

**Lebanon Community School
District**

**School Board Meeting
September 10, 2026**

10 September 2026, 18:00 - 20:00, (PDT)

55 Academy St, Lebanon, OR 97355-2867, United States

Agenda

18:00 - 18:01	1 WELCOME	
	Livestream:	
	https://www.youtube.com/@lcsdboardmeetingstream6568/streams	
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18:01 - 18:02	1.1 Call to Order	
18:02 - 18:03	1.2 Flag Salute	
18:03 - 18:13	2 PUBLIC COMMENTS	
	This is a time for citizens to address the Board. The Chair will recognize speaker(s) at the designated time. All speakers shall identify themselves and state their name before speaking. Speakers are asked to provide their name, address and telephone number on the Speaker's Sign-in Sheet. Each speaker may address the Board for three minutes.	
18:13 - 18:23	3 STUDENT BOARD OATH OF OFFICE	
	A. Braden Pruett	
	B. Chloe Regalado	
	C. Scarlett French	
	 BCBA - Student Oath Of Office.pdf	2
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18:33 - 18:43	5 ANNUAL STUDENT INVESTMENT ACCOUNT (SIA) REPORT	
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18:43 - 18:53	6 CONSENT AGENDA	
	Motion: Approval Requested	
	6.1 August 6, 2026 Board Meeting Minutes	
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18:53 - 18:58	6.2 First Reading Policy Updates	
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19:43 - 19:48	8.4 Stadium Update	
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20:03 - 20:04	10 ADJOURNMENT	



The Lebanon Community School District Board of Directors welcomes you to our regular meeting.

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

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

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

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

Lebanon Community Schools

Code: BCBA
Adopted: 1/11/24

Student Representative(s) on the Board

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

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

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

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

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

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

Legal Reference(s):

[ORS 332.107](#)

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

BOARD MEMORANDUM



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

From: Jennifer Meckley, Superintendent

Date: September 4, 2026

Meeting Date: September 10, 2026

Re: Capital Improvement Fund 272- Project Priorities

Purpose

The purpose of this memo is to update the Board on Capital Improvement Fund 272 and seek direction on upcoming facility priorities.

The District enters 2026–27 with an estimated beginning balance of \$602,456. With the anticipated General Fund transfer and Construction Excise Tax (CET) revenue, approximately \$1.1 million is projected to be available before 2026–27 expenditures.

The current balance is primarily the result of two decisions:

- The District did not move forward with the aquatic/pool project, preserving approximately \$500,000.
- The Seven Oak seismic project was delayed, postponing approximately \$700,000 in anticipated expenditures.
-

These funds provide an opportunity to address priority facility needs while maintaining resources for the Seven Oak seismic project and future capital needs.

Projects for Board Consideration

LED Lighting Upgrades: Oregon legislation is phasing out most fluorescent lighting. HB 2531 (2023) restricted the sale of many fluorescent lamps, while HB 2307 (2025) provides schools a temporary exemption through January 1, 2030. This gives LCSD time to plan a phased transition rather than make a large conversion at once. Administration is seeking direction on how much Fund 272 funding should be invested annually in LED upgrades, prioritizing areas with the greatest need and potential energy savings.

Fire Alarm Panels: The District has begun replacing aging fire alarm systems. This remains an important safety and infrastructure priority, but completing the remaining systems represents a significant investment. The Board should consider whether to continue the replacements as currently planned or phase the work over additional years.

Seven Oak Seismic Project: With the seismic project delayed, the District has an opportunity to consider whether to complete only the required seismic improvements or invest additional funds

to address other needs, such as the gym roof and restroom upgrades, while construction is underway.

Seven Oak Buildings: Administration would also like the Board to consider two potential investments at Seven Oak:

- CTE Building – approximately \$125,000: A permanent structure could eliminate approximately \$18,000 per year in modular rental costs.
- Waterloo Replacement/Facility Addition – approximately \$250,000: A permanent addition could replace the Waterloo modular space and provide space for programs such as wood shop.

Waterloo Property

As part of the discussion regarding a permanent replacement for the Waterloo modular space, administration would also like the Board to consider whether the District should sell the Waterloo property if the programs currently housed there can be relocated to a new building on the Seven Oak site.

A suggested listing range for the property is:

- Main Waterloo property: approximately \$400,000–\$500,000
- Additional portion of the property: approximately \$100,000–\$150,000

Depending on the final sale price and costs associated with relocating programs, proceeds from the sale could help offset the cost of constructing permanent space at Seven Oak and/or provide additional resources for other capital priorities.

Before moving forward, administration would complete the necessary due diligence regarding property boundaries, program needs, sale requirements, and the financial implications of relocating the programs currently using the site.

Other Capital Needs

Additional priorities include LHS and Pioneer boilers, playground improvements, roofing/restroom projects, and other aging infrastructure. While many are manageable individually, collectively they represent a significant future investment.

Board Direction

Administration is seeking Board input on five key questions:

1. How much should we invest in LED lighting this year?
2. Should we continue with the planned fire alarm panel replacements, or phase the work?
3. Should the Seven Oak seismic project remain limited to seismic work, or should we complete additional improvements at the same time?
4. Should either of the proposed Seven Oak building projects be prioritized?
5. Should the administration explore the sale of the Waterloo property and the relocation of programs currently housed there?

Based on Board direction, administration will develop a prioritized, multi-year capital plan that balances immediate facility needs with maintaining an appropriate reserve for future projects.

Capital Improvement Fund 272 \$46,161 Notes:

2025-26 Revenue

2025-26 Beginning Fund Balance	\$383,304	
Other Revenue	\$450,000	Transfer
	\$121,935	CET Revenue
Total Revenue	\$955,239	

Expenditures

	\$5,468	CET Tax Fees
	\$4,500	Architect District Projects, SOK
	\$9,615	Lacomb Dropped Ceiling and Lights
	\$151,281	LHS Stadium & Press Box
	\$39,048	Fire Alarm Project Management, Landis and HMK, should add \$100k plus for the whole project
	\$30,501	Boilers
	\$185,412	Bus Lift
	-\$75,916	AJE for Tap Grant
	\$502,874	Aquatic Pool
	-\$500,000	Aquatic Pool
	\$700,000	SOK roof/restroom updates
	-\$700,000	SOK roof/restroom updates
Total Expenditures	\$352,783	

2025-26 Estimated Ending Fund Balance	\$602,456
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Budgeted BFB 2026-27	\$602,456
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Facility Priorities:

\$125K	LED Lights?
\$25K	Pre-K playground @ GA funded by Preschool Promise Grant
\$125K	SOK CTE building, would save \$18k per year for modular rental
\$10K	demo of Waterloo modulars
\$250K	SOK Facility Addition (to remove Waterloo)
\$650K	SOK roof/restroom updates
\$1.5M	Fire Panels
\$30K	LHS and PIO Boilers
\$25k	SOK Boiler/Water heater
\$10k	LAC playground chips

Stadium/Press Box expenses

\$47,169	Electrical, refeed from stadium and new work
\$23,750	Concrete
\$12,487	Asbestos removal
\$7,900	drywall
	insulation, lift rental, stadium speakers, buidling supplies

Capital Improvement Fund 272 \$46,161 Notes:

2026-27 Revenue

2026-27 Beginning Fund Balance	\$602,456	
Other Revenue	\$400,000	Transfer
	\$100,000	CET Revenue
Total Revenue	\$1,102,456	

Expenditures

\$10,000	CET Tax Fees
\$4,472	Update, District Office \$100k Fire Panel replacement (Summer 2026)
\$0	SOK roof/restroom updates
\$41,842	LHS Stadium & Press Box

Total Expenditures	\$56,315
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2026-27 Estimated Ending Fund Balance	\$1,046,141
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Budgeted BFB 2027-28	\$1,046,141
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Facility Priorities:

\$125K	LED Lights?
\$25K	Pre-K playground @ GA funded by Preschool Promise Grant
\$125K	SOK CTE building, would save \$18k per year for modular rental
\$10K	demo of Waterloo modulars
\$250K	SOK Facility Addition (to remove Waterloo)
\$650K	SOK roof/restroom updates
\$1.5M	Fire Panels
\$30K	LHS and PIO Boilers

2025-26 Integrated Programs Annual Report

Lebanon Community School District

Annual Report Questions

Question	Context/Guidance
1. As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)? Discuss at least one Outcome where you have seen progress in implementation.	As we review our progress markers and reflect on plan implementation, we are seeing stronger alignment between our strategies, the systems being implemented in our schools, and the outcomes identified in our plan. One outcome where we have seen meaningful progress is meeting students' mental and behavioral health needs. A significant part of this progress has been the continued development of strong Multi-Tiered Systems of Support (MTSS) within our schools. Our Deans of Student Success (TOSAs) play an important role in supporting these systems by helping schools identify student needs, coordinate interventions, strengthen behavioral supports, and connect students with appropriate resources. Working alongside our mental and behavioral health professionals, the Deans help create a more coordinated approach to supporting the whole child. In addition, our bilingual staff and English Language Development supports help ensure that our English Learners have access to instruction, resources, and relationships that support their success. These efforts, along with our focus on cultural responsiveness, help us better recognize and respond to the diverse strengths and needs of our students and families. Collectively, these strategies support progress toward our LPGTs and LOMs because mental and behavioral health, belonging, attendance, engagement, and academic achievement are interconnected. By strengthening MTSS, expanding student support, supporting our English Learners, providing alternative pathways, and increasing meaningful engagement with families and community partners, we are building the conditions necessary for students to remain connected to school and make sustained academic progress.

2. Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with? Discuss at least one Outcome where you have seen challenges or barriers to implementation.	One outcome where we continue to experience challenges is meeting students' mental and behavioral health needs. While we have strengthened our internal systems and supports, access to qualified mental and behavioral health professionals remains a significant barrier. In particular, recruiting and retaining trained Board Certified Behavior Analysts (BCBAs) and other specialized professionals continues to be difficult. The limited availability of these professionals in our region can affect how quickly and comprehensively we are able to respond to increasingly complex student needs. Despite these challenges, we have worked creatively to maximize the resources available to our students. We have developed and strengthened community partnerships that expand access to mental and behavioral health services and provide additional expertise and resources beyond what the District can provide independently. Our Deans of Student Success, school counselors, behavioral staff, administrators, and community partners work together within our MTSS framework to identify needs and coordinate appropriate supports. A continuing challenge is ensuring that we have sufficient capacity not only to respond when students are in crisis, but also to provide consistent prevention, early intervention, and ongoing behavioral support. Additional access to qualified mental health professionals, BCBAs, and sustainable funding for these positions and services would strengthen our ability to fully implement the strategies identified in our plan. Moving forward, we will continue to explore partnerships, alternative service-delivery models, and creative staffing approaches. While workforce shortages remain a barrier, our goal is to ensure that those limitations do not prevent us from finding ways to connect students and families with the support they need.



Board Meeting Minutes

August 6, 2026, 6:00PM
55 Academy St, Lebanon, OR 97355

Present:

Lorlee Engler, Chair

Clyde Rood, Vice Chair

Melissa Baurer, Member

Mike Martin, Member

Nichole Piland, Member

Jennifer Meckley, Superintendent

Steven Prososki, Finance Director

1. WELCOME

Livestream: <https://www.youtube.com/@lcsdboardmeetingstream6568/streams>

1.1. Call to Order

The meeting was called to order by Board Chair Lorlee Engler at 6:00 PM.

2. PUBLIC COMMENTS

Rob Boren, President of the Mid-Valley Rebels and a Lebanon firefighter, addresses the Board about the youth football and cheer program. He shares that the program, founded in 2022 with approximately 57 athletes, now serves 175 athletes. The 100% volunteer-driven organization focuses on providing high-quality football and cheer opportunities while developing character, leadership, teamwork, and pride in representing Lebanon. Boren emphasizes the program's strong community involvement and thanks the District and Board for their continued partnership and support.

Board Member Melissa thanks Boren and the Mid-Valley Rebels for their partnership and collaboration, including providing scholarships for Lebanon students.

3. LEBANON MUSEUM FOUNDATION PRESENTATION

Paul, President of the Lebanon Museum Foundation, provides an overview of the organization's history, collections, community presentations, and plans for Lebanon's 150th anniversary in 2028. He shares that the volunteer-run organization is working toward securing a permanent museum space and forming a community committee to coordinate the anniversary celebration.

Paul expresses interest in partnering with LCSD to provide historical presentations, educational opportunities, field trips, and community events aligned with Oregon curriculum standards. Board members discuss potential facility needs and opportunities for collaboration. Superintendent Jennifer Meckley offers to connect Paul with the District's curriculum director as a point of contact for future partnership.

4. 2025-26 RESTRAINT AND SECLUSION REPORT

Superintendent Jennifer Meckley presents the required annual restraint and seclusion report, noting that 13 restraints involving 13 different students occur during the 2025–26 school year. She explains that restraints are used only when necessary to address immediate safety concerns and that staff who perform restraints receive Safety-Care training. The Board discusses injuries and the increase in incidents. Jennifer shares that school staff will also receive de-escalation training this year and expresses appreciation for staff who support students with significant behavioral needs.

5. OREGON ENGLISH LANGUAGE LEARNER REPORT

Jennifer presents the required annual English Language Learner report and notes that statewide data is also available. The Board discusses the District's positive outcomes for English language learners, including current staffing and support. Jennifer notes that approximately 22% of ELL students also receive special education services. She shares that local ELL data can be included in next year's report, as many Board members show interest in that.

6. GOALS: FOCUS AREA AND SB 141

Jennifer reviews the District's Five Focus Areas with strategies and goals, and the SB 141 targets previously discussed by the Board.

The Board discusses how the Five Focus Areas and SB 141 targets should inform the Superintendent's goals and evaluation. Members consider whether additional goals are necessary or whether the existing focus areas and required SB 141 targets sufficiently represent the District's priorities. Discussion includes the importance of academic proficiency and growth, how progress is measured, attendance, and the use of MAP interim assessment data to monitor student achievement and growth throughout the year.

Jennifer emphasizes that the work within all Five Focus Areas contributes to improved student outcomes and that the Board should consider these broader efforts when evaluating progress. The Board agrees that the Superintendent's evaluation should reflect the overall work of the District and the Five Focus Areas, rather than relying solely on SB 141 metrics.

7. FACILITIES PLANNING

Jennifer reviews the long-term facilities planning priorities discussed at the Board's recent work session and shares that the District would also like to develop a clearer short-term plan for

prioritizing projects within available resources. Jennifer and Steven explain that facility needs significantly exceed available capital funding, with approximately \$400,000 transferred from the General Fund and limited additional capital resources. They emphasize the importance of Board involvement and transparency in determining which projects can be addressed, including required improvements such as fire alarm systems and LED lighting.

The Board requests an updated facilities spreadsheet that identifies projects, estimated costs, urgency, required work, and community and staff feedback to help guide prioritization. Discussion also focuses on how short-term investments connect to long-range planning and a potential future bond, recognizing that deferred facility needs will eventually place additional pressure on the General Fund.

Jennifer reviews upcoming long-range planning efforts, including the Walk the Halls campaign, continued review of the District's long-range replacement and renovation plan, and formation of a Superintendent-led Facilities Advisory Committee with broad community participation. The Board agrees that continued discussion and prioritization of facility needs will be important throughout the year.

8. CONSENT AGENDA

The Board expresses appreciation for the District's efforts regarding electric personal mobility devices. Jennifer notes that the District collaborated with OSBA on the policy language and that other districts are taking similar action. Nichole moves to approve the consent agenda as a whole and specifically JHFCA with one reading to ensure it is in place for the start of school. Melissa seconds the motion. The consent agenda made up of July 9, 2026 Board Meeting Minutes, First Reading policy update JHFCA, Second Reading policy updates GBA and BDDC, new hire Matthew Johnson, and temporary new hire Samantha Braukman Yunker passes unanimously.

9. DEPARTMENT REPORTS

9.1. Operations

Jennifer shares that the District received a Department of Justice COPS School Violence Prevention Program grant in 2023 and has applied for a new approximately \$500,000 grant, which requires a \$170,000 District match from capital project funds. The funding would support continued school safety improvements, including emergency alert systems, intercom/paging systems, radios, and related technology. It is clarified that the grant would be accounted for in a separate fund within the District budget.

9.2. Financial

Steven shares that the Finance Department continues to work across two fiscal years. The first interim audit is complete, with the final audit scheduled for next month and required to be completed by the end of December. Board members should expect to receive a questionnaire from the auditors.

Steven reviews areas where revenues are below budget and expenditures exceed projections. In response to a question regarding property tax revenue, he explains that the District budgets based on estimated collections. The projected ending fund balance is approximately \$7.7 million, subject to additional revenues received within 60 days after June 30, audit adjustments, and final expenditures.

10. COMMUNICATION

10.1. Board

Melissa recognizes the District's social media engagement and suggests a joint recognition of the Mid-Valley Rebels and Pop Warner programs. Jennifer shares that a post highlighting the press box will be published once the project is complete.

A question is presented about the preschool facility projects, including the Green Acres covered play area, and the playground improvements and fencing at Lacombe.

Melissa asks about follow-up with the Lebanon Museum, and Jennifer confirms she will connect Tonya with the museum regarding curriculum and educational partnership opportunities. The Board also discusses potential Board involvement with the museum. Jennifer clarifies that the District currently uses the Teen Center for the district's alt ed programs and does not have an alternative location available at this time.

10.2. Superintendent

Nothing to report.

11. PUBLIC COMMENTS

No public comments were made.

12. ADJOURNMENT at 7:31 PM.

Signed:
(Board Chair)

Date:.....

Signed:
(Superintendent)

Date:.....

CODE	TITLE
FIRST READING	REQUIRED
KNA	Immigration Enforcement on District Property
FIRST READING	HIGHLY RECOMMENDED
CC-AR	Organizational Chart
KNA-AR(1)	Interactions with Immigration Enforcement
FIRST READING	OPTIONAL
KNA-AR(2)	Federal Immigration Enforcement Request Log

BOARD MEMORANDUM



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

From: Jennifer Meckley, Superintendent

Date: September 4, 2026

Meeting Date: September 10, 2026

Re: Immigration Enforcement Policy Update

IMMIGRATION ENFORCEMENT

Summary

In 2026, the Oregon Legislature adopted three bills related to federal immigration enforcement in schools: Senate Bill (SB) 1538, SB 1594, and House Bill (HB) 4079). These new laws require the Oregon Attorney General's (AG) Office to publish model policies related to immigration enforcement in schools, which are available here. Districts must provide these model AG policies to employees, and must adopt a policy that is consistent the AG model policies by September 30, 2026.

The district-adopted policy must:

- Designate an individual to be the primary contact for immigration enforcement;
- Include requirements for notifying students, parents, staff and the community when federal immigration officials are confirmed to be on district property for enforcement purposes;
- Include training requirements for designated individuals;
- Be included in the student handbook and in culturally appropriate languages on the district's website; and
- Include any other requirements provided by law.

OSBA is releasing a new sample policy to help meet these requirements and two new administrative regulations to assist in the implementation of this policy.

To ensure the District is in compliance with the required policy adoption deadline of September 30, we are recommending approval of these policies with only a first reading.

OSBA Model Sample Policy

Code: KNA
Adopted:

Immigration Enforcement on District Property

{House Bill 4079 (2026) requires districts to “adopt a policy for providing notice when a federal immigration authority is confirmed to have entered school property for immigration enforcement.” This policy must be “consistent with applicable model policies published by the Attorney General as provided by ORS 180.810.”}

The district complies with state and federal law, including Oregon Revised Statute (ORS) 180.805 and ORS 181.826, and this policy and accompanying administrative regulations KNA-AR(1) – Interactions with Immigration Enforcement and KNA-AR(2) – Federal Immigration Enforcement Request Log when responding to requests from federal immigration authorities regarding immigration enforcement. [Absent a judicially authorized subpoena, warrant or court order, district staff must not allow federal immigration authorities access to the district’s records or facilities not open to the public for the purposes of immigration enforcement and must verify the validity of any subpoena, warrant or court order involving immigration enforcement presented to them by federal immigration authorities to ensure it is judicially authorized. Examples of judicial and administrative warrants and subpoenas can be found in the Oregon Attorney General’s Model Public School Policies.¹ The superintendent or designee must review and approve any response to a request involving immigration enforcement. The district will provide ongoing training to designated staff to ensure compliance with this policy.]

This policy will be made available in the student handbook and on the district’s website². [The district will ensure a copy of the Oregon Attorney General’s Model Public School Policies³ and this policy and accompanying administrative regulations are provided to staff.]

Designation of Primary Point of Contact

The [position{⁴}] is the primary point of contact for coordinating interactions with federal immigration authorities occurring in the district (“immigration liaison”{⁵}). Each building or department administrator will serve as the **immediate immigration liaison** for their site or department. The administrator will communicate any immigration-related concerns, requests, or activity to the **District Immigration Liaison (Superintendent)** and will promptly notify the Superintendent when district-level coordination or response is needed. The executive assistant shall serve as an alternative point of contact during the immigration liaison’s absence or unavailability (“alternate immigration liaison”).

¹ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

² Must be provided in culturally appropriate languages that are used to communicate effectively with parents and guardians of students in the district, as determined by the Board. {The district is encouraged to evaluate language needs in the district in order to effectively communicate with all parents and guardians.}

³ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

⁴ {House Bill 4079 (2026) requires the policy to “identify at least one administrator” for this purpose. The Board should consider whether a single administrator is sufficient for the district, or whether multiple administrators should be designated.}

⁵ {The district can choose any title to use for this individual and should use it throughout this policy.}

The immigration liaison's responsibilities include:

1. Serving as the district's representative during encounters with federal immigration authorities;
2. Confirming when federal immigration authorities have entered school property for immigration enforcement purposes;
3. Ensuring federal immigration authorities engaging in enforcement activities at the district have notice of relevant district policies: JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information, JOB – Personally Identifiable Information and this policy;
4. Assisting staff in performing their duties in response to immigration enforcement efforts, including ensuring compliance with all district policies and procedures related to interactions with federal immigration authorities and immigration enforcement efforts;
5. Reviewing and responding to requests from federal immigration authorities, in coordination with, and under the direction of, the superintendent or designee;
6. Facilitating the district's compliance with lawful immigration enforcement efforts in a manner that does not unnecessarily disrupt the school environment or invade the privacy of students, staff, or volunteers;
7. Providing notice as required in this policy when a federal immigration authority has been confirmed to have entered school property for immigration enforcement.

Required Notice

When a federal immigration authority is reported to have entered school property for the purpose of immigration enforcement the immigration liaison shall confirm whether federal immigration authorities have entered school property for immigration enforcement and when confirmed, shall provide notice as follows:

1. Notice must be provided to:
 - a. Students who attend the school where the federal immigration authority is confirmed to be on school property for immigration enforcement and who are in grades [7] and above;
 - b. Parents or guardians of students attending the school where the federal immigration authority is confirmed to be on school property for immigration enforcement;
 - c. Staff of the school where the federal immigration authority is confirmed to be on school property for immigration enforcement; and
 - d. Community-based service providers that have requested to receive notice when a federal immigration authority is confirmed to be on school property for immigration enforcement. Community-based service providers can request to receive such notifications by contacting [the immigration liaison at the district office].
2. Notice must include:
 - a. The general location of the federal immigration authority; and

- b. Whether classes or school operations were affected by the presence of the federal immigration authority. [{Districts may include resources available to those impacted by immigration enforcement actions.}]

3. Notice must not disclose:

- a. Personally identifiable information;
- b. Other information that may not be legally disclosed; or
- c. Other information when the disclosure may threaten the health or safety of students or staff of the district or is prohibited by a court order.

The required notice will be provided as expediently as possible using [insert communication methods the district will use] [existing methods used for providing electronic communications].

Unless otherwise prohibited by law or court order, the district will make reasonable efforts to provide notice to a student, or to the parent of guardian of a student, when the district has provided information related to the student to a federal immigration authority.

[Confidentiality of School Records]

Except when required by a judicially authorized warrant, subpoena, or order, Oregon law prohibits the district from disclosing protected information to federal immigration authorities for the purpose of enforcing federal immigration laws. Protected information includes information relating to a person's:

1. Address;
2. Workplace or hours of work;
3. School or school hours;
4. Contact information, including telephone number, electronic mail address or social media account information;
5. Known associates or relatives; and
6. Date, time or location of the person's hearings, proceedings or appointments with a public body that are not matters of public record.

Oregon law also prohibits sharing any of the above information about a person's relatives or known associates with federal authorities for immigration enforcement purposes.

Oregon law generally prohibits the district from sharing or disclosing citizenship or immigration status or country of birth information⁶ that the district collects, unless one of the following exceptions applies:

1. The disclosure is required by state or federal law (other than federal immigration law);

⁶ Citizenship or immigration status or country of birth information is any information concerning:

1. Where a person was born; or
2. Whether a person is a citizen of the United States; or
3. Whether a person has lawful authority to be present in the United States.

2. The disclosure is required by a judicially authorized warrant, order, or subpoena;
3. The information being shared with a person concerns only that person or their dependents; or
4. The information is aggregated and not personally identifiable.

In addition to the prohibitions described above, federal and state laws make records and information related to students confidential and permit disclosure only in limited circumstances. The district's policies with respect to student records can be found in Board policies JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information and JOB – Personally Identifiable Information. To ensure compliance with applicable federal and state law, the district's staff shall not disclose any school records or information to federal immigration authorities except as provided in these policies.

Staff must also maintain the confidentiality of school records and other information about students, staff, and volunteers when communicating with other students, parents, or community members about immigration enforcement activities involving students, staff, or volunteers of the district or occurring on district property. Staff should direct anyone with questions about immigration enforcement activities occurring on district property to the immigration liaison.}]

Training

The district will provide the immigration liaison and alternate immigration liaison with training as follows:

1. The training must include information on the requirements of House Bill 4079 (2026), any applicable model policies published by the Attorney General, and this policy; and
2. The training must be provided at the time of designation and at least once every two years thereafter.

[{⁷}Upon the adoption of this policy and not less than once every two years thereafter, the district will provide training to all current district staff of one hour or more regarding federal and state laws, and the district's policies, relating to interacting with federal immigration authorities and responding to immigration enforcement efforts. The district will provide the required training to all new staff within 30 days of beginning employment.}]

END OF POLICY

Legal Reference(s):

[ORS 180.810](#)
[ORS 180.805](#)

[ORS 181.826](#)
[OAR 581-021-0371](#)

Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g (2012); Family Educational Rights and Privacy, 34 C.F.R. Part 99 (2017).

[Oregon Attorney General's K12 School Model Policy](#)

Senate Bill 1538 (2026).

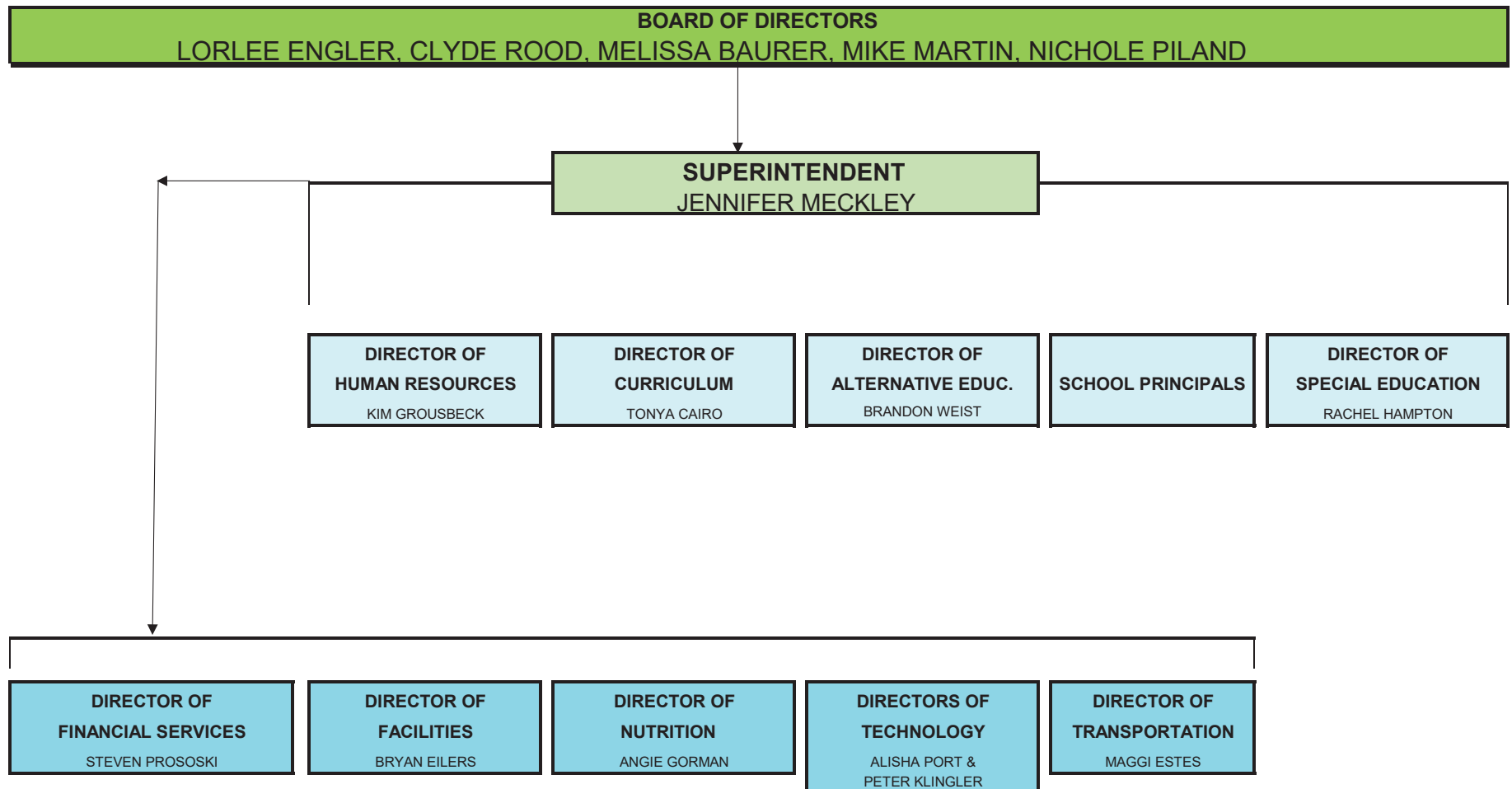
Senate Bill 1594 (2026).

House Bill 4079 (2026).

⁷ {This language is included in the Attorney General's *K12 School Model Policy*. House Bill (HB) 4079 (2026) requires that districts adopt policies that are "consistent with applicable model policies published by the Attorney General as provided by ORS 180.810."}



2026-2027 ORGANIZATIONAL CHART DISTRICT LEADERSHIP



OSBA Model Sample Administrative Regulation

Code: KNA-AR(1)
Revised/Reviewed:

Interactions with Immigration Enforcement

The [position] is designated as the “immigration liaison.”

1. Staff[, contractors and volunteers] shall adhere to all district policies when interacting with federal immigration authorities and the following administrative regulations:
 - a. Unless expressly authorized by the superintendent or designee, or by the immigration liaison on behalf of the superintendent or designee, staff shall not:
 - (1) Provide federal immigration authorities with records or information about students, staff, or volunteers;
 - (2) Confirm whether a student, staff member, or volunteer is present or make the student, staff member, or volunteer available;
 - (3) Allow access to non-public areas of the district’s facilities or property;
 - (4) Sign documents presented by federal immigration authorities; or
 - (5) Give consent to any immigration enforcement action.
 - b. Staff may not interfere with lawful immigration enforcement actions or physically obstruct federal immigration authorities in any manner. However, staff should immediately report to the immigration liaison if they observe any conduct or enforcement activities by federal immigration authorities that violate state or federal law, or district policies, or that otherwise present a security threat or potential danger to students, staff, volunteers, or visitors.
 - c. Staff who receive a request related to immigration enforcement must immediately notify the immigration liaison. The immigration liaison is responsible for interacting with the federal immigration authorities until the matter is concluded or the federal immigration authorities have been referred to the superintendent or designee.
 - d. The immigration liaison or alternate immigration liaison should meet the federal immigration authorities at the school door or other area designated by the superintendent or designee for this purpose.
 - e. The immigration liaison shall provide federal immigration authorities with a copy of this policy and explain that school staff are required to follow these steps in this policy. The immigration liaison should inform the immigration authorities that school staff must contact the office of the superintendent or designee for guidance before providing access to school facilities, records, or other information.
 - f. The immigration liaison should direct another staff member to contact the superintendent or designee while the immigration liaison remains with the federal immigration authorities.
 - g. The immigration liaison must document the request from federal immigration authorities to the fullest extent possible under the circumstances. At a minimum, the documentation shall include the following information, if available:
 - (1) The name, badge number, and agency of the law enforcement officer making the request;
 - (2) The number of officers present;

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- (3) Time, date, and location of the request;
- (4) The nature of the request;
- (5) The source of authority for the request, including whether the request is administratively or judicially authorized;
- (6) Whether the request requires an immediate response;
- (7) The identification of witnesses present; and
- (8) How the encounter concluded.

- h. The immigration liaison shall direct another staff member to transmit copies, photos, or other documentation provided by federal immigration authorities to the superintendent or designee, along with other information documented pursuant to this policy. The superintendent or designee must approve any response to a law enforcement request related to immigration enforcement as provided in Section 3 of this administrative regulation.

2. Determination of Validity of Judicial Warrant, Subpoena or Order

- a. If presented with a warrant, subpoena or order by federal immigration authorities, the immigration liaison shall verify the validity of the warrant, subpoena or order by determining whether the warrant, subpoena or order is judicially authorized. An administrative warrant, subpoena, order or other legal process that has not been authorized by a judicial officer does not authorize the district to provide law enforcement with access to records or information, or facilities for purposes of immigration enforcement.

A judicially authorized warrant, subpoena or order contains the following key features:

- (1) A caption, near the top of the document, identifying the court that issued the order (typically the federal district court for the District of Oregon);
- (2) A signature block, near the end of the document, including the name of the person who signed the order, and identifying that individual as a judge, magistrate, clerk of court, or other person signing on behalf of a judge or magistrate, and the date of the signature; and
- (3) An indication that the warrant, subpoena or order has not expired.

Examples of warrants and subpoenas are available in the Attorney General's model policies¹.

- b. The immigration liaison shall notify the superintendent or designee of the warrant, subpoena or order and whether the warrant, subpoena or order appears on its face to be judicially authorized.
- c. The immigration liaison should request a copy of the warrant, subpoena or order and transmit a copy of the warrant, subpoena or order for review by the superintendent or designee, or legal counsel.
- d. The superintendent or designee shall make the final determination regarding the validity of any warrant, subpoena or order and whether, and to what extent, federal immigration will have access to district records or information, or facilities. If the superintendent or designee is uncertain as to the validity or scope of the warrant, subpoena or order, the superintendent or

¹ <https://www.doj.state.or.us/wp-content/uploads/2026/06/Attorney-Generals-Model-Public-School-Policies-in-Compliance-with-SB-1538.pdf>

designee should immediately consult legal counsel or a statewide or regional education organization.

3. Approval of Response by Superintendent

- a. The immigration liaison shall notify the superintendent or designee of a request related to immigration enforcement prior to responding to the request. The superintendent or designee will only honor requests from immigration enforcement officers or other agencies enforcing federal immigration laws if the request is judicially authorized. If the superintendent or designee is uncertain as to the lawfulness or scope of the request, the superintendent or designee should immediately consult legal counsel or a statewide or regional education organization prior to approving a response.
- b. If the superintendent or designee determines that a response is not authorized by a judicial subpoena issued as part of a court proceeding or by another compulsory court-issued legal process, such as a warrant, the superintendent or designee shall direct the immigration liaison to decline the request.

Upon direction of the superintendent or designee, the immigration liaison shall decline the request, refer the federal immigration enforcement authorities to the superintendent or designee, and request that they leave the premises.

The immigration liaison shall ensure that the information documented pursuant to this administrative regulation is submitted to the Oregon Criminal Justice Commission as provided in ORS 181A.826.

- c. If the request is accompanied by a subpoena, warrant or order that appears on its face to be judicially authorized, the superintendent or designee must review and approve the immigration liaison of district's response to the request.

The superintendent or designee shall ensure that the district's response provides no greater access to records or information, or facilities, than that required by the subpoena, warrant or order.

- d. If the request involves a warrant that appears to be valid and authorizes the arrest of a particular person, the superintendent shall direct the immigration liaison to request that the arrest be conducted in a manner that is the least disruptive to the school environment and to the person's wellbeing, which may include bringing the arrestee to the federal immigration authorities.

4. [School-Sponsored Events]

If federal immigration authorities appear at a school-sponsored event open to the general public (e.g., field trip, athletic event, band event), staff should document their observations, notify the immigration liaison and follow any guidance provided by the immigration liaison. When alerted to the presence of federal immigration authorities at a school-sponsored event, the immigration liaison shall notify the superintendent or designee.]

5. [School Transportation/Buses]

If federal immigration authorities request to board a school bus or other vehicle transportation, the driver should ask them to wait outside the bus/vehicle, close the doors, and immediately call the immigration liaison and follow any guidance provided by the immigration liaison. The immigration liaison shall notify the superintendent or designee and coordinate an approved response as outlined in this policy.]

6. [Volunteers

The district will determine which volunteers need to receive training or materials regarding this administrative regulation.]

OSBA Model Sample Administrative Regulation

Code: KNA-AR(2)
Revised/Reviewed:

Federal Immigration Enforcement Request Log

School site: _____

Person Receiving Request: _____ Title: _____

1. Requesting Officer Information

Officer name: _____ Badge #: _____

Agency: _____

Contact information: _____

2. Number of officers present: _____

3. Time, date and location of request: _____

4. Nature of the request:

- | | |
|---|---|
| ☐ Request to enter school property | ☐ Request to access school facilities or buildings |
| ☐ Request to interview a student | ☐ Request to interview staff member |
| ☐ Request to locate a student | ☐ Request to obtain student records |
| ☐ Request to detain or take custody of an individual | |
| ☐ Other (describe): _____ | |

5. Source of Authority for the request

Authority cited by officer(s):

- | | |
|---|--|
| ☐ Administrative Warrant | ☐ Administrative Subpoena |
| ☐ Judicial Warrant | ☐ Judicial Subpoena |
| ☐ Court Order | ☐ Other Authority (describe): _____ |

Document Presented? ☐ Yes ☐ No

If yes, identify the document and any identifying numbers: _____

Copy obtained? ☐ Yes ☐ No

6. Does the request require an immediate response? ☐ Yes ☐ No

Superintendent or Designee Review and Approval

The superintendent or designee must review the request and approve any response to a law enforcement request related to immigration enforcement.

Review Conducted By:

☐ Superintendent

☐ Superintendent's Designee

Name: _____

Title: _____

Date and Time of Review: _____

Response Authorized:

☐ Yes

☐ No

☐ Additional Legal Review Required

☐ Pending Further Information

Witnesses Present

Name	Title or Role	Contact Information
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Name	Title or Role	Contact Information
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Name	Title or Role	Contact Information
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How the Encounter Concluded

☐ Access to school property granted

☐ Referred to School Administrator

☐ Access denied pending legal review

☐ Officers left without further action

☐ Referred to Superintendent or Designee

☐ Other (describe): _____

Detailed summary of outcome:

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Additional notes:

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Follow-Up Actions

- ☐ Legal counsel notified
- ☐ Superintendent notified and copies, photographs, or other documentation transmitted to the superintendent or designee.
- ☐ Law enforcement documentation copied and retained

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Completed By: _____ (print name)

Title: _____

Signature: _____

Date: _____

Time Completed: _____

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NAME	POSITION	FTE	START DATE	END DATE
NEW HIRES 2026-27				
Sofia Garcia Ramirez	Spanish Teacher - Lebanon High School	1.0	8/31/2026	
TEMPORARY NEW HIRES 2026-27				
Alyssa Taylor	Preschool Teacher - Cascades School	1.0	8/31/2026	6/16/2027
Brontae Sodeman	4th Grade Teacher - Pioneer School	1.0	8/31/2026	6/16/2027
Miranda Treadway	1st Grade Teacher - Riverview School	1.0	8/31/2026	6/16/2027

BOARD MEMORANDUM



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

From: Jennifer Meckley, Superintendent

Date: September 4, 2026

Meeting Date: September 10, 2026

Re: Walk the Halls – Green Acres Elementary

As part of our Walk the Halls campaign, we will highlight one LCSD school each month to give Board members an opportunity to see our facilities firsthand. These visits are intended to build a shared understanding of the condition of our schools and identify facility needs as we continue long-range planning for the district.

September Focus: Green Acres Elementary

Our September focus will be Green Acres Elementary School, with a Board and community tour scheduled for:

Wednesday, September 16, 2026
6:00 - 7:00pm
Green Acres Elementary School

Green Acres was built in 1948, making it one of our district's older facilities. The school is approximately 52,870 square feet and currently serves approximately 285 students. Over the years, multiple additions and renovations have created a safe, enclosed central courtyard, but they have also resulted in a building with disconnected interior spaces and varying facility conditions.

During the tour, Board and community members will have an opportunity to see several of the facility needs identified through our recent assessment, including:

- Safety and security: Limited visibility at the main entrance, lack of a secure entry vestibule, crowded pick-up/drop-off areas, and incomplete site fencing.
- Educational spaces: Limited appropriate space for Special Programs and Preschool, as well as only one staff restroom in the building.
- Building condition: Aging roofing, siding and windows; needed mechanical improvements; gym flooring needs; and a cafeteria with limited space, outdated equipment, inadequate storage, and flooring concerns.
- Building systems: Aging plumbing, HVAC needs and lack of air conditioning, and electrical and fire alarm systems that are due for replacement.

Purpose of Walk the Halls

As we look toward future facility investments and ultimately long-term bond planning, these monthly visits will help ensure that Board members and our community have a firsthand understanding of both the strengths of our schools and the challenges we will need to address together.



Lebanon Community School District
Pursuing Excellence for Every Student, Every Day

GREEN ACRES ELEMENTARY

School Facility Profile



Built: **1948**



Size: **52,870 SF**



Enrollment: **285**

The overall courtyard layout of Green Acres has been developed over time and through numerous additions and renovations. This has resulted in a safe, enclosed central area for the playground, which works well for the students and staff. However, the interior spaces suffer from many disparate additions, and there is a lack of continuity overall to the interior

layout of the building. This means each group of classrooms is distinct by addition, based on the year built. Additionally, the main sewer line to the school has failed and this is a top priority to repair.

SAFETY & SECURITY

- Main entry has limited visibility from the office and lacks a secure entry vestibule
- Pick-up / drop-off is crowded and unsafe
- Site is not fully fenced



EDUCATIONAL ADEQUACY

- Only one staff restroom in entire building
- Special Programs and Preschool lack dedicated appropriate space designed to support student needs



BUILDING CONDITION

- Roofing, siding, and windows need replaced
- Mechanical systems need replaced
- Replace gym floor
- Cafeteria too small, equipment outdated, storage inadequate, and sinking floor



SYSTEMS

- Aging plumbing systems need replaced, Failing septic system
- HVAC upgrades needed, building lacks A/C
- Electrical and fire alarm systems are due for replacement
- Update lighting to LED as required



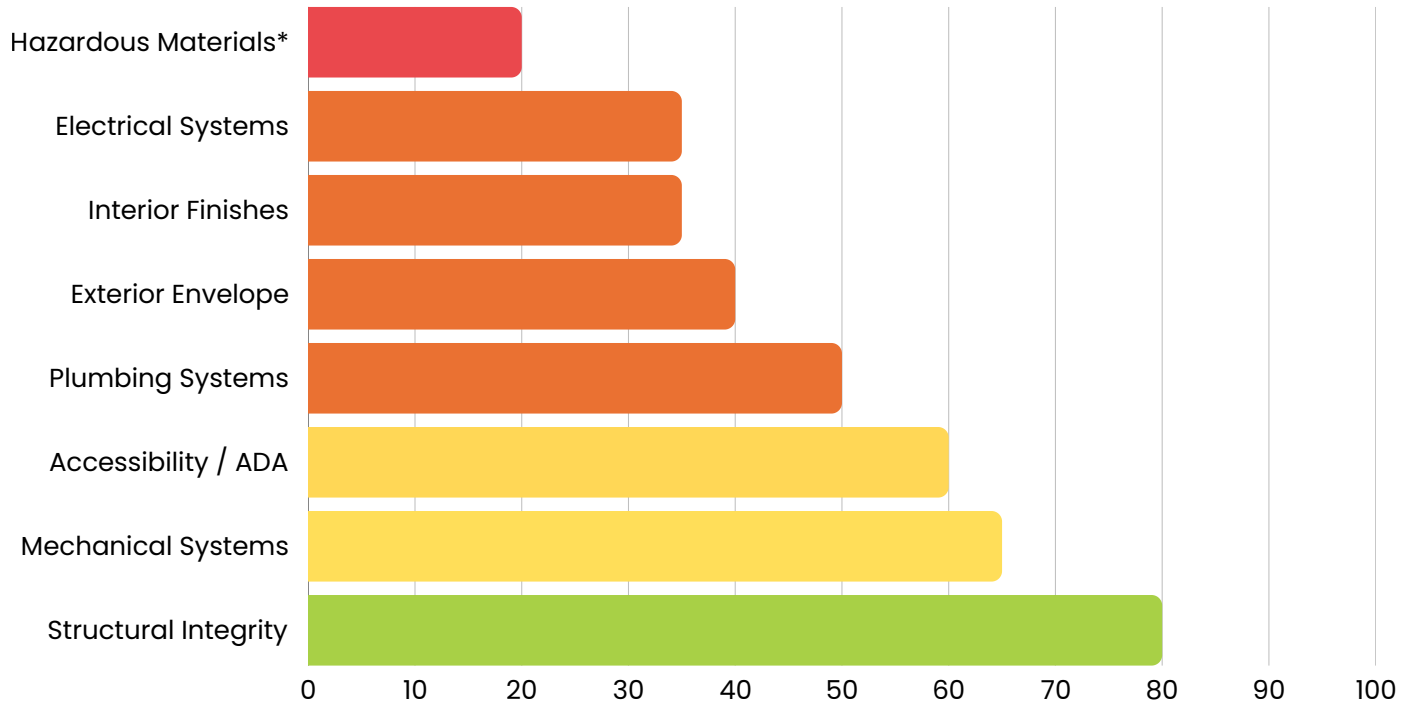


Lebanon Community School District
Pursuing Excellence for Every Student, Every Day

GREEN ACRES ELEMENTARY

School Facility Profile

Facility Condition Summary



90 - 100	Excellent
70 - 90	Satisfactory
50 - 70	Minor Modernization Needed
30 - 50	Modernization Needed
0 - 30	Major Modernization Needed

* Older school buildings may contain materials such as asbestos or lead that were commonly used when they were built. Required inspections help ensure these materials remain properly sealed or encapsulated and can safely remain in place. If construction would disturb them, testing and appropriate abatement are required.

HIGH PRIORITY

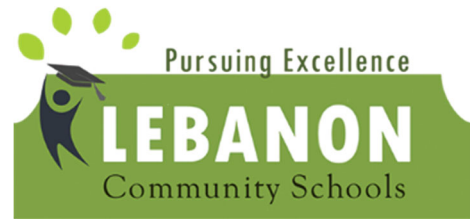
Plumbing infrastructure, including a failed main sewer line, is the school's most urgent need.

STAFF FEEDBACK

Green Acres staff emphasized the need for HVAC upgrades, roof repair to prevent persistent leaks, and improved space to support the Life Skills program.



BOARD MEMORANDUM



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

From: Steven Prososki, Director of Financial Services

Date: September 03, 2026

Meeting Date: September 10, 2026

Re: Financial Report and Fiscal Updates

Financial Report

The 2026-2027 Financial Board Report included in this packet reflects all General Fund revenues and expenditures for 2025-2026, the budgeted YTD expenditures, and encumbered amounts for 2026-2027 as of 09/03/2026.

General Fund: Statement of Revenues Budget Vs. Actual For the Fiscal Year 2026-27

Source	2026-27 Budget	Actual YTD Rev. 9/3/2026	Projected through 6/30/2027	Total Estimated 2026-27	(Over)/Under Budget	2025-26 Budget	Actual YTD Rev. 6/30/2026
SSF Funding							
1111 Current Year Property Taxes	13,577,123	-	13,577,123	13,577,123	-	13,349,416	12,909,584
1112 Prior Year Property Taxes	187,723	-	187,723	187,723	-	201,478	182,760
1190 Penalties & Interest on Taxes	1,000	-	1,000	1,000	-	1,000	42,870
3101 State School Funds	40,054,386	9,948,771	30,105,615	40,054,386	-	38,732,367	36,834,753
3103 Common School Fund	500,000	-	500,000	500,000	-	500,000	557,895
3104 State Managed County Timber	150,000	-	150,000	150,000	-	150,000	109,299
Total SSF Funding	54,470,232	9,948,771	44,521,461	54,470,232	-	52,934,261	50,637,160
Total SSF Revenue	\$ 54,470,232	\$ 9,948,771	\$ 44,371,461	\$ 54,470,232	\$ -	\$ 52,934,261	50,637,160
Non State School Support Formula Sources							
Local Sources							
1312 Tuition From Other Districts Within the State	-	-	-	-	-	-	20,000
1411 Transportation Fees	10,000	-	10,000	10,000	-	10,000	5,678
1510 Earnings on Investments	800,000	129,405	670,595	800,000	-	800,000	1,264,177
1530 Gain or Loss on Sale of Investment (FMV)	-	-	-	-	-	-	-
1910 Facility Use Rentals	1,000	-	1,000	1,000	-	1,000	2,275
1960 Recovery of Prior Years' Expenditure	-	-	-	-	-	-	-
1980 Fees Charged to Grants	425,000	-	425,000	425,000	-	325,000	374,500
1990 Miscellaneous Local Revenue	75,000	9,838	65,162	75,000	-	50,000	72,525
1991 Student Transportation - Reimbursed	100,000	-	100,000	100,000	-	100,000	105,755
1995 MAC Study	600,000	-	-	-	600,000	500,000	1,060,333
Total Non Formula Local Sources	2,011,000	139,243	1,271,757	1,411,000	600,000	1,786,000	2,905,243
Intermediate Sources							
2101 - County School Funds	20,000	-	20,000	20,000	-	20,000	36,720
2210 - TMR Reimbursement	175,000	-	175,000	175,000	-	175,000	189,730
Total Intermediate Sources	195,000	-	195,000	195,000	-	195,000	226,450
State/Federal Sources							
3199 Other Unrestricted Grants-In-Aid	275,000	-	275,000	275,000	-	275,000	189,089
4202 Medicaid Reimbursement	50,000	-	-	-	50,000	-	105,127
4300 Restricted Federal Rev	70,000	-	70,000	70,000	-	70,000	85,440
4801 Federal Forest	130,000	-	130,000	130,000	-	130,000	33,717
Total State/Federal Sources	525,000	-	475,000	475,000	50,000	475,000	413,373
Other Sources							
5300 Sale/Loss of Fixed Assets	2,000	-	2,000	2,000	-	2,000	-
5400 Beginning Fund Balance	8,000,000	7,740,220	-	7,740,220	259,780	8,500,000	9,287,166
Total Other Sources	8,002,000	7,740,220	2,000	7,742,220	259,780	8,502,000	9,287,166
Total Non SSF Revenue	\$ 10,733,000	\$ 7,879,463	\$ 1,943,757	\$ 9,823,220	\$ 909,780	\$ 10,958,000	\$ 12,832,231
Total Resources	\$ 65,203,232	\$ 17,828,234	\$ 46,315,218	\$ 64,293,452	\$ 909,780	\$ 63,892,261	\$ 63,469,391
Less Estimated Requirements				\$ 59,583,280			
Estimated Ending Fund Balance				\$ 4,710,172			

	2026-27 Budget	Actual YTD EXP 9/3/2026	Projected through 6/30/2027	Total Estimated 2026-27	(Over)/ Under Budget	% Committed	2025-26 Budget	Actual YTD Exp. 6/30/2026
Instruction								
1111 Elementary, K-5 or K-6	10,323,213	39,871	10,180,110	10,219,981	103,232	99.00%	10,310,076	10,001,256
1113 Elementary Extracurricular	21,129	66	21,063	21,129	-	100.00%	5,616	52,733
1121 Middle/Junior High Programs	4,672,262	33,495	4,600,669	4,634,164	38,098	99.18%	4,597,566	4,560,077
1122 Middle/Junior High School Extracurricular	39,042	-	39,042	39,042	-	100.00%	39,022	48,802
1131 High School Programs	6,144,260	65,634	5,963,856	6,029,490	114,770	98.13%	6,038,293	5,925,502
1132 High School Extracurricular	86,112	18,088	68,024	86,112	-	100.00%	86,068	103,982
1140 Pre Kindergarten Programs	51,515	2,165	49,350	51,515	-	500.00%	0	8,728
1210 Programs for the Talented and Gifted	69,781	1,958	60,342	62,300	7,481	89.28%	61,705	55,090
1220 Restrictive Pgms for Students w/Disabilities	3,712,575	6,525	3,706,050	3,712,575	-	100.00%	3,247,824	3,251,956
1250 Programs for Students w/Severe Disabilities	4,008,634	18,599	3,990,035	4,008,634	-	100.00%	4,211,573	4,243,769
1272 GF Title I Support	170,665	-	170,665	170,665	-	100.00%	143,968	159,477
1280 Alternative Education	1,387,147	46,214	1,174,475	1,220,689	166,458	88.00%	1,481,326	1,198,420
1288 Charter School - Sand Ridge	3,970,918	935,510	3,035,408	3,970,918	-	100.00%	3,608,458	3,656,696
1288 Charter School - Evergreen	350,000	-	437,500	437,500	(87,500)	500.00%	-	431,675
1291 English Second Language Programs	528,230	20,578	507,652	528,230	-	100.00%	466,190	472,927
1400 Summer School Programs	57,849	50,328	7,521	57,849	-	100.00%	24,460	60,871
Total Instruction	\$ 35,593,332	\$ 1,239,031	\$ 34,011,762	\$ 35,250,793	\$ 342,539		\$ 34,322,145	\$ 34,231,960

	2026-27 Budget	Actual YTD EXP 9/3/2026	Projected through 6/30/2027	Total Estimated 2026-27	(Over)/ Under Budget	% Committed	2025-26 Budget	Actual YTD Exp. 6/30/2026
Support Services								
2110 Attendance and Social Work Services	289,320	8,768	280,552	289,320	-	100.00%	270,969	278,276
2114 Student Accounting Services	177,848	28,763	228,980	257,743	(79,895)		281,217	282,618
2115 Student Safety	604,651	-	604,651	604,651	-	100.00%	518,602	410,624
2120 Guidance Services	1,622,380	499	1,621,881	1,622,380	-	100.00%	1,501,591	1,503,438
2130 Health Services	565,973	8,789	538,685	547,474	18,499	96.73%	547,223	522,243
2135 Health	136,068	6,398	129,670	136,068	-	100.00%	132,020	133,248
2140 Psychological Services	-	15,540	-	15,540	(15,540)	0.00%	250	-
2150 Speech Pathology and Audiology Services	589,616	395	589,221	589,616	-	100.00%	492,611	406,320
2190 Service Directions, Student Support Svcs	586,002	46,194	481,118	527,312	58,690	89.98%	553,622	498,175
2210 Improvement of Instruction Services	434,189	41,767	283,874	325,642	108,547	75.00%	448,164	276,184
2220 Library/Media Center	524,496	46	519,111	519,157	5,339	98.98%	507,531	502,364
2230 Assessment and Testing	68,307	43,801	-	43,801	24,506	64.12%	55,000	27,637
2240 Staff Development	84,323	6,056	65,711	71,767	12,556	85.11%	93,915	79,931
2310 Board of Education	151,070	24,090	79,801	103,891	47,179	68.77%	151,070	103,891
2321 Office of the Superintendent Services	586,251	111,022	475,229	586,251	-	100.00%	842,693	852,117
2410 Office of the Principal Services	4,685,240	540,680	4,096,266	4,636,946	48,294	98.97%	4,251,489	4,207,666
2520 Fiscal Services	949,013	190,601	737,359	927,961	21,052	97.78%	952,118	930,997
2540 Insurance & Judgements	788,660	705,505	59,770	765,275	23,385	97.03%	688,174	667,769
2542 Care and Upkeep of Buildings Services	3,566,361	446,423	3,116,058	3,562,481	3,880	99.89%	3,271,363	3,267,804
2543 Care and Upkeep of Grounds Services	231,305	45,513	185,792	231,305	-	100.00%	183,068	266,357
2544 Maintenance	1,769,306	462,032	1,307,274	1,769,306	-	100.00%	1,980,223	2,143,495
2548 Land Lab	1,954	1,281	673	1,954	-	100.00%	8,499	4,439
2550 Student Transportation Services	2,731,599	324,072	2,407,527	2,731,599	-	100.00%	2,742,366	2,919,511
2573 Warehousing and Distributing Services	29,451	2,042	27,409	29,451	-	100.00%	28,550	28,786
2630 Information Services	36,202	17,931	18,271	36,202	-	100.00%	241,805	249,667
2640 Staff Services	799,134	191,094	608,040	799,134	-	100.00%	775,424	835,693
2660 Technology Services	1,088,823	170,847	809,094	979,941	108,882	90.00%	893,861	869,031
2680 Interpretation & Translation Services	6,319	192	6,127	6,319	-	100.00%	6,316	2,306
2700 Supplemental Retirement	500	(142)	142	-	500	0.00%	500	-
Total Support Services	\$ 23,104,361	\$ 3,440,201	\$ 19,278,286	\$ 22,718,488	\$ 385,873		\$ 22,420,234	\$ 22,270,587
Community Services								
3100 Food Services	10,773	-	-	-		0.00%	40,691	2,617
3300 Community Services	-	-	-	-		0.00%	-	359
Total Community Services	\$ 10,773	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,691	\$ 2,976
Other Requirements								
5200 Transfers of Funds	1,614,000	-	1,614,000	1,614,000	-	100.00%	2,179,000	2,149,349
6110 Contingency	1,620,604	-	-	-	1,620,604	100.00%	930,191	-
7000 Unappropriated Ending Fund Balance	3,260,162	-	-	-	3,260,162	100.00%	4,000,000	-
Total Other Requirements	\$ 6,494,766	\$ -	\$ 1,614,000	\$ 1,614,000	\$ 4,880,766		\$ 7,109,191	\$ 2,149,349
Total Requirements	\$ 65,203,232	\$ 4,679,232	\$ 54,904,048	\$ 59,583,280	\$ 5,609,179		\$ 63,892,261	\$ 58,654,873