
<b>Total:</b>						<b>175</b>	<b>130</b>	<b>45</b>
	S2	1	LSC20001	LSC2 - Life Skills	B4	25	7	18
		2	LSC20006	LSC2 - Life Skills	B4	25	1	24
		3	LSC20002	LSC2 - Life Skills	B4	25	7	18
		4	LSC20003	LSC2 - Life Skills	B4	25	3	22
		5	LSC20004	LSC2 - Life Skills	B4	25	7	18
		6	LSC20007	LSC2 - Life Skills	B4	25	3	22
		8	PR6S20004	PR6S2 - PRIDE 6	B4	25	8	17
<b>Total:</b>						<b>175</b>	<b>36</b>	<b>139</b>
	S2	1	LRC8S20001	LRC8S2 - Learning Resource 8	C3	25	4	21
		2	LRC6S20001	LRC6S2 - Learning Resource 6	C3	25	5	20
		3	LRC7S20001	LRC7S2 - Learning Resource 7	C3	25	1	24
		4	LRC7S20002	LRC7S2 - Learning Resource 7	C3	25	3	22
		5	LRC6S20002	LRC6S2 - Learning Resource 6	C3	25	6	19
<b>Total:</b>						<b>125</b>	<b>19</b>	<b>106</b>
	S2	1	SS7S20001	SS7S2 - Social Studies 7	C4	25	17	8
		3	SS7S20002	SS7S2 - Social Studies 7	C4	25	29	-4
		4	AV8S20001	AV8S2 - AVID 8	C4	25	25	0
		5	SS8S20001	SS8S2 - Social Studies 8	C4	25	17	8
		6	SS8S20002	SS8S2 - Social Studies 8	C4	25	21	4
		7	SS8S20003	SS8S2 - Social Studies 8	C4	25	14	11
		8	PR8S20002	PR8S2 - PRIDE 8	C4	25	19	6
<b>Total:</b>						<b>175</b>	<b>142</b>	<b>33</b>





# Jefferson Middle School Section List by Teacher

Year: 2023-2024

Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	S2	1	SC7S20001	SC7S2 - Science 7	B1	25	27	-2
		2	SC7S20002	SC7S2 - Science 7	B1	25	23	2
		3	SC8S20001	SC8S2 - Science 8	B1	25	16	9
		4	HEA80002	HEA8 - Health 8	B1	25	14	11
		5	SC8S20002	SC8S2 - Science 8	B1	25	18	7
		6	SC8S20003	SC8S2 - Science 8	B1	25	19	6
		8	PR8S20003	PR8S2 - PRIDE 8	B1	25	17	8
<b>Total:</b>						<b>175</b>	<b>134</b>	<b>41</b>



# Jefferson High School Section List by Teacher

Year: 2023-2024  
Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	S2	2	LA1004S20001	LA1004S2 - LANGUAGE ARTS 2	204	30	15	15
		3	LA1006S20001	LA1006S2 - LANGUAGE ARTS 3	204	30	24	6
		4	LA1004S20002	LA1004S2 - LANGUAGE ARTS 2	204	30	12	18
		5	LA1006S20002	LA1006S2 - LANGUAGE ARTS 3	204	30	14	16
		6	LA1004S20003	LA1004S2 - LANGUAGE ARTS 2	204	30	15	15
		7	LA1006S20003	LA1006S2 - LANGUAGE ARTS 3	204	30	17	13
		10	CD9010S20001	CD9010S2 - LIONS PRIDE	204	30	13	17
<b>Total:</b>						<b>210</b>	<b>110</b>	<b>100</b>
	S2	1	SP9020S20001	SP9020S2 - LEARNING RESOURCE CENTER	302	10	6	4
		2	SP9020S20002	SP9020S2 - LEARNING RESOURCE CENTER	302	10	5	5
		3	SP9020S20003	SP9020S2 - LEARNING RESOURCE CENTER	302	10	8	2
		3	SP9022S20001	SP9022S2 - LEARNING RESOURCE CENTER-	302	10	0	10
		5	SP9026S20001	SP9026S2 - LEARNING RESOUR CENTER-SO	302	10	5	5
		7	SP9020S20004	SP9020S2 - LEARNING RESOURCE CENTER	302	10	3	7
		7	SP9024S20001	SP9024S2 - LEARNING RESOURCE CENTER-	302	10	0	10
		10	CD9002S20004	CD9002S2 - LIONS PRIDE 9	302	30	12	18
<b>Total:</b>						<b>100</b>	<b>39</b>	<b>61</b>
	S2	1	EL8020S2-01	EL8020S2 - ALGEBRA SUPPORT	206	30	8	22
		2	MA2006S2-01	MA2006S2 - ALGEBRA 2	206	30	23	7
		3	MA2004S2-01	MA2004S2 - GEOMETRY	206	30	24	6
		4	MA2004S2-02	MA2004S2 - GEOMETRY	206	30	17	13
		6	MA2006S2-02	MA2006S2 - ALGEBRA 2	206	30	12	18
		7	MA2004S2-03	MA2004S2 - GEOMETRY	206	30	13	17
		10	CD9006S2-01	CD9006S2 - LIONS PRIDE 11	206	30	11	19
<b>Total:</b>						<b>210</b>	<b>108</b>	<b>102</b>
	S2	1	EL8022SM0006	EL8022SM - FOOD SERVICE ASSIST HS	306	0	1	-1
		2	EL8022SM0007	EL8022SM - FOOD SERVICE ASSIST HS	306	0	1	-1
		3	EL8022SM0008	EL8022SM - FOOD SERVICE ASSIST HS	306	0	0	0
		4	EL8022SM0009	EL8022SM - FOOD SERVICE ASSIST HS	306	0	0	0
		5	EL8022SM0010	EL8022SM - FOOD SERVICE ASSIST HS	306	0	1	-1
<b>Total:</b>						<b>0</b>	<b>3</b>	<b>-3</b>
	S2	1	LA1010S20001	LA1010S2 - ADVANCED LANGUAGE ARTS 4	307	30	15	15
		2	LA1008S20001	LA1008S2 - LANGUAGE ARTS 4	307	30	12	18
		3	EL8016SM0001	EL8016SM - MEDIA STUDIES	307	30	23	7
		4	EL8014SM0001	EL8014SM - COMMUNICATIONS 111	307	25	9	16
		5	EL8012S20001	EL8012S2 - LEADERSHIP	307	0	11	-11
		6	LA1008S20002	LA1008S2 - LANGUAGE ARTS 4	307	30	12	18
		10	CD9008S20001	CD9008S2 - LIONS PRIDE 12	307	30	13	17
<b>Total:</b>						<b>175</b>	<b>95</b>	<b>80</b>



# Jefferson High School Section List by Teacher

Year: 2023-2024  
Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	S2	5	AA7018SM0004	AA7018SM - INTRO TO AUTOMOBILES	402	15	0	15
		5	AA7022SM0004	AA7022SM - COMPREH AUTOMOTIVE TECHN	402	15	9	6
		5	AA7024SM0004	AA7024SM - ADV COMPREH AUTOMOTIVE T	402	15	1	14
		5	AA7020SM0004	AA7020SM - INTRO TO AUTOMOBILES B	402	0	2	-2
		6	AA7018SM0005	AA7018SM - INTRO TO AUTOMOBILES	402	15	2	13
		6	AA7024SM0005	AA7024SM - ADV COMPREH AUTOMOTIVE T	402	15	4	11
		6	AA7020SM0005	AA7020SM - INTRO TO AUTOMOBILES B	402	0	3	-3
		6	AA7022SM0005	AA7022SM - COMPREH AUTOMOTIVE TECHN	402	15	5	10
		7	AA7018SM0006	AA7018SM - INTRO TO AUTOMOBILES	402	15	2	13
		7	AA7020SM0006	AA7020SM - INTRO TO AUTOMOBILES B	402	0	6	-6
		7	AA7024SM0006	AA7024SM - ADV COMPREH AUTOMOTIVE T	402	15	0	15
		7	AA7022SM0006	AA7022SM - COMPREH AUTOMOTIVE TECHN	402	15	6	9
<b>Total:</b>						<b>135</b>	<b>40</b>	<b>95</b>
	S2	1	HE5004SM0002	HE5004SM - HEALTH 2	203	30	7	23
		2	PE5006SM0003	PE5006SM - RECREATIONAL SPORTS	GYM	30	23	7
		3	PE5006SM0004	PE5006SM - RECREATIONAL SPORTS	GYM	30	26	4
		4	HE5004SM0003	HE5004SM - HEALTH 2	203	30	14	16
		5	PE5010SM0001	PE5010SM - ATHLETIC CONDITIONING TRA	GYM	30	11	19
		6	HE5002SM0003	HE5002SM - HEALTH 1	203	30	22	8
		10	CD9006S20001	CD9006S2 - LIONS PRIDE 11	203	30	14	16
<b>Total:</b>						<b>210</b>	<b>117</b>	<b>93</b>
	S2	1	LA1002S20001	LA1002S2 - LANGUAGE ARTS 1	202	30	19	11
		2	LA1002S20002	LA1002S2 - LANGUAGE ARTS 1	202	30	10	20
		3	EL8004S20001	EL8004S2 - AVID10	202	20	7	13
		4	LA1002S20003	LA1002S2 - LANGUAGE ARTS 1	202	30	20	10
		6	AA7028SM0002	AA7028SM - GRAPHIC DESIGN B	218	30	1	29
		6	AA7026SM0002	AA7026SM - GRAPHIC DESIGN A	218	30	12	18
		7	AA7032SM0002	AA7032SM - DIGITAL MEDIA PRODUCTION	218	30	1	29
		7	AA7030SM0002	AA7030SM - DIGITAL MEDIA PRODUCTION	218	30	3	27
		10	CD9002S20001	CD9002S2 - LIONS PRIDE 9	202	30	12	18
<b>Total:</b>						<b>260</b>	<b>85</b>	<b>175</b>
	S2	1	SP9014S20001	SP9014S2 - FUNCTIONAL SCIENCE	303	10	5	5
		2	SP9012S20001	SP9012S2 - FUNCTIONAL MATHEMATICS	303	10	0	10
		2	SP9010S2-01	SP9010S2 - FUNCTIONAL LITERACY	303	10	6	4
		3	SP9012S2-01	SP9012S2 - FUNCTIONAL MATHEMATICS	303	10	6	4
		3	SP9010S20001	SP9010S2 - FUNCTIONAL LITERACY	303	10	0	10
		4	SP9028S20001	SP9028S2 - FUNCTION JOB SKILLS/TRANS	303	15	6	9
		10	CD9010S1-03	CD9010S1 - LIONS PRIDE	302	30	6	24
<b>Total:</b>						<b>95</b>	<b>29</b>	<b>66</b>



# Jefferson High School Section List by Teacher

Year: 2023-2024  
Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left	
[REDACTED]	S2	1	EL8018S20001	EL8018S2 - ENGL LANG DEV	401	20	9	11	
		2	FA6014SM0003	FA6014SM - ADVANCED ART	401	30	9	21	
		3	FA6014SM-01	FA6014SM - ADVANCED ART	401	30	6	24	
		3	FA6012SM0001	FA6012SM - 3D ART	401	30	15	15	
		4	FA6014SM0004	FA6014SM - ADVANCED ART	401	30	12	18	
		5	FA6012SM0002	FA6012SM - 3D ART	401	30	10	20	
		10	CD9004S20001	CD9004S2 - LIONS PRIDE 10	401	30	10	20	
	<b>Total:</b>						<b>200</b>	<b>71</b>	<b>129</b>
	[REDACTED]	S2	1	SS4006SM0001	SS4006SM - GOVERNMENT	215	30	31	-1
			3	EL8006S20001	EL8006S2 - AVID 11	215	20	18	2
		4	EL8008S20001	EL8008S2 - AVID 12	215	20	6	14	
		5	SS4002S20001	SS4002S2 - GLOBAL STUDIES	215	30	23	7	
		6	SS4002S20002	SS4002S2 - GLOBAL STUDIES	215	30	17	13	
		7	SS4002S20003	SS4002S2 - GLOBAL STUDIES	215	30	11	19	
		10	CD9004S20002	CD9004S2 - LIONS PRIDE 10	215	30	10	20	
<b>Total:</b>						<b>190</b>	<b>116</b>	<b>74</b>	
[REDACTED]	S2	1	SS4004S20001	SS4004S2 - US HISTORY	205	30	18	12	
		2	SS4008SM0002	SS4008SM - ECONOMICS	205	30	15	15	
		4	EL8002S20001	EL8002S2 - AVID 9	205	20	14	6	
		5	SS4004S20002	SS4004S2 - US HISTORY	205	30	9	21	
		6	EL8010S20001	EL8010S2 - YEARBOOK	205	14	7	7	
		7	SS4004S20003	SS4004S2 - US HISTORY	205	30	23	7	
		10	CD9008S20002	CD9008S2 - LIONS PRIDE 12	205	30	14	16	
	<b>Total:</b>						<b>184</b>	<b>100</b>	<b>84</b>
[REDACTED]	S2	1	AA7002S20001	AA7002S2 - AG 1/INTRO TO AG SCI & TE	403	30	17	13	
		1	AA7004S20001	AA7004S2 - AGRICULTURE 2	403	30	5	25	
		2	AA7016SM0003	AA7016SM - ADVANCED AG WELDING	404	0	3	-3	
		2	AA7014SM0003	AA7014SM - AGRICULTURAL WELDING	404	0	10	-10	
		4	AA7012SM0003	AA7012SM - ADVANCED WOODS	400	19	6	13	
		4	AA7010SM0003	AA7010SM - WOODS	400	19	11	8	
		5	AA7016SM0004	AA7016SM - ADVANCED AG WELDING	404	0	6	-6	
		5	AA7014SM0004	AA7014SM - AGRICULTURAL WELDING	404	0	11	-11	
		6	AA7012SM0004	AA7012SM - ADVANCED WOODS	400	19	4	15	
		6	AA7010SM0004	AA7010SM - WOODS	400	19	10	9	
		7	AA7008S20001	AA7008S2 - AGRICULTURE 4	403	30	5	25	
		7	AA7006S20001	AA7006S2 - AGRICULTURE 3	403	30	12	18	
		10	CD9002S20002	CD9002S2 - LIONS PRIDE 9	403	30	10	20	
	<b>Total:</b>						<b>226</b>	<b>110</b>	<b>116</b>



# Jefferson High School Section List by Teacher

Year: 2023-2024  
Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	S2	1	AA7034SM-01	AA7034SM - 3D PRINTING AND LASER ENG	211	25	7	18
		2	SC3002S20001	SC3002S2 - PHYSICAL SCIENCE	211	30	20	10
		3	SC3002S20002	SC3002S2 - PHYSICAL SCIENCE	211	30	21	9
		4	SC3010S20003	SC3010S2 - CHEMISTRY	211	30	18	12
		5	SC3012S20001	SC3012S2 - PHYSICS	211	30	11	19
		7	SC3002S20003	SC3002S2 - PHYSICAL SCIENCE	211	30	8	22
		10	CD9004S20004	CD9004S2 - LIONS PRIDE 10	211	30	7	23
<b>Total:</b>						<b>205</b>	<b>92</b>	<b>113</b>
	S2	1	MA2008S20001	MA2008S2 - FINANCIAL ALGEBRA	214	30	5	25
		2	MA2010S20001	MA2010S2 - MATH ANALYSIS 1	214	30	17	13
		3	MA2014S20001	MA2014S2 - MATH ANALYSIS 3	214	30	1	29
		3	MA2012S20001	MA2012S2 - MATH ANALYSIS 2	214	30	6	24
		5	MA2002S20001	MA2002S2 - ALGEBRA 1	214	30	25	5
		6	MA2016S20001	MA2016S2 - TECHNICAL MATH	214	30	7	23
		7	MA2002S20002	MA2002S2 - ALGEBRA 1	214	30	27	3
		10	CD9006S20002	CD9006S2 - LIONS PRIDE 11	214	30	13	17
<b>Total:</b>						<b>240</b>	<b>101</b>	<b>139</b>
	S2	1	XZ9042SM-14	XZ9042SM - ALTERNATIVE PATHWAYS		30	25	5
		2	XZ9042SM-08	XZ9042SM - ALTERNATIVE PATHWAYS		30	27	3
		3	XZ9042SM-09	XZ9042SM - ALTERNATIVE PATHWAYS		30	30	0
		4	XZ9042SM-10	XZ9042SM - ALTERNATIVE PATHWAYS		30	30	0
		5	XZ9042SM-11	XZ9042SM - ALTERNATIVE PATHWAYS		30	30	0
		6	XZ9042SM-12	XZ9042SM - ALTERNATIVE PATHWAYS		30	30	0
		7	XZ9042SM-13	XZ9042SM - ALTERNATIVE PATHWAYS		30	24	6
		7	EL8034SM-02	EL8034SM - AIDE- ATHLETICS		2	1	1
		10	CD9010S1-02	CD9010S1 - LIONS PRIDE		30	29	1
<b>Total:</b>						<b>242</b>	<b>226</b>	<b>16</b>
	S2	1	SC3004S2-01	SC3004S2 - BIOLOGY 1	210	30	14	16
		2	SC3004S2-02	SC3004S2 - BIOLOGY 1	210	30	11	19
		4	XZ9040SM-02	XZ9040SM - CREDIT RECOVERY	210	30	9	21
		5	SC3004S2-03	SC3004S2 - BIOLOGY 1	210	30	19	11
		6	SC3010S2-01	SC3010S2 - CHEMISTRY	210	30	19	11
		7	SC3010S2-02	SC3010S2 - CHEMISTRY	210	30	11	19
		10	CD9004S2-01	CD9004S2 - LIONS PRIDE 10	210	30	9	21
<b>Total:</b>						<b>210</b>	<b>92</b>	<b>118</b>



# Jefferson High School Section List by Teacher

Year: 2023-2024  
Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	S2	1	XZ9040SM0004	XZ9040SM - CREDIT RECOVERY	226	15	0	15
		1	EL8038SM-01	EL8038SM - WORK EXPERIENCE		5	1	4
		1	EL8026SM0008	EL8026SM - LIBRARY ASSISTANT	227	0	0	0
		1	EL8028SM0008	EL8028SM - OFFICE ASSISTANT	308	0	2	-2
		2	EL8028SM0009	EL8028SM - OFFICE ASSISTANT	308	0	0	0
		2	EL8026SM0009	EL8026SM - LIBRARY ASSISTANT	227	0	0	0
		3	EL8028SM0010	EL8028SM - OFFICE ASSISTANT	308	0	3	-3
		3	EL8026SM0010	EL8026SM - LIBRARY ASSISTANT	227	0	0	0
		4	EL8026SM0011	EL8026SM - LIBRARY ASSISTANT	227	0	0	0
		4	EL8028SM0011	EL8028SM - OFFICE ASSISTANT	308	0	2	-2
		5	EL8026SM0012	EL8026SM - LIBRARY ASSISTANT	227	0	0	0
		5	XZ9040SM0006	XZ9040SM - CREDIT RECOVERY	226	15	0	15
		5	EL8028SM0012	EL8028SM - OFFICE ASSISTANT	308	0	1	-1
		6	XZ9040SM-04	XZ9040SM - CREDIT RECOVERY	226	15	1	14
		6	EL8026SM0013	EL8026SM - LIBRARY ASSISTANT	227	0	0	0
		6	EL8036SM-01	EL8036SM - ROSETTA STONE	227	5	2	3
		6	EL8028SM0013	EL8028SM - OFFICE ASSISTANT	308	0	2	-2
		7	EL8028SM0014	EL8028SM - OFFICE ASSISTANT	308	0	1	-1
		7	XZ9040SM-05	XZ9040SM - CREDIT RECOVERY	226	15	1	14
		7	EL8026SM0014	EL8026SM - LIBRARY ASSISTANT	227	0	0	0
<b>Total:</b>						<b>70</b>	<b>16</b>	<b>54</b>
	S2	1	FA6006S20001	FA6006S2 - SPANISH 3	201	30	10	20
		1	FA6008S20001	FA6008S2 - SPANISH 4	201	30	2	28
		2	FA6002S20001	FA6002S2 - SPANISH 1	201	30	14	16
		4	FA6004S20001	FA6004S2 - SPANISH 2	201	30	13	17
		5	FA6008S20002	FA6008S2 - SPANISH 4	201	30	3	27
		5	FA6006S20002	FA6006S2 - SPANISH 3	201	30	10	20
		6	FA6004S20002	FA6004S2 - SPANISH 2	201	30	8	22
		7	FA6002S20002	FA6002S2 - SPANISH 1	201	30	6	24
		10	CD9002S20003	CD9002S2 - LIONS PRIDE 9	201	30	14	16
<b>Total:</b>						<b>270</b>	<b>80</b>	<b>190</b>



# Jefferson High School Section List by Teacher

Year: 2023-2024  
Report: MST402

Staff Name	Term	Per	Sect ID	Course ID And Title	Room	Max	Total	Left
	S2	1	XZ9038SM0008	XZ9038SM - SEE COUNSELOR	207	10	0	10
		1	XZ9028SM0002	XZ9028SM - LATE ARRIVAL		0	13	-13
		2	XZ9038SM0009	XZ9038SM - SEE COUNSELOR	207	10	0	10
		2	XZ9028SM-02	XZ9028SM - LATE ARRIVAL		0	2	-2
		3	XZ9038SM0010	XZ9038SM - SEE COUNSELOR	207	10	0	10
		4	XZ9032SM0005	XZ9032SM - WILLAMETTE CAREER ACADEMY		0	14	-14
		4	XZ9038SM0011	XZ9038SM - SEE COUNSELOR	207	10	0	10
		5	XZ9032SM0006	XZ9032SM - WILLAMETTE CAREER ACADEMY		0	14	-14
		5	XZ9038SM0012	XZ9038SM - SEE COUNSELOR	207	10	0	10
		6	XZ9032SM0007	XZ9032SM - WILLAMETTE CAREER ACADEMY		0	14	-14
		6	XZ9038SM0013	XZ9038SM - SEE COUNSELOR	207	10	0	10
		6	XZ9030SM0002	XZ9030SM - EARLY RELEASE		0	6	-6
		7	XZ9030SM0004	XZ9030SM - EARLY RELEASE		0	16	-16
		7	XZ9032SM0008	XZ9032SM - WILLAMETTE CAREER ACADEMY		0	14	-14
		7	XZ9038SM0014	XZ9038SM - SEE COUNSELOR	207	10	0	10
<b>Total:</b>						<b>70</b>	<b>93</b>	<b>-23</b>
	S2	3	XZ9040SM-03	XZ9040SM - CREDIT RECOVERY	301	30	2	28
		4	FA6022SM-01	FA6022SM - CONCERT CHOIR	301	30	1	29
		4	FA6024SM0002	FA6024SM - HARMONIX	301	30	7	23
		6	FA6026SM0002	FA6026SM - BAND	301	30	8	22
		7	FA6016SM-01	FA6016SM - DRAMA	301	30	3	27
		7	FA6020SM0002	FA6020SM - THEATER PRODUCTION	301	30	6	24
		7	FA6018SM-01	FA6018SM - ADVANCED DRAMA	301	30	4	26
		8	FA6024SM-01	FA6024SM - HARMONIX	301	30	1	29
		10	CD9006S20003	CD9006S2 - LIONS PRIDE 11	301	30	11	19
<b>Total:</b>						<b>270</b>	<b>43</b>	<b>227</b>